

## New Drove Literacy Policy 2016-17

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.” National Curriculum (DfE 2014)

At Drove we believe that when children are given exciting experiences, from any stimulus, they can be inspired. They will not only learn to develop their own ideas but then share them through spoken and written communication. We aim to teach literacy by providing these stimulating experiences and help motivate children to enjoy and understand their learning through all subjects. Through these positive experiences we endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world.

The school aims to:

- Allow children to learn by doing.
- Provide a rich, challenging and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- Provide opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- Develop pupils awareness of purpose and audience for both written and oral language
- Increase children’s ability to independently use planning, drafting and editing to improve work
- Create an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences
- Enable children to evaluate their own and others contributions through a range of drama activities
- Build pupils’ confidence by creating an ‘I can’ ethos in the classroom
- Enable pupils to foster an enthusiasm for and love of reading
- Help children enjoy writing and recognise its value and purpose
- Enable pupils to foster within them the respect for each other’s language

### Speaking and Listening

#### **Ethos**

At Drove we believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. Speaking encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations
- Understand the effect of speech on the listener
- Use talk to develop and express ideas
- Communicate meaning effectively
- Listen attentively and derive meaning from what others say and respond with confidence
- Develop the skills of turn-taking, negotiation and reaching consensus.

#### **Drama within Literacy**

At Drove we recognise the enormous value of drama and role play. Pupils are given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Children are encouraged to

appreciate drama, both as participants and observers through theatre visits, visiting drama groups and annual plays performed to parents from each year group over the course of the year.

In addition, visits from well-known individual characters will be planned in throughout the year. We believe the use of 'real' characters in costume will create an immensely powerful learning experience.

We aim for:

- Opportunities to be given for the development of drama in a variety of contexts, including time in the role play corner of every classroom
- Pupils to be encouraged to use drama to link ideas through role-play, hot seating, tableaux, mime and freeze-frame techniques
- Pupils to explore a range of endings to stories through role-play and use these as a pre-writing stimulus

## Reading

### **Ethos**

At Drove, pupils are encouraged to become confident, enthusiastic, critical and independent readers. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes. We believe children should read for information, interest and enjoyment.

### The Teaching of Reading at Drove

Strategies to support reading are explicitly taught during daily half hour reading sessions. Each strategy is mapped against the new KS1 and KS2 Reading Domains (see below).

#### End of KS1 Reading Domains

<b>Aspect of Reading</b>	<i>Comprehension skills / strategies</i>
Word Reading	<b>Reading on, Adjusting reading rate, Sounding out, Chunking</b>
1a. Draw on knowledge of vocabulary to understand texts.	<b>Using analogy, Consulting a Reference</b>
1b identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	<b>Connecting, Comparing, Creating images, Skimming, Scanning</b>
1c Identify and explain the sequence of events in texts.	<b>Determining importance, Summarising/Paraphrasing</b>
1d Make inferences from the text.	<b>Inferring, Self-Questioning</b>
1e Predict what might happen on the basis of what has been read so far.	<b>Predicting , Synthesising</b>

