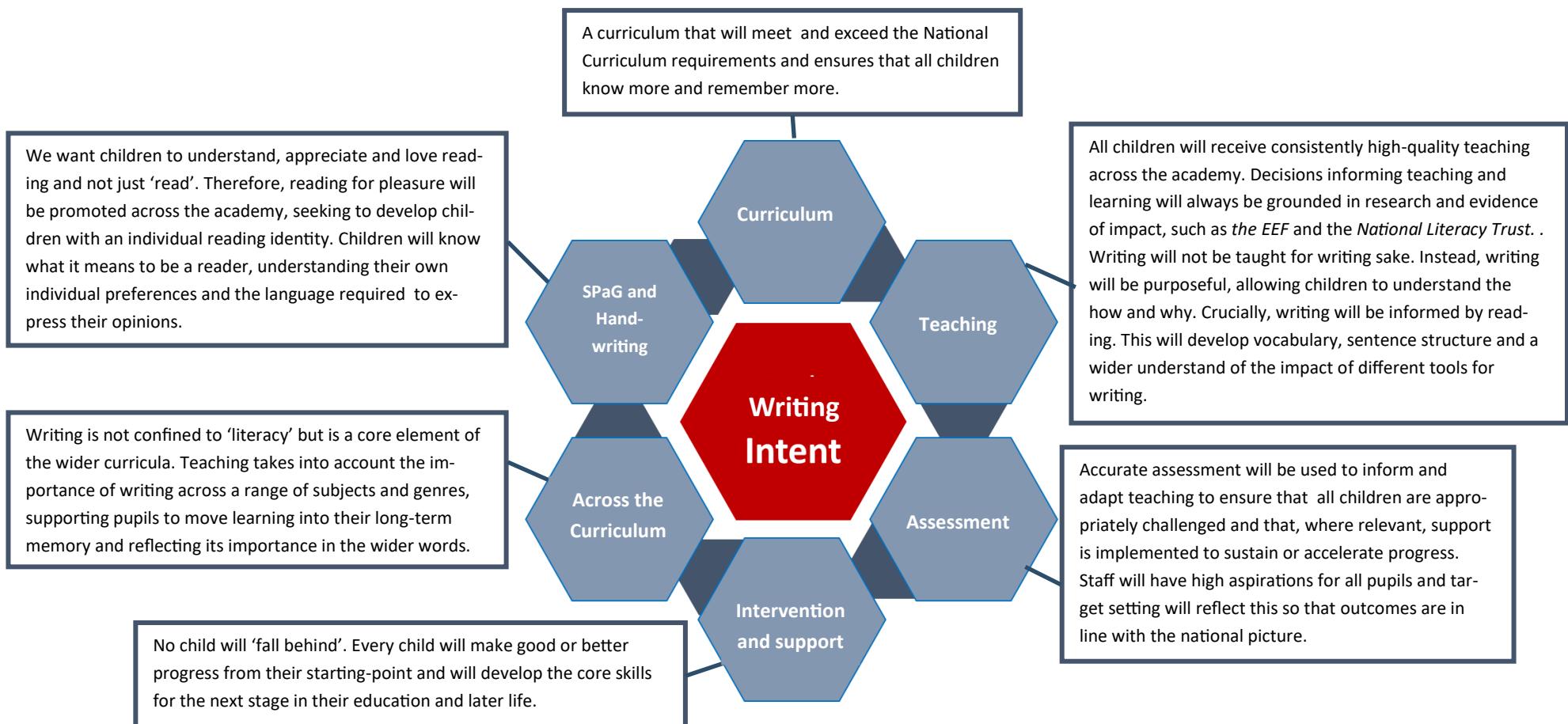


'Writing comes from reading, and reading is the finest teacher of how to write'
(Annie Proulx)



Literacy is essential to everyday life and it is vital that we ensure our pupils are confident readers and writers in order to operate successfully in education, the wider world and future employment. A high-quality Literacy education provides a foundation for understanding the world, developing language, fostering an appreciation of the beauty and power of reading and writing and a sense of enjoyment and curiosity. At OALC, high-quality texts form the cornerstone of the curriculum. In all classrooms, books underpin the provision and enable us to develop readers and writers who have the language, understanding, skills and behaviours to stand confidently on a global platform and overcome any challenges that the modern world presents.



Every child, with the core confidence and skills, will succeed to be the best they can be



SPAG and handwriting are taught as part of literacy lessons.

Handwriting: handwriting is taught across the academy using 'Excellence in Handwriting'. Children are taught to correctly form and position letters from the very beginning and move towards joining in Year 2 and 3. Handwriting is developed through the use of handwriting paper in Literacy books. When it is appropriate, teaching supports pupils to apply the taught formation to standard lined paper.

