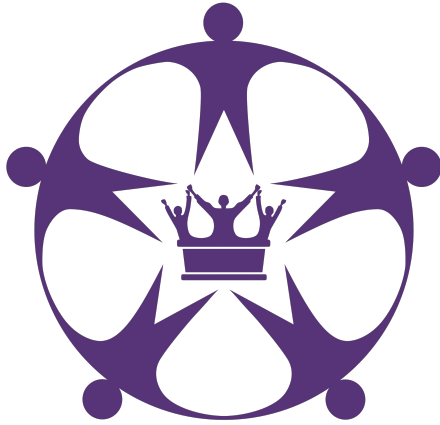
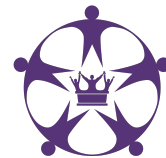




# Literacy at Tyndale Community School

# Subject Intent



At Tyndale we believe that English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to: speak and write fluently so that they can communicate their ideas and emotions to others; to develop a passion for reading which will enrich both their understanding, learning and well-being. Developing their skills in all areas of the English curriculum, will support pupils development culturally, emotionally, intellectually, socially and spiritually. At Tyndale we develop all skills of language as they are essential to participating fully as a member of society. While English is taught as a discrete subject in the form of phonics, spelling, reading and writing lessons it is encompassed in all areas of the curriculum and its skills practised throughout.

Following the aims set out by the National Curriculum for English, central to our intent at Tyndale, is to ensure that pupils:

- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

# Subject Implementation



## **Speaking and Listening**

At Tyndale speaking and listening is at the heart of all lessons and developing these skills is seen as key to supporting children's ability to communicate. While speaking and listening occurs throughout all lessons with opportunities to discuss, role play, collaborate and converse, explicit teaching of speaking and listening skills are taught through LTE (Let's Think in English) lessons which are taught every two weeks in Years 2-6. These lessons use visual and literary stimuli to develop talk and practise speaking and listening skills.

Children are also given opportunities through reading and writing lessons, as well as the wider curriculum, to discuss and use drama to develop their ideas further. Children are encouraged to support, build and challenge each others ideas during discussions and to think, say, write, check their ideas before writing them.

# Subject Implementation



## **Reading:**

At Tyndale, the English curriculum is centred around high-quality texts that guarantee that children are exposed to a diverse range of texts, with a range of genres, authors, lead characters, perspectives and historic as well as modern texts. Children are given opportunities to read throughout the school day: during explicit reading lessons, independent reading times and throughout the wider curriculum. Through all these opportunities children are exposed to texts which will nurture a love of reading and develop a range of reading skills.

Reading is taught in a variety of ways dependent on the year group. At the core of teaching reading are modelling and developing the skills of becoming a proficient reader; decoding, fluency, vocabulary and comprehension skills are all taught through these lessons. In Reception and Year 1 children use phonetically decodable texts that are part of the Essential Letters and Sounds phonics scheme. They read a book at the appropriate level and have weekly opportunities to read with an adult. These are also sent home for additional practise with parents and carers at home. Once children have passed the phonics screening test they then move on to other levelled reading books. In Reception and Years 1-3 book talk lessons are used to discuss texts in depth and model reading skills. Guided reading sessions are then used to apply these skills and to read individually with an adult.

In Years 4-6, once children are fluent and proficient readers, whole class texts are used to create opportunities for in-depth analysis of writing styles and to develop reading skills further. During these sessions a combination of shared and independent reading occurs giving opportunities for modelling reading skills and for individual reading with children to continue. Children also have their own reading books which are matched to their level. These are read at school and home and are changed regularly, utilising both class and the whole school library.

Additional opportunities to celebrate and enjoy reading are also prioritised, such as celebrating World Book Day, trips to author talks and working with the local library to promote taking part in holiday reading challenges and class visits to the public library.

# Subject Implementation



## **Writing:**

At Tyndale writing is closely linked with reading through the core texts that are used. These high-quality texts are used to inspire and model good examples of writing. The curriculum outlines the texts and genres that are taught throughout the year in each year group. Opening Doors techniques are used to explore the texts and then develop their own style of writing from this. The writing process (prewriting, drafting, editing and improving and publishing) is followed for each unit of work to ensure that children build up the skills and have opportunities to practise these in smaller pieces of writing, along with drama and other speaking and listening activities before applying them to a longer piece of writing where time is spent reviewing, editing and improving it before publishing. A clear audience is given to enable the children to have a greater sense of purpose for their writing. Elements of spelling, grammar and punctuation and taught within these units and where possible examples are used from the text to embed these.

