



St. Merryn Literacy Curriculum Overview

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1. Rationale for the curriculum, including the purpose and the key ideas

Reading is at the heart of all areas of the curriculum at St Merryn, from EYFS to upper KS2, and all teachers provide continued opportunities for the children to develop their love of reading. Each curriculum subject is based on our school vision statement, Bright Futures Built on Firm Foundations. The intent of the curriculum at St Merryn is that pupils are driven by the 3 Curriculum Drivers of:

- Resilience (Independent learners who thrive on a challenge)
- Reach (Happy inspired learners who love learning)
- Reflectiveness (Developing a sense of self and of the world beyond their own)

All teachers are experts in the teaching of reading with a focus on the accurate and consistent use of phonics. Reading in all classes is exciting, curriculum focused and set with an appropriate level of challenge to ensure that all children develop quickly into fluent, enthusiastic readers.

The wider benefits of reading are positively recognised across St Merryn school from using story time to develop interest in the world around them and practise the important concentration skills in our youngest children, to the value of increasing the cultural capital of all children through their continued exposure to a rich and varied vocabulary and range of genre types.

At St Merryn we actively promote the continued development of children's speaking and listening skills, we recognise the importance of these skills as a precursor to all aspects of literacy. Children are encouraged to take turns to talk, clearly explaining their views whilst actively listening and questioning the opinions of others. Our commitment to 'Talk for Writing' provides opportunities for these skills to be embedded in literacy lessons throughout the school.

We believe that being able to express ideas in a clear and concise manner and being able to actively listen to those around you are fundamental skills for the future of the children at St Merryn enabling them to become sensitive, confident citizens who are able to fully participate within our community.

We are committed to improving writing standards across the school, through the use of engaging high quality texts teachers provide a variety of opportunities to write. The children are encouraged to write for real purposes, to take ownership of their personal continued progression through editing and evaluating their own work. We use a mixed approach to teaching integrating 'Talk for Writing' units with visual literacy, novel based studies and SPAG focussed activities. These units cover all genres of writing from non-fiction to poetry.

The promotion of writing for real purposes enhances the importance of writing for different audiences in the real world. We endeavour to invite a range of authors to our school to inspire and encourage our children.

The intent of the reading curriculum at St. Merryn is to continue to maintain the high standards of reading across both KS1 and KS2 with a strong focus on comprehension in particular inference and vocabulary. In writing we continue to focus on raising the standard of writing across the school with a focus on developing our greater depth writers.

2. Subject planning, delivery and assessment

Planning

- St Merryn use RWI to teach the phonetic skills in EYFS and KS1
- Year 2 and KS2 have weekly guided reading sessions that build on and support both fluency and comprehension.
- Teachers use reading VIPERS as a tool to ensure that all areas of reading comprehension are explicitly taught.
- Those children that require intervention are identified quickly and quality intervention is implemented through the use of precision teach and 1:1 fast track tutoring through the Read Write Inc programme.
- Age appropriate quality texts are selected and used across the school providing a suitable challenge for all children.
- Writing is planned as a unit using - Talk for Writing, visual literacy, novel studies
- Units of writing will incorporate age specific SPAG in accordance with the National Curriculum.
- Opportunities to include speaking and listening are included in all units of work.

Delivery

- St Merryn reading curriculum has regard to the knowledge and skills stated in the National Curriculum.
- Early reading at St Merryn is taught in small groups through RWI with regular assessment of groupings to ensure children move quickly through the programme.
- Children who are on the RWI scheme take home book bag books that are accurately matched to ensure that they are phonetically decodable. These books are read a number of times to promote fluency and provide continued opportunities for success.
- Once a child has completed the RWI programme they are assessed using Accelerated Reader. This system ensures that the books children are reading for pleasure are suitably matched to their ability.
- Each reading lesson is supported by a thorough pedagogy.
- Children will be offered the learning objectives and success criteria which are visible throughout the lesson. Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers to promote accurate use and understanding with the aim that children begin to use this vocabulary as well.
- Key questioning is used to support the teaching of inference and deduction.
- Teachers use a VIPERS approach to deepen understanding of all texts.
- Children are provided with regular opportunities to read and comprehend written text across all genres in every area of the curriculum.
- All teachers provide time for classes to discuss reading and celebrate successes.
- Writing is taught in units that work towards a final independent writing task.

- Knowledge from previous learning and other subjects is referred to wherever appropriate.
- Children are given the opportunity to edit their work and this is included as part of the writing process.
- Spelling, punctuation, grammar and handwriting are taught explicitly in separate sessions. These skills are expected to be applied in all areas of the written curriculum.

Assessment

- St Merryn school uses formative and summative assessment within reading, writing and speaking and listening.
- RWI assessments - (every half term)
- Accelerated Reader - Star Reader assessments (4 per year).
- In school writing moderations.
- KTSA - Trust wide writing moderations.
- Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress.

