

# Key Objectives and Assessment Opportunities



## Framework for Literacy Teaching at Addington School

Adaptation of 'New Primary  
Framework for Literacy' and  
National Curriculum 2014

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**Progress of individuals is to be monitored through the Skills Sheets for Literacy compiled at Addington School. These sheets are designed to provide formative assessment.**

## **Reading and Writing for a range of purposes on paper and on screen**

The new National Curriculum 2014, The Primary Framework for Literacy and the publication 'Letters and Sounds' are available for consultation; however, at Addington, we have developed strategies for teaching reading, writing and spelling designed to present work in the small steps which closely meet the needs of our pupils. These are outlined in the three sections below:

### **Phonics at Addington**

#### **Assessment Opportunities**

Individual progress is identified on Reading Skills sheets, Tracks Read Word Recording sheets and Chunks booklets.

- At Addington we use a structured and systematic approach to the teaching of phonics.
- We are guided by the Dfes six phase teaching programme 'Letters and Sounds' differentiated to meet the different needs of Addington pupils ; for example phase one will normally extend beyond the Early years into KS 1 and above and in the case of pupils on the Access Curriculum, this may be throughout their school life.
- Phase 1 of the teaching programme is introduced in The Foundation stages and provides a broad and rich language experience an essential prerequisite for accessing a high quality phonics programme.
- The power of story, rhyme drama and song are used to fire children's imagination and interest and encourage them to experience and use language.
- Most students will be introduced to Phase 2 during KS 1 or 2 and a variety of tried and tested methods and resources will be used to ensure systematic high quality phonic work, as outlined below:
  - i. **Jolly Phonics** is used to introduce a selection of letters, consonant blends and digraphs. This is supported by a multi sensory experience using a variety of resources including magnetic letters and ICT resources such as Education City, Clicker and Rapid Phonics.
  - ii. Once the children are able to read and pronounce some letter sounds they can begin our highly structured small steps programme based on **Tracks** Read Words This will take the children through all six phases of the recommended teaching programme. It is important that children begin the programme well before all letter sounds are known as it ensures that sounds are not simply taught in isolation but put to immediate and frequent use so that recognition becomes automatic. "Experience has shown that pupils will 'absorb' knowledge of initial sounds if they are given this

information repeatedly in the course of practicing the skills taught”(Mary Charlton 2002).

This highly structured and systematic approach is particularly suited to our setting as it enables individual pupils within a group to be working at different levels and stages. Teachers should ensure that pupils are operating with a high percentage of success and there is the flexibility to move backwards and forwards through the programme accordingly. **Tracks Chunks** develops the skill of using phonics for spelling and writing.

- iii. Interventions such as **Toe by Toe** may be introduced at Key Stage 4 and above for those pupils making less than expected progress in reading and presenting with phonological difficulties.

## Reading at Addington School

### Assessment opportunities

Individual progress is identified on literacy skills sheets.

A reading record is kept. This lists books read and highlights skills that we encourage at different levels of reading.

From the foundation stage children will be introduced to a range of texts including fiction non-fiction and poetry these will address topics across the curriculum and be presented in a variety of formats including books, big books, own writing and on the screen. We believe that the primary purpose of reading is to obtain meaning from text so encounters with text should be positive and meaning driven. There is a wide body of evidence including the research of Dame Professor Marie Clay to show that reading is a problem solving process. The reader operates on the text and uses a variety of cues to help him/her decode. Most pupils become increasingly skilled at using, checking and cross checking these cues to obtain meaning from print almost despite teaching methods used. For many pupils this is an automatic and unconscious process. However, for harder to teach children, who make up our client group, direct intervention and support is necessary

- All children will be given opportunities for shared reading with an adult.
- Simple repetitive text with clear picture cues will be chosen and shared several times with the child until they become familiar.
- Pupils will be encouraged to adapt early reading skills i.e. correct book handling turning the pages from left to right getting information from the pictures and locating the print.
- The adult will model these activities encouraging the child to take over.
- When the child can locate a line of print they will be encouraged to point to the words as the adult reads.
- Once the child has mastered this skill of using one to one correspondence on print and can join in with repeated words or phrases in a familiar text they can start an individual reading programme.
- Children who have difficulty mastering one to one correspondence can be helped by sequencing sentences from simple repetitive texts using cut up words with symbols on a Velcro's strip being encouraged to point and re-read as they go.

- Every encounter with a new text should start with a 'book introduction' thereby helping the child to overcome any pitfalls they might meet such as difficult words or concepts.
- Pupils will be encouraged to increasingly take independence in the reading process the adult's role being to prompt and encourage and 'scaffold' the process to ensure success from the start.
- Pupils will be prompted to use all cues available to them as readers to work out the text.
- Reading experience should be primarily meaning driven with children encouraged to use picture cues and predict and confirm the text based on making sense.
- Pupils will be prompted to use their developing grammatical skills to make and confirm predictions about what sounds right. Adults should model correct forms where necessary.
- Pupils will be encouraged to use all visual cues available. They will be prompted to use phonic knowledge taught simultaneously.

## **Reading Resources**

The books on the reading programme will be organised to allow progression in small steps, initially according to 'The Reading Recovery Guide to Book Selection'.

