

## Literacy & Numeracy Overview

Our Intent is to enable children to enjoy reading and to experience a wide range of genres. By the end of KS1 & KS2 we expect 80% + achieving the national expected standard.



### Year R

#### Literacy

Engaging young children with books is of great importance, so every day we aim to share exciting and varied texts. Initially shared books are often linked to everyday experiences of going to the park, birthday parties etc. and subsequently books help children to explore new worlds and places. It is important to provide a range of materials including stories, rhyming books and information texts.



Listening to stories and sharing ideas is key to developing vocabulary and language skills, whilst taking turns and listening to others is important for personal and social development. Children also read their individual reading books at home and with adults in school throughout the week.

Daily phonics sessions, based around the **Bug Club** scheme, occur throughout the reception year with particular emphasis on phases 2 - 4. Lessons involve a review of known sounds / tricky words and the introduction of new initial sounds or digraphs. As far as possible reading books are matched to the sound patterns and tricky words taught within the phonics lessons.

As initial sounds are introduced children are also taught to form letters correctly using an appropriate pencil grip - in recent years the introduction of left / right-handed **Stabilo Easygraph** pencils, with grip moulds has proved beneficial.

As children become familiar with the initial sounds, they learn to write dictated words and simple sentences using the known sounds. Next children begin to construct their own pieces of writing - examples of initial sounds, taught digraphs and tricky words are always placed around the learning area and are regularly referred to by children and supporting adults. Learning through play is of key importance throughout the early years, and literacy is integrated into our play provision. Children have access to good quality books, and these reflect current interests and topics. They are encouraged to enjoy a range of books and they regularly select books to share at home with their families.



Children are encouraged to explain to their peers why they chose a book and what they like

about it. This often entices another child to select that book next time! We encourage children to look at the print in the environment and make their own signs and labels for the classroom.

Children are also encouraged to explore mark making a part of their indoor and outdoor play and this is modelled by supportive adults and older children. There is ready access to exciting writing materials including pens, pastels, chalks, clip boards, envelopes, and a varied selection of paper.

## Maths



In Foundation Stage, mathematics is a key aspect of learning and there are opportunities to develop interest and skills in this area throughout the day. The role of supportive adults is essential to identify these incidental learning opportunities, for example, whilst giving out drinks, sharing books, looking at the shape of classroom doors and windows, comparing the numbers of pips in an apple core etc.

Everyday there are planned mathematical activities to include counting, sorting, pattern making, measuring, shape recognition etc. Children engage in practical tasks and there are often links with stories, songs and rhymes, for example, 5 Little Ducks, Incy Wincy Spider, 5 Little Speckled Frogs and One, Two, Buckle My Shoe etc. Children are taught to identify numbers to 20 and beyond, and to correctly form the numbers. By the end of the reception year children should have a deep understanding of number to 10 with the ability to subitise numbers and recall number bonds.



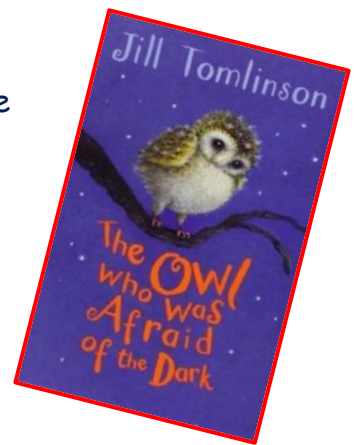
Considerable learning occurs through play throughout the early years. Supportive adults encourage the children to look for patterns, identify links and explore ideas. Regular opportunities are provided for the children to explore materials which lend themselves to mathematical discovery such as dominoes, wooden bricks, board games, spot ladybirds and loose parts such as wooden rings and pebbles.

## Year 1/2 Literacy and Numeracy Overview

### Progression from year R

#### Literacy

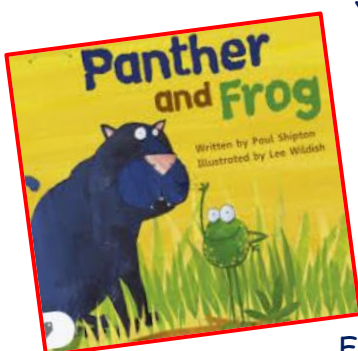
Children are introduced wide of reading materials, and they have a time for independent reading each day. They read regularly to supportive adults in school and families are also encouraged to read every day at home. In literacy lessons we focus on different types and styles of writing, for example, stories with familiar settings, traditional tales, imaginative / fantasy stories, accounts, letters and diaries.



We regularly share stories as a class, and as the year progresses, we enjoy some longer stories and chapter books, such as **The Owl Who Was Afraid of the Dark** (J. Tomlinson) and **Happy Mouseday** (Dick King Smith).



