

Literacy Knowledge Sequencing

Intent

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

English teaching at Alderman Cogan's Church of England Academy aims to ensure that children are able to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- become competent in the arts of speaking and listening.

At Alderman Cogan's Church of England Primary Academy, we teach English in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We want our children to be able to:

- use a wide variety of interesting and exciting vocabulary;
- respectfully articulate their responses in any discussion;
- read and write with confidence, fluency and understanding;

- develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors;
- develop a love of reading and a desire to read for enjoyment;
- understand a range of text types and genres;
- write in a variety of styles and forms appropriate to the situation;
- develop their creativity, imagination and inventiveness

Substantive Knowledge

Children in Early Years learn that Literacy is purposeful, fun and achievable. They start to learn to read through the RWI phonics scheme from the moment they enter Reception, learning decoding strategies and developing fluency to understand what they are reading. They learn to segment to spell and learn the 44 grapheme phoneme correspondences. They learn simple sentence structure and know that they should be using capital letters, finger spaces and full stops as well as knowing how to form letters. The children learn about different purposes for writing linked to their current learning where possible.

Disciplinary Knowledge

Children apply their Literacy skills in a range of situations from using Literacy in the classroom such as labels and designs to choosing books for pleasure during our weekly library visits and reading to show their skills at home. They know that reading and writing has a range of purposes and use both skills in practical situations.

Nursery

Language and literacy are a key priority in Early Years. In nursery children develop a love of reading and books through daily Fab Five story times, poem/song sessions and an environment rich in literacy. Children in Nursery get a taste for reading through group focus sessions, which include early phonics, helicopter stories, story books, rhymes and language rich areas of provision. Writing opportunities are throughout Nursery inside and out and children are taught that writing is for many purposes so that they are inspired to want to write.

Children leave Nursery prepared for Reception with a love of a range of Literacy from poems to stories and rhymes. They have tuned in their listening skills and can remember and talk about some stories as well as being able to remember new words and vocabulary that they have heard. They understand how to handle books and look through them with interest. Children are tuned into what they hear and have developed phonological awareness through hearing initial sounds and being able to carry on rhymes as well as developing oral blending skills ready for when they begin to read in Reception. Children are keen to write and mark make and they are beginning to write some letters of personal significance.

Word reading, comprehension and writing

Know that Print has meaning and different purposes.
Know that we read from left to right and from top to bottom.
Knows different aspects of books – front page, page numbers ect.
Knows that pages come in order.
Knows how to orally blend short words.

Have phonological awareness - can hear and spot rhymes, syllables in a word, hear and say other words with the same initial sound.
Knows and remembers some stories that they have read and talks about these.
Knows a range of new vocabulary from books and discussions.

Writes some letters in context and some accurately.

Reception

Language and literacy are a key priority in Early Years. In Reception children develop a love of reading and books through daily Fab Five story times and poem/song sessions, group focus sessions, individual reading times, stories, rhymes, language rich areas of provision and helicopter stories. Each week the child takes home 1 reading book that is matched exactly to their phonic ability. We also visit the library every week where the children can explore and enjoy a wide range of literature. Daily phonics

sessions following the Read, Write, Inc phonics program take place every day followed by group and individual catch up sessions where adults use precision teaching to ensure that every child is keeping up and making progress. Children develop handwriting through Squiggle while you Wiggle sessions, **handwriting sessions(?)** and opportunities to develop the motor skills needed in provision. Children are taught the fundamentals of successful writing and learn to write for a purpose. Children love reading and writing and know that it is purposeful and exciting!

As children finish Reception and move into Year 1 they have built on skills learnt in Nursery and are passionate about Literacy. They have the communication skills and a broad vocabulary needed to succeed. They are confident to decode through blending and segmenting and develop fluency in reading that allows them to know about and discuss the composition of narratives and take information from books. They use stories in their play, showing just how much they engage in story lines. Children finish Reception feeling inspired to write and know that writing, like reading, can be used for a range of purposes. They know how to form sentences and use capital letters, full stops and finger spaces in most of their writing. They have the basic reading and writing skills that they need to extend their knowledge into the Year 1 National Curriculum. Moving into Year 1 children continue with the fidelity to the Read, Write, Inc phonics scheme and they know and understand what they are learning and the structure that they are learning it in.

Word reading, comprehension and writing

Knows individual letters by saying the sounds for them.
 Knows phase 2 and 3 graphemes and can apply them when reading words.
 Blend sounds into words (overt blending) and start to read with more fluency (blending in head) as they learn more GPCs.
 Can read common exception words.
 Knows how to decode sentences including digraphs fluently.
 Read longer words and words with more than one syllable.

Reads with fluency and interest and can discuss what they have read after this in more detail.
 Knows when to use prosody in reading and applies this skill appropriately.
 Knows how to use stories in play through re-enacting them and changing and adapting story lines.
 Relates their own lives to stories.
 Knows some repeated refrains and joins in with these.

Knows how to form most letters correctly
 Write sentences spelt phonetically using capital letters, finger spaces (sometimes) and full stops that they can read back.
 Knows that writing can be used for different purposes such as lists, recipes, stories or information giving.
 Knows how to hold a pencil correctly using a tripod grip.
 Know how letters are formed similarly to other letters in the same family.
 Knows which hand feels more comfortable to write with.