

**ST. ANNE'S RC PRIMARY SCHOOL**

**LITERACY SUBJECT LEADER'S REPORT FOR GOVERNORS**

**OCTOBER 2018**

**INTRODUCTION/VISION FOR LITERACY**

At St. Anne's every lesson is a literacy lesson as we strive to maximise opportunities to improve reading and writing skills which are vital life skills. In our Nursery and Reception classes children enjoy a variety of different reading experiences eg. reading with an adult, in a small group or listening to a whole class story. In each of the different areas in the classrooms there are writing tasks. In the rest of the school we provide numerous chances for children to develop an enjoyment of reading with class texts, sharing books, book reviews. We want pupils to read for enjoyment with fluency, accuracy and understanding. As seen below children are taught to write for many different purposes and they enjoy sharing their work with their peers and teachers.

**PLANNING**

Handwriting is taught daily and other parts of the English curriculum may be taught separately eg. grammar, punctuation and spelling. These elements are then reinforced in succeeding lessons. Teachers tend to match writing genres to the topics chosen. Longer pieces of writing therefore could relate to history or RE for example. Teachers expect the same standard of writing and presentation across all subjects. All children have at least one Guided Reading session a week where they read and discuss a text with their peers and the teacher or teaching assistant. This helps to develop reading skills they can apply in other areas of the curriculum.

Below is a grid to show writing genres taught across the school Y1 to Y6 in the year 2017/2018

Year Group	Autumn Term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
1	Letter, story	Poetry, story, recount	Story, reports, letter	Story, letter		
2	Historical narrative, diary entry	Letters, story based on history topic	Poetry, information and non-fiction texts	Fantasy narrative, poetry, information text	Non-chronological reports, letters, diary entry	Narrative poetry
3	Poetry, instruction writing	Diary entry, non-fiction writing	Newspaper article, non-fiction writing, historical narrative	Traditional tales, letter writing	Narrative writing, information writing	Non-chronological reports, poetry
4	Slogans, adverts, biography	Letters, historical narrative	Letters, poetry, non-chronological reports	Diary, myths and legends	Non-chronological reports, fantasy stories	Narrative, poetry
5	Poetry, narrative	Non-chronological reports,	Story writing, information texts,	Newspaper articles, reports,	Fantasy writing, descriptive	Non-fiction writing, narrative

	poetry	myths and legends	recounts	biographies	writing	writing with dialogue
6	Poetry, instructions, myths and legends	Chronological report, Short narrative writing, letter	Persuasive text, writing dialogue	Non-chronological reports, writing descriptive narrative	Newspaper reports, explanation writing	Biographies, formal letters

### STAFF DEVELOPMENT

During the year staff attended training provided by senior leaders in school and took part in whole school writing moderation whereby all teachers looked at individual pupils' work and came to a collective judgement regarding attainment. Also teachers have been on courses outside of school regarding phonics, writing at primary school, reading and moderating work.

### ASSESSMENT

Teachers monitor children's progress and adjust their teaching accordingly. Daily assessment includes questioning, discussion and written work. Feedback and marking of work is guided by the school's Marking Policy and children are given time to respond to this feedback to progress their learning further. This is called 'green pen' work. All literacy work in Nursery and Reception is teacher assessed throughout the year and judgements made with regard to the end of year Early Learning Goals. Pupils from Year 1 to Year 6 have weekly spelling tests. At the end of teach term children in Year 1 to Year 6 complete reading tests to measure progress towards end of year expectations. Teachers make judgements about children's writing by assessing writing across subjects and independent pieces of writing in the 'Big Write' books.

### COLLECTION OF EVIDENCE

Work scrutiny and pupil voice activities were carried out during the year. Lesson observations provided evidence of pupils engaged and ready to learn with a keen interest. Pupils responded to questions and were confident when expressing themselves. Children studied different types of text and practised writing in different genres eg. poetry, diary writing, narrative writing.

In discussions with pupils it was clear they had good recall of what they had learnt eg. explaining grammar terms, recounting particular texts. They were able to talk about their best piece of work and identify how they could improve. Pupils like the challenging aspect of green pen work

## EVALUATION 2017/2018

Published data shows that it was probably the most successful year for St Anne's.

### RECEPTION

AREA	SCHOOL	NATIONAL FIGURE (2017)
Good Level of Development (comprising all 17 Early Learning Goals)	71.4%	72%
Prime Learning Goals (includes Listening and Attention, Understanding, Speaking)	75%	79%
Reading	75%	77%
Writing	75%	73%

### KEY STAGE 1

AREA	SCHOOL	NATIONAL FIGURE (2018)
Phonics – Year 1	85.7%	82%
Reading – Year 2 (Age Related Expectations)	85.7%	75.4%
Writing – Year 2 (ARE)	78.6%	69.9%
Reading – Year 2 (higher standard)	35.7%	25.6%
Writing – Year 2 (higher standard)	32.1%	15.9%

### KEY STAGE 2

AREA	SCHOOL	NATIONAL FIGURE (2018)
Reading – Year 6 (ARE)	100%	75%

Writing – Year 6 (ARE)	83.3%	78%
Grammar, Punctuation and Spelling (GPS)	100%	78%
Reading – Year 6 (higher standard)	29.2%	24%
Writing – Year 6 (higher standard)	25%	20%
GPS (higher standard)	66.7%	

#### **TARGETS 2018/2019**

- Develop opportunities for curriculum enrichment
- Close the gap between Reading and Writing percentages
- Improve reading skills particularly inference questions