Children continue with daily phonics lessons based around **Bug Club**, with particular emphasis on phases 5 - 6. We regularly review sound patterns and refer to taught digraphs and tricky words. Literacy lessons regularly begin with a shared story, poem or other piece of writing - children describe events, consider the vocabulary, suggest what may happen next etc.



Year 1 often start by retelling what has happened and then developing possible outcomes. Stories with a strong sequence such as the traditional **The Gingerbread Man** or **Panther and Frog** (Bug Club) support this stage of writing. Other useful starters include film clips from Literacy Shed and photos / materials linked to class topics.

For Year 2, there is emphasis on description, including a range of adjectives and adverbs. The children have opportunities to extend their writing and use a range of sentences including statements, question, commands and exclamations.

When writing recounts of their own experiences such as a visit to the seaside or making a willow den, children are encouraged to describe what happened, explain what they saw /heard



and explain their feelings. Before writing we model different beginnings and create vocabulary banks, to enable pupils to enhance the quality of their written work.

Alongside phonics teaching, there is also a focus on spelling, punctuation and grammar. The teaching of spelling is linked to the phonics programme and the specific sound patterns being taught. Each week some key tricky words are also included in the spelling lists. The children take the weekly lists home to learn and are encouraged to read, write and check their spellings for 5/10 minutes each day. If it is difficult or impractical for children to learn spellings at home, additional 1-1 / small group time is allocated in school so that children are less likely to fall behind or lose confidence.

In phonics and handwriting lessons children are reminded of the link between lower-case and upper-case letters and they practise correct letter formation. In Year 1 there is an

emphasis on accurate letter formation, leaving even spaces between words and positioning letters on the lines. In Year 2 children are introduced to the handwriting joins and begin to join their writing.

(Nelson Handwriting Scheme)

In Year 1 children are taught to begin sentences with capital letters and to use full stops. Aspects of punctuation and grammar such as the use of question marks and exclamation marks are introduced steadily

throughout the year and may be linked to class topic work. For example,

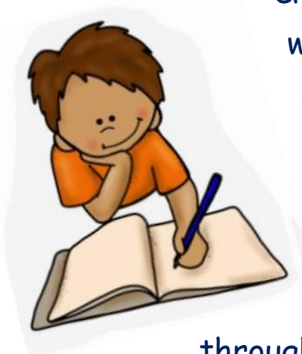
question words may be usefully introduced as the children embark on some research about minibeasts.

In Year 2 these SPAG skills are practised before extending learning. The next steps include the wider use of capital letters, commas in a list, expanded noun phrases, apostrophes etc. New concepts are taught specifically in SPAG lessons, and subsequently children are given opportunities to use and apply their new skills in literacy assignments.

## Maths

Children have daily mathematics lessons within their year groups, beginning with a 10-minute segment, reviewing recent learning / securing number bonds and facts. Then new concepts are introduced, often based around the progression in **Hamilton Maths** and supplemented by materials from **White Rose** and teacher made resources.

If a child encounters difficulties in maths lessons, additional 1-1 support is provided outside of the regular maths lessons to boost confidence and help him / her remain on track in their learning. Half termly **Abacus** assessments help to inform future planning. Y2 also undertake past SAT papers / **Rising Star** assessments to help identify next steps.



## Year 3/4 Literacy and Numeracy Overview

### Progression from year 2

#### Literacy

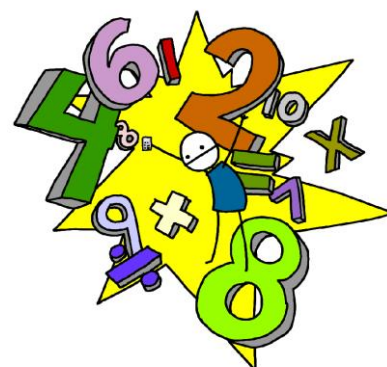
Ric- Retrieval, Inference, Choice. Quick Reading Comprehension text and questions. 10 minutes, 3 times a week. Teacher made resource.

Editing Sentence- A sentence to edit spellings and punctuation. Focus on year 3/4 spelling patterns 3 times a week.

Writing takes place within Literacy sessions. Each sequence of lessons is linked to a writing outcome which is book focused, helping children to find pleasure in reading. Real purpose and audience for writing is established for each unit of work and children are equipped with the skills they need to achieve the final writing outcome. Children and adults work together to review, revise and improve their writing, through teacher modelling, marking and verbal feedback. Regular comprehension practise is also encompassed within lessons with a VIPERS focus (Retrieval, Vocabulary, Inference, Summarise, Explanation, Inference) linking to the book being studied.

Weekly spelling tests focusing on a spelling pattern differentiated by simpler words within the same pattern and less to learn. 2 or 3 tricky words are also added from the year 3/4 tricky words list. Children also have personal spellings taken from words they have struggled with during their written work. Children have 2 or 3 opportunities within the week to practice their spellings using a range of strategies e.g. Look, say, cover, write, check or missing vowels...

