At St George’s School we have developed, over the past two years a curriculum for Literacy which suits the rigours of the New Curriculum and our particular school’s needs.

Reception Class have phonic sounds displayed on walls for outside learning and high frequency words are displayed to this effect in outside areas around the Key Stage.

In Key Stage One we have a daily phonics session (Read, Write Inc) with children being taught phonics in groups at a pace suitable to need. Children are assessed every half term and change teachers and groups according to need.

Children have sounds linked to spellings sent home as part of the Read Write Inc process of learning to read and spell.

In Reception and Year 1 we have identified that a number of children require extra time on the learning of high frequency sight words due to EAL needs. As a result we have invested in Oxford Reading Tree first word stories to complement our Phonics Programme.

The Infant Reading Challenge encourages children to use a range of strategies to read an incremental list of New Curriculum Words.

Children are taught to write in focused writing groups, which are assessed regularly and children moved through groups according to need.

In Year 2 children who move off of the Read Write Inc programme move on to Literacy and Language in order to learn grammar, spelling and punctuation points embedded within the reading of quality texts. The programme asks high level reading questions to encourage the children to infer, deduce and make links. The programme also offers a model for writing.

In the back of Reading Logs in Key Stage One can be found all of the appropriate spelling lists for children to learn to read and spell in order to support children and parents with home learning.

We teach the children to hand write using the Nelson programme and have Interactive White Board programmes to model handwriting patterns. We have a KS 1 and a KS2 programme to stretch across both Key Stages.

Literacy and Language continues into Key Stage 2 and is being used in Years 3, 4 and 5. Spelling is taught at least 3 times during the week through a homework sheet, a spelling activity sheet and a Look, Say, Cover, Write, Check sheet. Teachers across the Key Stage have spelling smart board presentations to teach in a fun and interactive way the Year3, 4 and 5, 6 spelling lists.

Teachers have top tips for spelling on display in their classrooms and refer to these regularly. Spelling patterns and tips for learning spellings are regularly discussed and used and children are tested on spellings weekly. The Literacy and Language programme picks out spelling rules embedded within whole text teaching.

A Spelling Practice Activity Book by Helen Sheridan and Linda Cartwright is the current text being used for spelling lists and activities in Key Stage 2.

Reading is taught through guided reading sessions from our extensive guided reading selection. Children are taught higher order reading skills in small groups. These groups aim to be active and involve children in being busy readers with very little time spent on children waiting around to hear others read.

Reading progress (formative not summative) can be made half termly through the Rising Stars English Tasks and Tests Assessment for Learning Books which each of the Key Stage 2 teachers have copies of.

Children also undertake weekly opportunities to be taught comprehension skills through a written comprehension task and through Reading Response activities in Reading Logs.

Reading Response activities are also used to guide children’s personal research when reading for learning within topics. Time is given to allow children to read for learning throughout the curriculum.

For outside learning opportunities there are spellings on windows, fantastic vocabulary signs stuck to walls and grammar reminders in covered areas.

Children experience weekly grammar teaching as a discrete skill, lesson through the Rising Stars Skills Builders Scheme. This complements the grammar points embedded in Literacy and Language.

In Year 6 grammar is taught through excellent use of Smart Board presentation slides provided by the Somerset Literacy Network.

Grammar, Punctuation and Spelling Progress can be assessed regularly through the Rising Stars Grammar, Punctuation and Spelling Practice and Assessment Tests.

Talk for Writing is a key element of our teaching of writing across the school. Literacy and Language was bought due to its being heavily influenced by Pie Corbett. To ensure children use writing toolkits in order to write fluently across the curriculum we have Igniting Writing in Key Stage 2 which lays out language toolkits and key features for different styles of writing. These texts can be used across curriculum subjects.

Handwriting is taught weekly though the Nelson Smart Board programme. We also have purchased a Nelson font package so that letters and signage around the school can be produced in a demonstration font.

If any child requires intervention for spelling or reading in Key Stage 2 a number of members of staff are trained to use the SAIL intervention programme and we have a Key Stage 2 Read Write Inc phonics group which ensures all children can pass the phonic screen in the school.

Get Writing is used in Key Stage 2 to complement Literacy and Language for those children who require extra support with writing.

Hi – Lo readers have been bought to ensure we have texts to challenge and inspire struggling or reluctant readers.

Reading Logs are scrutinised by Senior Management regularly to ensure all children are reading at home.

One to one reading catch up sessions are provided by the school to ensure those children not able to be heard read at home can be given support.

Our Level 5 reading resources are very extensive and new books are purchased regularly to ensure children in the school remain enthusiastic about reading.