Mrs Wordsmith: Where appropriate, Mrs Wordsmith is used to develop vocabulary. Children are taught tier-two words through animation, including a focus on word class, synonyms, antonyms and word pairs.

SPaG: SPaG is taught during Literacy lessons through high-quality texts . In some year groups, PiXL's 3 by 3 is also used.

Spelling: Taught discretely once per week using a three part structure: spelling spotlight (high frequency words identified through marking), spelling strategies (such as chunking or known words) and year group specific rules. Spellings are sent home and subsequently tested each week.

High expectations of writing are maintained across the curriculum, regardless of the subject being taught. Marking ensures spellings and secretarial corrections are consistently addressed across the curriculum and fix-it time provides time for pupils to respond.

The challenges that come with writing are also recognised across the curriculum. Appropriate differentiation is used to ensure pupils have the necessary support and challenges required to successfully achieve in all subjects.

Intervention is used to enable pupils to 'keep up' and if necessary, 'catch up'. Rapid Attainment Meetings and/or Pupil Progress Meetings identify pupils who require support. This includes precision teaching and additional spelling interventions.

In all year groups, high-quality texts form the cornerstone of the provision.

Phonics: letter formation and the connection between sounds and their written representations are taught through phonics, using Letters and Sounds. This begins in Nursery (as appropriate).

Talk for Writing: T4W forms the basis of writing lessons in EYFS and KS1. High-quality texts have been carefully selected to ensure they consistently support children to orally acquire accurate language structures, patterns and vocabulary before and as they develop the skill of transcription. Texts include traditional tales and rhyme. One fiction and one non-fiction genre are taught each term, using T4W are the vehicle to do so.

The Power of Reading: from January of Y2 to Y6, children focus on one key text each term, teaching one fiction and one non-fiction genre. All texts are high-quality and link with learning across the curriculum. Through the PoR, children have the opportunity to build upon the language structures taught through T4W to develop their own ideas against a developing understanding of the purpose of writing.

Literacy books are touch marked daily and responded to either during Mastery Mornings (pre and post teaching) or during Fix It Time. In addition, next step marking is using once per week.

Writing is assessed summatively three times per year using 'e-BOATs' These form a QLA analysis which are used to inform teaching. Spelling is assessed summatively three times per year in Y1-6 using the first 200 high frequency words and year group specific PiXL tests. SPaG is also assessed three times per year using HeadStart.

Handwriting: handwriting is now consistent across the academy, and reflects the quality of writing content. Increasing numbers of pupils are achieving a pen license. The 2019 KS1 writing moderation process identified handwriting as a strength and handwriting is no longer preventing children from achieving ARE of GDS in statutory assessments.

Mrs Wordsmith: Children have a growing understanding of a range of vocabulary and this is starting to be reflected in writing. Children can accurately describe and discuss vocabulary using terms such as 'synonym' and 'antonym'.

Spelling: spelling of high frequency words is increasingly accurate across the academy. Below are cohort average scores for the December 2019 200 HFW assessment

Y3: 179 Y4: 189 Y5: 189 Y6: 197

Spelling has also improved across the academy more generally, including year group specific rules. This however, continues to be a focus of spelling lessons.

SPaG: Increasing number of pupils working at ARE+ in each year group. In December 2019, 63% Y6 children were working at ARE or above.

The quality of writing produced across the curriculum is much improved across the academy, particularly in Enquiry.

Teacher's subject knowledge is strong and well supported by the Teacher Guides. Learning is effectively sequenced to ensure that children know more and remember more and lessons are informed by QLA analysis. Reading is high priority across the academy and CPD targets the needs of pupils.



Progress discussed and measured on an individual basis against prior-attainment. Structures in place ensure that underperformance is identified at the earliest opportunity and intervention secures at least expected progress for all pupils.

- Monitoring Standards Team (MST) report identified that reading is 'taught successfully' in KS2 each day. (Autumn review 2019)
 - Learning is built on prior skills and knowledge. Teachers adjust plans based on gaps in children's reading skills
 - Children agree that their reading skills are being enhanced because of the carefully thought through reading programme in place.
 - Children's speaking and listening skills have strengthened; children are more eloquent. One child in Year 4 said during a discussion about a text remarked, "I agree with that answer but I have a different explanation..."
- Pupils are able to articulate the skills taught in comprehension.
- Speed reading continues to be an academy priority

2018/19 Statutory Reporting

EYFS (Writing %EXS+)

- 74% (national 74%)
- PP 72%
- Other 76%

KS1 (%EXS+)

- 77% (national 69%)
- PP 79%
- Other 74%

KS2 (%EXS+)

- 87% (national 78%)
- PP 88%
- Other 86%