Daily reading is extremely important and children are encouraged to have their reading books out on their desks at all times. Daily reading is timetabled for 15 minutes after lunch each day. During this time, children will also be read with on a 1:1 basis.



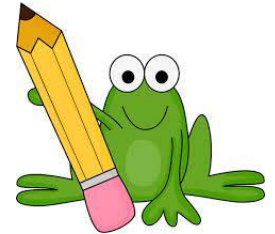
#### Maths

Every lesson begins with 5 minutes timetable practice to increase speed and confidence. This includes chanting tables aloud and playing rapid times table games. Following this, the children have a 15-minute starter consisting of teacher made arithmetic questions and questions linked to math's topics recently covered.

The main planning is drawn from Hamilton Year 3/4 mixed age planning. This is heavily supplemented by White Rose, Twinkl and Gareth Metcalfe I See Reasoning resources.

Extension challenge questions consist of reasoning and problem-solving activities which extend children's thinking further.

Weekly timestable tests (Froggy Maths) form part of Maths lessons. The children have 1 minute to answer all the timestable questions correctly. When they have answered all the questions correctly, they can move onto the next level. The tests increase in difficulty with the children having to answer more questions as they progress through the challenges. When the children have completed the timestable challenges, they move onto division and fractions.



## Year 5/6 Literacy and Numeracy Overview

### Progression from Year 3/4

#### Literacy

Ric- Retrieval, Inference, Choice. Quick Reading Comprehension text and questions. 10 minutes, 3 times a week. Children draw out key information and summarise main ideas from the text. Teacher made resource.

Editing Sentence- A sentence to edit spellings and punctuation. Focus on year 5/6 spelling patterns 3 times a week. Sentences progress to include grammar and punctuation mistakes to correct.

Main Literacy lessons are planned using a range of sources- Literacy Shed for film and book related units, Hamilton Trust and own planning linked to topic work. Additional Grammar and Punctuation resources also include Twinkl and CGP.



**viper**

Children read for pleasure for a minimum of 15 minutes a day. We have a wide range of quality reading books across a range of genres including myths and legends, modern fiction, traditional stories and stories from other cultures. Children usually have an individual reading session with an adult to talk about their text, especially themes within the text and discuss their understanding of the book. The class reading challenge incentivises the children to read regularly, to discuss books with

their friends, read sequels and to read classic fiction. It also encourages the reading, learning and performing poetry by heart. We also have a range of fiction and non-fiction linked to topic work e.g. The Victorians, World War 2, which are highlighted at relevant times. Atlases and maps also form an important part of reading and research particularly in history and geography teaching.

Weekly reading comprehension using predominantly Literacy Shed Comprehension Plus resources stage 5 and 6 (Lexile Score 840+) using a variety of text styles with a VIPERS focus (Retrieval, Vocabulary, Inference, Summarise, Explanation, Inference). Texts include narratives, poetry, formal and informal letters, diaries, newspapers, playscripts, information texts etc. As part of these comprehensions, children analyse and evaluate the use of language using technical terminology such as metaphors, similes etc. These lessons often take a whole class approach and include discussions on different viewpoints and how the characters develop through the text. Vocabulary exercises also take an important part in reading comprehension. Children are encouraged to highlight unfamiliar words, guess meanings by reading in context, use dictionaries and thesauruses to find definitions and synonyms. These are then noted for use in their writing.

Weekly spelling tests focusing on a spelling pattern differentiated by simpler words within the same pattern and less to learn. 2 or 3 tricky words are also added from the year 5/6 tricky words list. Children also have personal spellings taken from words they have struggled with during their written work. Children have 2 or 3 opportunities within the week to practice their spellings using a range of strategies e.g. Look, say, cover, write, check or missing vowels...

## Maths

Every lesson begins with a 15-20-minute starter consisting of teacher made arithmetic questions and questions linked to maths topics recently covered.



The main planning is drawn from Hamilton Year 5/6 mixed age planning. This is heavily supplemented by White Rose materials. Extension challenge questions are largely White Rose reasoning questions, past SAT materials or teacher made questions. Twinkl 'Diving into Mastery' resources also used to supplement some topics with more able learners.

Weekly Froggy Maths tests allow the children to practice and test times tables knowledge. They progress up through the lily pads as their recall of tables including division, fractions, square and cubed numbers and mixed mental arithmetic skills become more embedded.

## IMPACT

### Assessment & Pupil Tracking

Assessment formatively progress is monitored by Lead Teachers. Interventions and support are given as and when required. Summative assessment occurs at three check points throughout the year.

Assessments are placed on Scholarpack so tracking of pupils and class year



groups can be monitored. Pupil reading ages are tested annually and a YARC analysis is used to identify key issues.