3. A clear rationale for the curriculum, including the purpose and the key ideas

- [See point 1 for curriculum rationale](#)
- The development of this curriculum has taken place with the guidance of the National Curriculum for Key stage 1 and 2. Texts are chosen to facilitate the teaching of age specific objectives and progressions from the National Curriculum, allow for assessment opportunities and enable lessons to be taught that cover all aspects of fluency and comprehension.
- Throughout the subject, the National Curriculum objectives (2014) are at the core of the pedagogy and curriculum design.

4. Monitoring and evaluation of intent, implementation and impact of lessons

Monitoring and evaluation of intent

St Merryn are dedicated to maintaining an up-to-to stance with the development and implementation of the curriculum content. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

- RWI
- Accelerated Reader
- KTSA Literacy Leads
- Ofsted updates
- Weekly Read Write Inc practise sessions for all staff delivering the phonics programme.
- Read Write Inc leadership training
- Access to training portal and online resources

Monitoring implementation and impact of lessons

Subject leadership time is allocated to allow for the subject leader to carry out learning conversations and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy. Subject leaders carry out frequent book looks and undergo pupil conferencing to ensure plans are being followed correctly and check pupils' understanding and retentions of knowledge.

Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader in order to aid the impact of lessons where required. At the end of units, teachers and the subject lead will assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

5. Action plans related to whole school SIP

See the [Action plan](#)

6. Connectivity: a statement on how the subject works alongside other subjects

Connectivity runs throughout each element of the curriculum at St Merryn. Literacy forms the backbone of all we do and opportunities to read and be read to are integrated across all aspects of the curriculum at every stage.

7. Budget

The budget is overseen by St Merryn's Executive head, Head of School and School LAB members. The curriculum lead can complete a requisition form for particular resources that are needed. The spend, as is the curriculum, is focused on enabling the success of the Literacy action plan and curriculum.

8. Local Authority Board (LAB)

At St Merryn LAB members work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the Literacy curriculum using this document, and subsequent updated versions, as an agenda to provide focus points for discussion.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area. Also, it will include updates from learning walks, book looks and pupil conferencing.

9. Risk assessments

- Children who wear glasses are encouraged to do so by school staff, this information is transferred between teachers during transition.
- Children who require an overlay are encouraged to do so by school staff, this information is transferred between teachers during transition.

Off-site visits and peripatetic staffing

For off-site visits risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive/Assessnet and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

At St Merryn all teaching assistants are trained in teaching early reading through Read, Write Inc this enables us to teach our youngest children in small groups to ensure that our teaching of reading is of a high quality, fast paced and is at a level that is accurately matched to their stage and development.

Whenever possible we welcome visitors into school such as authors and theatrical groups to inspire, encourage and enhance the uses of literacy skills in society. School staff are always present during these sessions.

11. Examples of pupils' work

Work scrutiny is carried out by Senior Leadership Team and the Literacy co-ordinator to monitor:

- Consistency in curriculum delivery
- What is being taught and when through scrutiny of planning and book looks and pupil conferencing
- Evidence of progression
- How subject matter is taught and learned (from the perspective of how learning is structured to allow for efficient and meaningful acquisition of new knowledge)
- Whether and how pupils consolidate knowledge that remains in their long-term memory.

12. Extra-curricular activities.

Our extra curricular activities provide opportunities for the children to explore literacy, our Christmas performance and Arts Night in the summer term are always linked to texts, with linked after school clubs. During our Upper KS2 London visit the children are taken to see a performance such as the Lion King in a West End theatre, further supporting and inspiring the children in their understanding of how the skills they have learnt can provide opportunities for the future.

13. EYFS: how the subject is working to the standards set out in the EYFS framework

In the Early Years Foundation Stage (EYFS) we have adopted the new early learning goals framework.

Communication and Language is a prime area in the EYFS and these skills are fostered in all that we do to encourage a love of reading and writing. Literacy is one of the 7 key areas of

learning and interweaves through all areas of learning and development in EYFS. It is an integral part of the learning covered throughout a child's journey in Nursery and Reception.

During EYFS children listen to stories, ask and answer questions, retell stories, develop fine motor skills for early mark making, enjoy role play and making up stories. There are many opportunities for children to find out about sounds and letters. Learning and development will cover some of the 7 key areas of learning within the Early Years Foundation Stage.

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

14. EYFS – information on outdoor play facilities

Our outdoor areas provide many opportunities for the children to explore and develop their literacy skills from writing toolkits and boxes that can be used during free choice where the children have created their own plans and maps, to large chalkboards for early mark making and practising letter formations. The children also have access to boxes of books that can be taken outside to promote an early love of reading.