Creative writing opportunities are also provided for the children, usually in the form of picture or video stimulus which then offer children the opportunity to free write and be able to express themselves creatively.

# Subject Overview



## Year 1:

|                     |                                                                                                                       |                                                                           |                                                         |
|---------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------|
| Aut 1               | What is the best material to make a toy from?                                                                         |                                                                           |                                                         |
| Shared Reading Text | <i>Toys in Space</i> by Mini Grey<br><i>Lost in the Toy Museum</i> by David Lucas<br><i>Traction Man</i> by Mini Grey |                                                                           |                                                         |
| Texts               | <i>Toys in Space</i> by Mini Grey                                                                                     | <i>Lost in the Toy Museum</i> by David Lucas                              | <i>Traction Man</i> by Mini Grey                        |
| Writing Outcomes    | Sentence doctor work                                                                                                  | Captions for toys in the museum                                           | Missing posters - character description of Traction Man |
| Supplementary Texts |                                                                                                                       |                                                                           |                                                         |
| Aut 2               | What makes a good King or Queen?                                                                                      |                                                                           |                                                         |
| Shared Reading Text | Traditional Tales<br><i>Paddington in the Palace</i> by Michael Bond<br><i>The Queen's Knickers</i> by Nicolas Allan  |                                                                           |                                                         |
| Texts               | Video and picture stimulus                                                                                            | <i>Paddington in the Palace</i> by Michael Bond<br>The Paper bag princess | <i>The Queen's Knickers</i> by Nicolas Allan            |
| Writing Outcomes    | Firework description                                                                                                  | Postcard                                                                  | Narrative - Innovation<br>The King's _____              |
| Supplementary Texts |                                                                                                                       |                                                                           |                                                         |

# Subject Assessment Framework



## Reading Yearly Overview

|                             | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                                                 |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phonics and Decoding</b> | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>Read words containing taught GPCs.</li> <li>Read words containing -s, -es, -ing, -ed and -est endings.</li> <li>Read words with contractions, e.g. I'm, I'll and we'll.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic</li> <li>Decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Accurately read most words of two or more syllables.</li> <li>Read most words containing common suffixes.*</li> </ul> | <ul style="list-style-type: none"> <li>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</li> <li>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to</li> </ul> | <ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> </ul> | <ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*</li> </ul> | <ul style="list-style-type: none"> <li>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul> |

# Subject Assessment Framework



## Writing Yearly Overview

|              | EYFS                                                                                                                                                                                           | Year 1                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                                  | Year 6 |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Hand-writing | <ul style="list-style-type: none"> <li>Developing a comfortable pencil grip</li> <li>Forming correctly lower case pre-cursive letters</li> <li>Forming correctly upper case letters</li> </ul> | <ul style="list-style-type: none"> <li>Sit correctly at table, holding pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> | <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Write capitals of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> <li>Write digits of the correct size and orientation</li> </ul> | <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> | <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently /so that the ascenders and descenders of letters do not touch</li> </ul> | <ul style="list-style-type: none"> <li>Write legibly, fluently, with increasing speed:                             <ul style="list-style-type: none"> <li>choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for the task</li> </ul> </li> </ul> |        |

# How we measure progress



For each lesson a clear learning objective and success criteria are shared with the children. These are then assessed and success indicated within the children's workbooks. Throughout lessons formative assessment is used to gauge children's understanding and lessons are adapted where needed, and those who need additional support identified. For reading, in Reception to Year 3 children's ability to decode, fluently read and comprehend the text they are reading is assessed when teachers listen to children to read on a weekly basis. Children are moved on to harder texts, or easier if needed, at this weekly check-in. In Years 4 to 6 children's independent reading books outside of the whole class reading lesson should be regularly checked to ensure they are reading books which challenge and move their reading on.

Three times a year (October, February and June) formative and summative assessments are used to gauge where children are in their learning and recorded. In reading this is done through the use of teachers understanding of where their children are from reading lessons and in June from summative reading assessments. For writing, formative assessment from children's workbooks are used to measure their progress.

