

Literacy Duncombe Spring 2010

A daily literacy lesson is taught in every class. Teachers' planning is based upon the national framework, ensuring that the curriculum is covered. Planning and books across the school are regularly monitored to ensure that progression is shown across the school and the key stages. Specific needs of children are met through in class differentiation as well as by offering further support for particular groups of learners. For instance, there is one-to-one tutoring in year 4, booster classes in year 6, SEN specific literacy groups in years 2, 5 and 6 and regular teacher intervention in all partnership year groups. On going assessment for learning ensures that teachers plan directly for the requirements of the children in their class.

Reading

Guided Reading sessions take place in every year group first thing in the morning. In Years 4,5 and 6 the Hi-5 approach to Guided Reading is followed. Guided reading sessions focus on reading strategies and comprehension. Every child owns a reading diary and must return a signed diary to school every day. This is to ensure that regular reading is happening at home.

Writing

Duncombe follows the Big Writing programme which is delivered in addition to literacy lessons. There is a focus on improving writing through the use of VCOP. Every child owns a Big Writing folder where a piece of writing is included once a week. Teachers are also encouraged to use 'Talk for Writing' strategies to enhance the enjoyment of writing.

Assessment

There is a whole school approach to APP in reading and writing. In reading, teachers complete APP requirements in the Guided Reading session using reading level descriptors specifically designed using national strategy and Write Away criteria. In writing, teachers use the national strategies writing level descriptors. Teachers are required to level approximately 5 pieces of every child's writing throughout the year.