#### End of KS2 Reading Domains

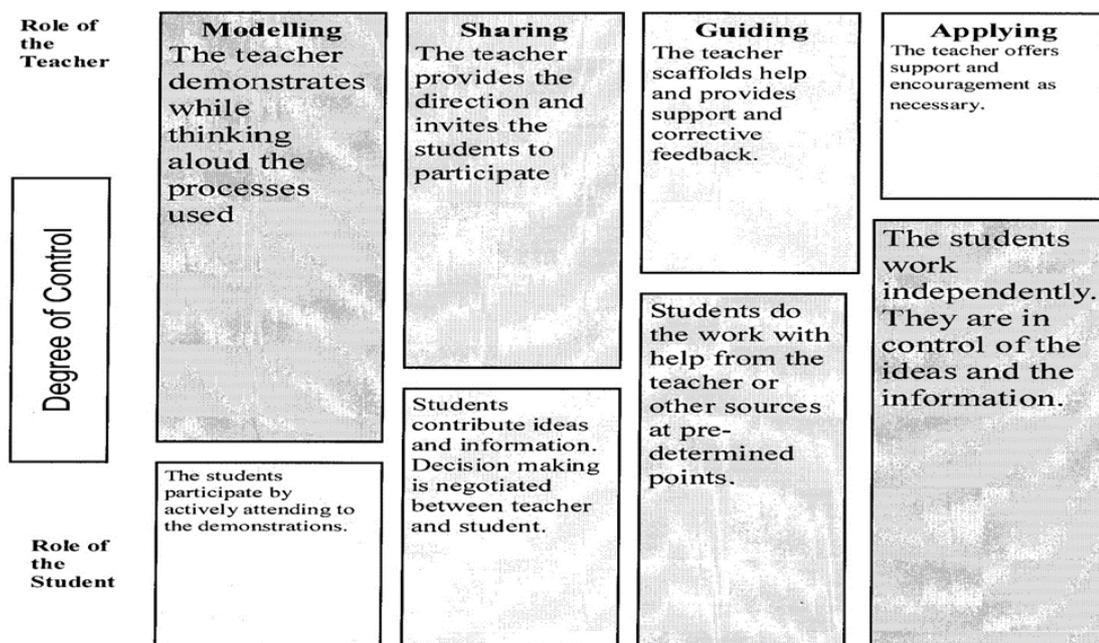
<b>Aspect of Reading (Domain)</b>	<i>Comprehension skills / strategies</i>
Word Reading	<b>Reading on, Adjusting reading rate, Sounding out, Chunking</b>
2a. Give / explain the meaning of words in context.	<b>Using analogy, Consulting a Reference</b>
2b. Retrieve and record information / identify key details from fiction and non-fiction.	<b>Skimming, Scanning</b>
2c. Summarise main ideas from more than one paragraph.	<b>Determining importance, Summarising/Paraphrasing</b>
2d. Make inferences from the text / explain and justify inferences with evidence from the text.	<b>Inferring, Self-Questioning</b>
2e. Predict what might happen from details stated and implied.	<b>Predicting , Synthesising</b>
2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole.	<b>Connecting, Comparing, Creating images,</b>
2g. Identify / explain how meaning is enhanced through choice of words and phrases.	<b>Self-Questioning, Comparing, Creating images</b>
2h. Make comparisons within the text.	<b>Connecting, Comparing,</b>

These strategies are mapped out in the whole school strategy document (see below) insuring a progression of Reading skills across the school.

Progression of skills

Year group	Specific strategies to be taught (red=major focus, blue = consolidating focus)
Year Rec	Decoding strategies: <b>Sounding out, Chunking, Re-reading,</b> Comprehension strategies: <b>Predicting</b>
Year 1	Decoding strategies: <b>Sounding out, Chunking, Re-reading, Adjusting reading rate, Reading on,</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images</b>
Year 2	Decoding strategies: <b>Sounding out, Chunking, Re-reading, Adjusting reading rate, Reading on,</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images, Inferring, Synthesising</b>
Year 3	Decoding strategies: <b>Sounding out, Chunking, Re-reading, Adjusting reading rate, Reading on, using analogy, consulting a reference</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images, Inferring, Synthesising, Self-questioning, Skimming, Scanning</b>
Year 4	Decoding strategies: <b>Sounding out, Chunking, Re-reading, Adjusting reading rate, Reading on, using analogy, consulting a reference</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images, Inferring, Synthesising, Self-questioning, Skimming, Scanning</b>
Year 5	Decoding strategies: <b>Using analogy, consulting a reference</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images, Inferring, Synthesising, Self-questioning, Skimming, Scanning, Determining importance, Summarising/paraphrasing</b>
Year 6	Decoding strategies: <b>Using analogy, consulting a reference</b> Comprehension strategies: <b>Predicting, Connecting, Comparing, Creating images, Inferring, Synthesising, Self-questioning, Skimming, Scanning, Determining importance, Summarising/paraphrasing</b>

The school’s approach to the teaching of reading is based on the Gradual approach is based on the Gradual Release of Responsibility Approach (See below)



*Modelled reading*

We believe modelled reading is the most significant step when teaching any reading strategy. Through short regular sessions, the teacher will demonstrate the use of the strategy as an effective reader. Like in modelled writing, the teacher will verbalise any thought process that take place giving the children a good example of how the strategy is used effectively and also why it is being applied. For these sessions to be effective they need to be planned and thought out.

*Shared reading*

Once sufficient modelling sessions have taken place, sharing sessions can be planned to help develop the use of the strategy. In these sessions the teacher continues to demonstrate the use of the strategy however the students are now invited to contribute. In this time strategy charts can be drawn up and developed and refined.

*Guided reading*

Guided reading sessions provide the opportunity for pupils to practise the strategies in meaningful reading contexts when using a variety of texts. The teacher switches to providing scaffolds as pupils practise the strategy. It is

important that the teacher provides on-going feedback and support as pupils begin to independently use the strategy.

### *Independent Application*

Pupils need opportunities to work independently to apply newly taught strategy. Encourage pupils to use strategy when working in other curriculum areas.

