

## Glebe Farm School Literacy Strategy

### Reading –

As a school, we use Read, Write, Inc. as our approach to teaching early reading. Read, Write, Inc. is a ambitious systematic synthetic phonics program which enables all children to read accurately and fluently whilst developing and supporting their comprehension. Throughout the programme, children learn the English alphabetic code along with the letter-sound correspondences at a rapid pace with the help of simple and enjoyable mnemonics. Once the children have grasped the alphabetic code, they continue accessing Read, Write, Inc. however more time is dedicated to further developing their fluency and comprehension skills until they become the fluent and confident readers that we aspire them to become.

When children become fluent and confident readers, they are then taught the six main reading skills (vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising). These skills are taught in two ways on a two-week rotation. In one week the children will read a text as a whole class, where together they will read the text and unpick any unfamiliar vocabulary. After that, the class will focus on a different reading skill each day where the children will then have the opportunity to apply what they have learnt. During the second week on the two-week timetable, the class will be set up in a carousel. The children are grouped based on the colour of their book band that they are able to fluently decode, throughout the week they will work on a selection of different activities linked to the reading vipers. This will provide them with the opportunity to independently showcase the knowledge they have gained in both their whole class and carousel reading lessons.

To find out more, visit <https://www.ruthmiskin.com>

From year 7, we use the Accelerated Reader programme to promote a lifelong love of reading and celebrate the reading successes of our learners. Fundamentally, learners read the material they love, and the material they have selected. They are then quizzes on what they have read. This can be at school, or at home, as they wish. The vast text selected ensures a diversified mix of material for our learners to access, ensuring a wider breadth of cultural capital, that goes beyond the curriculum.

Accelerated Reader can record reading ages, preferred book genres, and make future suggestions on material our learners may enjoy in the future; bespoke to their individual taste and needs.

To find out more, visit <https://www.renaissance.com/products/accelerated-reader/>

## Writing –

As a school we endeavour to ensure that the writing genres chosen link to each classes imaginative learning project (ILP). This cross-curricular creative approach 'hooks' children into their writing and ensures that they have opportunities to apply the knowledge gained in their ILP lessons within their writing. Teachers follow the 'Write Stuff' framework, which enables them to model to pupils how to construct ambitious, highly effective sentences based on the skills (lenses from the writing rainbow) being taught within that lesson through sentence stacking. Pupils are then given the opportunity to have a go at using the skill before using their creativity to independently plan, write and draft their own piece of writing based on the same genre, in a similar style.

## Spelling –

In EYFS, children have opportunities to practice their spelling as they learn a new phoneme-grapheme correspondence. They do this through spelling orally using 'Fred fingers' whereby they have to decide how many sounds they need to spell a word, say the sounds and pinch their fingers as they do so. Children are also given the opportunity within their phonics lessons to use Fred fingers to help them write words they are spelling. As well as this, once children have learnt the set 1 sounds, they move onto doing a spell review activity as part of their phonics lesson. Within this, they have to spell two or three other words containing sounds that they have been taught previously, this helps to ensure that their knowledge of each phoneme-grapheme correspondence is further embedded.

Children in years 2-5, follow the Read, Write, Inc. spelling programme. Two of their SPaG lessons a week are dedicated to just spelling. Each week, teachers select a spelling unit (based upon a spelling rule) which is introduced to the children through a video with child friendly characters who explain how to use the spelling rule. Children then complete activities within both lessons, with teachers assessing the knowledge they have retained at the end of the week.

## Vocabulary, grammar and punctuation –

Teachers use the vocabulary, grammar and punctuation progression grid to help them plan their lessons ensuring the children develop the skills and knowledge needed within their year groups across the three vocabulary, grammar and punctuation lessons a week. As we use the Write Stuff approach within our writing lessons, many of the lenses focus on vocabulary, grammar and punctuation so children frequently have the knowledge to apply what they have learnt within their SPaG lessons in context within their writing lessons.