# Visits and experiences



## Reception:

### Speaking and listening experiences

- Visits from people with different jobs for What makes a superhero? project - children had opportunities to ask questions about jobs
- Weekly visits from Magdalen College School students
- Mother's Day and Father's Day events

### Drama:

- Visit to Oxford Playhouse Pantomime

### Writing:

- Writing invitations to Mums and Dads for Mother's Day and Father's Day events
- Writing to a farmer to say thank you for letting them visit the farm
- Writing a thank you letter to the police for letting them visit the police station

## Year 1:

### Drama:

- Visit to Oxford Playhouse Pantomime

### Writing

- Visit to Toy Museum with follow-up writing

## Year 2:

### Drama:

- Oxford Playhouse Pantomime
- Great Fire of London workshop with a focus on vocabulary and role play

# Visits and experiences

Year 3:

Writing:

- Lost Words poetry workshop

Year 4:

Writing and Drama:

- Visit to Story Museum for a portal story workshop
- Author visit as part of the Oxford Literary festival
- Drama workshop as part of playscripts unit of work

Year 5:

Reading:

- Author visit at Magdalen College School

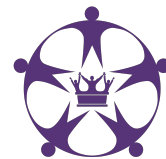
Writing:

- Visit to local area to gain inspiration for their stories

Year 6:

Drama:

- Performance of Odysseiad at Oxford Playhouse by Magdalen College School



# Examples of Learning

In KS1

|                   |                                                                                                                                                                                                                                                            |          |          |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date:             | 14th May 2024                                                                                                                                                                                                                                              | Subject: | Literacy |
| WALT:             | Retell the story of 'Jack and the Beanstalk'                                                                                                                                                                                                               |          |          |
| Success Criteria: | <ul style="list-style-type: none"> <li>Use own story map to support writing 'Jack and the Beanstalk' story.</li> <li>Use correct capital letters, finger space, full stops and phonics.</li> <li>Add interesting vocabulary - <u>adjectives</u></li> </ul> |          |          |



Jack      cow



beans



climbed      beanstalk

One Monday morning a boy named Jack woke up to find his mum telling him that their cow did not give milk any more so he should sell her on their way Jack bumped into a old man he offered Jack ~~his~~ his cow for some magic beans. Jack agreed to ~~sell~~ <sup>trade</sup> his cow for the magic ~~beans~~ <sup>beans</sup> when he got back home he showed the magic beans to his mum

|                   |                                                                                                                                                                                                                                                                 |          |          |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date:             | Wednesday 12th June 2024                                                                                                                                                                                                                                        | Subject: | Literacy |
| WALT:             | Use key features of a good story to continue the story of Icarus                                                                                                                                                                                                |          |          |
| Success Criteria: | <ul style="list-style-type: none"> <li>Use all parts three and four of the story using the plan.</li> <li>Use the features of writing to continue the story (refer to whole class display).</li> <li>Assess own writing using the features checklist</li> </ul> |          |          |

Words:

Icarus



Daedalus



Tower



escape



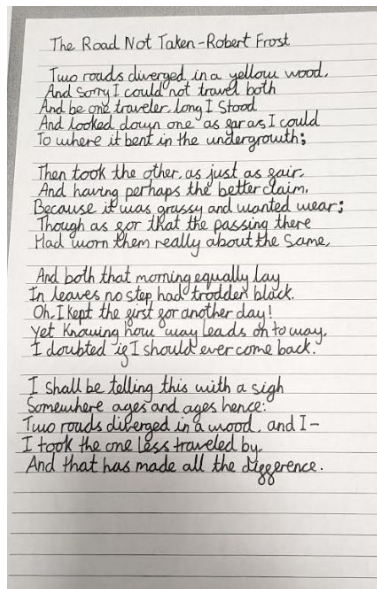
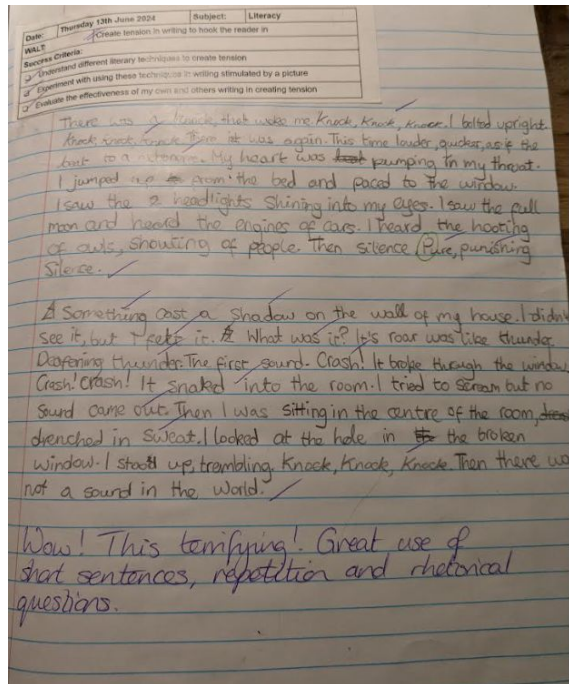
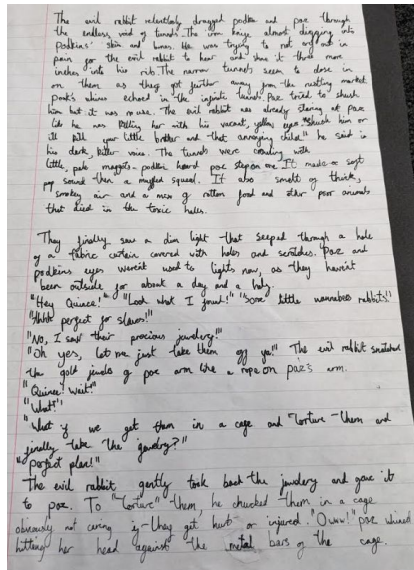
feathers

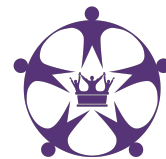


Icarus and Daedalus were feeling ~~confused~~ <sup>worried</sup> and worried Icarus <sup>was</sup> ~~was~~ shaking and his heart <sup>was</sup> ~~was~~ beating as fast as a <sup>leopard</sup> ~~leopard~~. Suddenly Daedalus had an idea <sup>he</sup> ~~he~~ got at he shouted well why not ~~Daedalus~~ <sup>Daedalus</sup> and Icarus were jumping for joy. Daedalus and Icarus spent many hours gathering feathers and moulting the wings. ~~Together~~ <sup>Put</sup> these on Daedalus told his son. They felt excited and joyful and they both had an enormous <sup>car</sup> ~~car~~ on their beaming bright faces. Start clapping said Daedalus to Icarus. Lets get out of this tower once and for all lets escape and got and Icarus both together.



In KS2





## What our key stage 1 children say about English:

“Reading a lot helps me know more things. Reading and writing brings me a lot of joy.” Abi Year 1

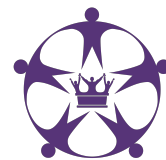
“Writing is fun because it helps me learn stuff and makes my brain stronger and it makes me better at phonics.” Uzair, Year 1

“I like writing my Icarus and Daedalus story because it is about them getting wings and flying from an island. It’s fun because I liked it because someone got to escape somewhere.” Benji, Year 2

“I like using my cursive handwriting to write stories at home and at school because it helps my writing look good. I like reading chapter books and story books.” Matilda, Year 2

“I like literacy because you can be creative and express your feelings.” Eva, Year 3

“I really like writing because we can write a story our own way and let our imaginations run wild.” Finley, Year 3



## What our key stage 2 children say about English:

"I like writing at Tyndale because you can express yourself. It's a great way to show how you feel and it's really fun to do writing because you can be really creative." Iyla, Year 4

"It's a good way to express your thoughts in your creative writing. When you get your mind on it you can write a lot and it's really fun." Oliver, Year 4

"In writing I like writing stories and creating characters and describing them. I also like to describe settings and creating tension in my stories. I like reading the books we have read this year and getting deeper into the story and finding the deeper meaning." Nelli, Year 5

"I like writing tension stories and stories where we make our own characters, particularly beasts. I like stories with lots of exciting parts." Holly, Year 5

"I like how in literacy you can be creative and that there is no wrong answer. Quality is seen as more important than quantity by the teachers." Aimee, Year 6

"I enjoy literacy when we have a lot of freedom. We are given a specific register or type of writing to do but then freedom is given as to what you actually write about." Jakub, Year 6