### Developing a culture of Readers

We feel that the children at Drove should enjoy reading and have opportunities to read for pleasure. Time is given to children at the beginning of every day to choose and read for pleasure. We also offer our children a range of opportunities to develop their interest in reading for example; school visits to the library, author visits to the school and visits from book fairs.

### Writing (including Grammar, Punctuation and Spelling)

Each year group have a Writing Overview which covers all the required writing skills to be taught in each year group (based on the 2014 NC). With the changes in the new curriculum there is no requirement to teach genres however we feel that the children still need to be taught these so they have a context to apply newly taught grammar, punctuation and spelling skills.

To ensure there is not repeated explicit teaching of the same genre, each year group has Non-Negotiable Genres to explicitly teach (see Genre Matrix)

### Genre Matrix



Year Group	To Inform		To Entertain	
1	<ul style="list-style-type: none"> <li>Simple Instructions</li> <li>Basic Information text (facts)</li> <li>Lists, captions, labels</li> </ul>		<ul style="list-style-type: none"> <li>Fairy tales</li> <li>Simple narratives (with familiar settings)</li> <li>Poetry with patterns and rhymes.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Recount/diary</li> <li>Explanation</li> <li>Non Chronological report</li> </ul>		<ul style="list-style-type: none"> <li>Narrative – Adventure</li> <li>Narrative – Fantasy worlds/Science Fiction</li> <li>Poetry – Shapes/calligrams</li> <li>Poetry –Silly (Riddles/Jokes)</li> </ul>	
3	<ul style="list-style-type: none"> <li>Letters</li> <li>Detailed Instructions</li> <li>Information texts</li> </ul>		<ul style="list-style-type: none"> <li>Narrative – Historical setting</li> <li>Narrative – Mystery</li> <li>Poetry – Language Play</li> </ul>	
4	<ul style="list-style-type: none"> <li>Recount/Newspaper Report</li> <li>Explanation</li> </ul>		<ul style="list-style-type: none"> <li>Narrative – Myths and legends</li> <li>Narrative – Moral/fables</li> <li>Poetry- Exploring form (i.e. haiku, cinquain)</li> <li>Play script</li> </ul>	
Year Group	To Inform	To Discuss	To Persuade	To Entertain
5	<ul style="list-style-type: none"> <li>Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – Older literature</li> <li>Poetry – Narrative/classic</li> </ul>
6	<ul style="list-style-type: none"> <li>Biography</li> </ul>	<ul style="list-style-type: none"> <li>Journalistic</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – mixed genre/contemporary</li> <li>Poetry – imagery</li> </ul>

With these genres, teachers are asked to spend time teaching the following things;

- Generic structure
- Language features
- Knowledge for the writer

Guidance for each genre can be found at;

<http://webarchive.nationalarchives.gov.uk/20100512134444/http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:45985>

Year groups are also free to choose other genres from previous year groups to use as means for children to applying new grammar/punctuation/spelling skills however there should not be too much time spent teaching previous year group's genre content.

### **The teaching of new skills**

When and how new writing skills are taught is down to the discretion of the class teachers. Teachers are required to spent time at the beginning of the year mapping out which skills lend themselves to each topic/unit of work. Also teachers may feel it is best to tie in the teaching of certain grammar/punctuation and spelling to certain Non-Negotiable genres. There is no requirement to base teaching around certain books however teachers should use the Pie Corbett "Talk for Writing" approach.

There is no formal expectations of written literacy planning however there does need to be evidence of when and how teachers will teach the expected skills. This evidence will mainly come in the form of planning displays and also evidenced in teaching slides (which must be readily available for coordinators/SMT/SLT on the teacher drive.)

### **What is a Planning display?**

The look of your planning display is down to teacher choice however we ask that there is some consistency of content across the year group. Each display must indicate what skills are to be explicitly taught over the term. As the term progresses, children's work must be added to the display to show when and how the skills have been covered.

Another integral part of the planning displays, is children involvement. Children must be able talk confidentially about what is on the display and how this supports their learning.

So that planning displays are not 'lost', a photo of the completed display must be taken and stored on the teacher drive at the end of each term.

In regards to monitoring the coverage of skills, the only expectation is that teachers **highlight and date** on the Writing Overview when they have taught each skill explicitly. This can then be used by subject coordinators/SMT/SLT for monitoring purposes.

### **Cold / Writes**

To help demonstrate progress over a unit of work, children are asked to produce independent Cold and Hot writes. Cold writes are to be used as prior assessments informing planning and teaching of what skills need to be explicitly taught in the course of the unit. Hot writes are then completed at the end of a unit to show progress. **Further guidance on Hot and Cold writes can be found on the clarification document (Appendix 1)**

### **Spelling**

Pupils are encouraged to develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. Children are made aware of the differences between spoken dialect and written English in terms of spelling. From FS1 to Y3, phonics is taught through Letters and Sounds Primary National Strategy alongside Jolly Phonics.