Reading books are organised in the following manner:

- Reading scheme books are labelled according to Reading Recovery levels with a wide selection of texts throughout the levels 1 – 20.
- For older student, we have a range of 'high-interest, low reading age' books including the Docklands scheme, novels (adapted and abridged), and non-fiction texts. These are organised by reading age.

## **Reading Schemes available in school**

### **Levelled Reading Schemes (1-23)**

- All Aboard – Ginn
- Oxford reading Tree – Oxford
- The Book Project- Longman
- Sunshine Books –Heinemann
- Light house- Ginn
- Project X- Oxford
- Spiral Starters- Rigby
- Rigby Star- Rigby
- Story Chest- Arnold Wheaton
- Ginn science- Ginn
- Literacy links plus- rigby/heinimann
- Reading bug books- Macmillan
- PM starters- Nelson price milburn
- Oxford literacy web- oxford
- Alpha world- Horwiz Gardner education
- Alphakids – Horwiz Martin

- Wonder world II –Badger
- Fact finders – oxford
- Longman reading world- Longman
- Fireflies – Oxford
- National Geographic- Rigby

### **Reading Schemes for Teens**

- Dockside- Rising Stars
- Full Flight –Badger
- Go- Barrington Stoke
- First Flight – Badger
- Solo -Barrington stoke
- 4 u2 read- Barrington Stoke
- Download- Rising stars
- Thunderbolt –Ransom
- Novels for teens- Barrington Stoke
- FYI True Stories- Barrington Stoke
- High interest for girls- Ransom
- Full flight for Girls- Badger

### **Reading Interventions**

Pupils on **Pupil Premium** and those making ‘less than expected progress’ will be offered a range of interventions. These include Rapid Reading, Catch-Up, a variety of work designed to develop comprehension skills.

## **Handwriting, Spelling and Writing at Addington School**

### **Assessment Opportunities for Learning**

Refer to Skills Sheets and Progress sheets for Tracks.

Work on developing fine motor skills and pencil control begins in the Foundation Stage. This is multi-sensory in nature and may involve the use of tactile materials such as sand, foam and dough to form letters and words. This approach will continue as long as is appropriate, particularly for those following the Access Curriculum.

### **Handwriting skills**

When children are ready they are introduced to the formation of letters in usually in conjunction with the introduction of letter sounds and phonemes in Jolly Phonics.

When pupils are able to form some recognisable letter shapes they are introduced to the formation and sequence of the letters of their name. These pupils are ready to begin 'Tracks Start Spelling'.

PenPals is available in school for use where appropriate. This system is designed to develop both gross and fine motor skills in preparation for writing.

Once pupils are confident in letter formation, cursive handwriting is introduced with a view to developing the fluency of pupils' handwriting.

### **Tracks Start Spelling.**

Phase 1: A sequence of sentences personalised for each child are taught using a highly structured system with a high level of repetition, and 'scaffolded' by a trained adult helper.

Once the child is able to write five or six sentences, with minimal adult intervention, they are tested to ascertain whether the words can be spelled independently and out of sequence. Once the child can spell 12 words presented in random order, they are ready to begin phase 2.

Phase 2: The child can begin DIY Writing. The child is asked to write as much as they can, following a short verbal account, in 10 minutes (a timer is provided). Children who have difficulty composing grammatically correct sentences will be given help (initially the adult may have to dictate the sentences). When a child needs a word spelt they will signal to an adult who will provide the word immediately on an adjoining page for the child to copy. It is not appropriate here for the child to be prompted to use their phonic knowledge as this interrupts the flow of the writing. At the end of ten minutes the piece of writing is reviewed and the child is given an individual target for the next time. At first this can be about increasing the amount written and later can link in with other skills taught in Literacy such as punctuation, use of adjectives etc.

The spellings requested by the child or incorrectly spelled during DIY writing are fed into their individualised spelling programme Tracks 'Write Words'

### **Write Words (spelling)**

A pack of 15 word cards are provided for each child. The first 12 are words they are secure at spelling and are usually taken from their Start Spelling sentences. Three more are taken from their own writing (usually DIY Writing). These words are presented in random order with those on which the child makes

an error going to the bottom of the pack (after being shown to the child) until all the words have been spelled correctly that session. This should be presented to the child as an enjoyable activity or game.

Spellings with similar word patterns should also be taught discretely in the Literacy lesson and this should be linked to Phonic work as set out in 'Letters and Sounds' (DFES 2007). In addition, Tracks Chunks is a programme which focusses on spelling words which have segments of sound in common. Irregular words should also be presented as 'tricky' words and practiced to fluency individually or in a group.

### **Writing**

We promote a variety of strategies designed to aid pupils in preparing for writing. Pupils are encouraged to participate in discussion for writing (Talk for Writing) sessions. Frameworks such as **Thinking Maps®** are used to help pupils prepare and plan for writing.

Shared and teacher modelled writing takes place to encourage pupils to develop their writing skills. At Key Stage 3 and above, **Rapid Writing** is a highly motivational, structured programme which develops writing for different purposes. Accreditation at Key Stage 4 involves demonstrating the ability to write for different purposes and audiences; thus, strategies such as Rapid Writing help to prepare pupils for the challenge.