We aim for pupils to be able to:

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory (Appendix list 1 and 2 in the NC document)
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, word mats, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules as "interesting" or "tricky"
- Use a range of strategies to learn spellings, especially those miss-spelt in their own work. These might include spelling journals in KS2, LSCWC (look, say, cover, write, check), mnemonics, word pictures and spellings to learn for homework

## **Handwriting**

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Presentation should be neat and joined from Year 2 up.

We aim for pupils to be able to:

- Form letters correctly
- Use upper and lower case letters appropriately
- Begin to use a joined style from Year 2
- Use a correct and comfortable pencil/pen grip
- Foundation Stage to use appropriate tools for their writing according to their developmental stage
- Key Stage 1 to use a pencil
- From Year 2 to use a blue ballpoint pen/pencil for editing
- From Year 3 onwards when a child is ready to use a pencil or black handwriting pen for writing and a blue handwriting pen for editing

In Key Stage 2 children write with a pencil until their writing is legible.

## **Inclusion**

In literacy teaching at Drove, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. This is done through teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All disabled pupils are identified on Drove's Vulnerable Learner Database, and their progress is systematically recorded and monitored.

As Drove is already a Dyslexia Friendly School, all teachers are aware of the Dyslexia Friendly Schools guidelines. As a result all teachers strive to meet these standards in teaching and learning and are implementing ideas which have been shared in training.

**See Appendix 2** for details of our support for pupils with Dyslexia as a learning difference

**See Appendix 3** for details of our additional support for children/parents at Drove who struggle with language and literacy based work.

## Appendix 1



### Clarification of Cold and Hot Writes

Clarification on evidence for writing that is allowed as 'working independently'

If writing evidence has been redrafted by the pupil, this is acceptable as independent work. The redrafted work may be in response to self, peer, or group evaluation, or after discussion with the teacher. Pupils can also independently use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites.

It would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has directed the pupil to change specific words or punctuation. – (STA, 2016)

Cold Write – indicated by a blue dot/sticker next to the Aim

Cold writes are to assess understanding before a start of a unit of work. This unit maybe genre focused or have specific set objectives.

For a cold write the children must be given an aim and also a stimuli to support writing i.e. images, a video, and even a story read to them etc. However modelling or heavy scaffolding must not be used.

Planning time may be given however the planning frame should not support the aim of the cold write. For example; if you are assessing whether the children can identify the different parts of a narrative- this should not be evident on the planning frame.

As a class, you may generate a checklist however ideas must come from the children (not pre typed by class teacher)

Children are allowed to use dictionaries however it is agreed that these are used for the children to go back and check at the end of the writing task not during (as at times this reduced what was written) For example; the children may have 30 minutes to write and 5-10 minutes at the end to edit/redraft. Any corrections made during this time must be done in pencil not editing pen.

Word banks can be used however these must be for words related specifically to the topic. Any words given must not phonetically plausible or be on the age related common exception word lists. If a word bank has been used for specific children only please indicate this on their work with a list of the words given.

If teachers would like to use a marking ladder (to highlight things that were missed/included) then this is to be handed out once the writing task has finished.

Marking of cold writes must following the school marking policy. If you feel the child has produced something good which you feel demonstrates progress from previous work then this must be highlighted in green and, if you feel appropriate, commented on (however this is not an expectation)

If there have been mistakes made by the child which have been taught and demonstrated in previous work, the child is expected to go back and edit this. How this is communicated to the child is down to the teacher. This may come in the form of verbal feedback, orange highlighting or an "even better if" written comment (if you feel that it is beneficial).

Any editing done by the child after the feedback must be done in blue editing pen (to show response to feedback)

Cold writes should be used to support teachers' planning. Any misconceptions/ next steps identified from the cold write must then be evident in the preceding teaching.

Hot writes – indicated by a red dot/sticker next to the Aim

Hot writes should mirror the process from the Cold write.

Anything that was used previously in the cold write can be used again in the hot write. Similar planning frames, word banks, and input from the teacher is to be used.

Like in the cold write, checklist are to be generated by the children. The amount of stimulus should be similar to what was given in the cold write (however this maybe a on a different topic)

Similar to the Cold Write, time can be given for planning and editing/redrafting.

Again, if teachers would like to use a marking ladder (to highlight things that were missed/included) then this is to be handed out once the writing task has finished.

Marking of hot writes must following the school marking policy. If you feel the child has produced something good which you feel demonstrates progress from previous cold write then this must be highlighted in green and, if you feel appropriate, commented on (however this is not an expectation)

Again, If there have been mistakes made by the child which have been taught and demonstrated in previous work (or even the cold write!), the child is expected to go back and edit this. How this is communicated to the child is down to the teacher. This may come in the form of verbal feedback, orange highlighting or an "even better if" written comment (if you feel that it is beneficial).

Any editing done by the child after the feedback must be done in blue editing pen (to show response to feedback)

Hot writes should be used to support progress over the course of the unit. It also can be used evidence of achieving age related expectations. Hot writes may also inform future planning/teaching which will be evident in the next sequence of work.

### **Appendix 3**



### **PROVISION**

#### **Access to the mainstream Curriculum:**

- ☑ *Pupils with dyslexia have access to the full, broad and balanced curriculum.*
  - ☑ *All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.*
  - ☑ *Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia friendly.*
- Staff support pupils in some, or all, of the following ways on a day-to-day basis.*

#### **General:**

- ☑ *Raise pupils' self esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.*
- ☑ *Use the information in the current Provision Map. The SENCO will have assessed the pupil and prioritised what needs to be learned.*
- ☑ *Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.*
- ☑ *Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.*
- ☑ *Use of routine and structure in an organized classroom.*
- ☑ *Use of visual timetables.*

#### **Reading:**

- ☑ *Do not ask pupils to read aloud without preparation.*
- ☑ *Teach unfamiliar subject words.*
- ☑ *Help with study skills such as skimming, scanning, selecting key words.*
- ☑ *Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts.*

#### **Spelling:**

- ☑ *Mark written work on content and encourage the use of a wide vocabulary.*
- ☑ *Correct only a few errors. Do not cover work in red ink.*
- ☑ *Teach the spelling of subject specific words. Do not overload pupils*
- ☑ *Give all pupils a list of subject specific words to be stuck into their exercise books for reference.*
- ☑ *Have lists of subject specific words on display in teaching rooms.*
- ☑ *Allow the pupils to read work back to you if you cannot read it.*

#### **Written work:**

- ☑ *Encourage legible handwriting but do not expect it to change.*

- ☒ *Do not ask for work to be written out again unless it is much worse than usual.*
- ☒ *Either give more time, or photocopy notes from another pupil or a 'parallel' book kept by a TA.*
- ☒ *Accept less written work.*

Assessment:

- ☒ *Assess through oral responses.*
- ☒ *When setting long responses, use writing frames and mind maps.*

*Ways of assessing understanding without too much writing:*

- ☒ *Matching questions to answers*
- ☒ *True/false statements*
- ☒ *Sentence matching ('tops and tails')*
- ☒ *Multiple choice*
- ☒ *Labelling diagrams*
- ☒ *Categorising*
- ☒ *Table/grid completion*
- ☒ *Title – paragraph match*
- ☒ *Choosing a précis*
- ☒ *Sentence completion*
- ☒ *Sequencing*

*A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences.*

*Multi-sensory learning:*

*Most people have a dominant learning style:*

### Appendix 3



#### Additional Support for Literacy at Drove

- **Friday Language School**

A Friday Language School has been operational at Drove since September 2015 to help children improve their English and Maths skills. Class teachers are fluent in a number of different languages to help to aid the learning process.

Classes run term time and are focused on children with English language needs from Years 3 and 4.

- **Reading Volunteers**

A great many of our children are unable to be supported at home by way of competent adults who can usefully hear them read. As a result we have developed relationships with a number of large companies in Swindon and we now have 4 national organisations who donate a total of 26 hours per week of employee's time who then support our children and their teachers by being reading volunteers/mentors.

- **SPARKS club**

This club runs in the mornings before school to support children within years 1 and 2 with poor gross, fine motor skills, concentration and attention difficulties. It is led by a TA using the SPARKS lesson plans as recommended by Occupational Therapists as a way children may be supported in school. The programme starts with a baseline assessment of what children are able to do. Parents are involved in this assessment and also in supporting children's motor development at home with exercise. After 6 months the children were observed and their assessment reviewed. All children were more confident and focussed in the sessions and all but one child had developed within their gross motor capabilities. This child continued the SPARKS programme as part of his/her in class IEP time. It was decided that the focus for the remainder of the year should be fine motor skills. These sessions involved a handwriting programme alongside craft activities that promoted further fine motor development. Children will be highlighted in term 2 to continue with this programme.

- **Before booster sessions for Reading**

Children who were underachieving by 1 sub level and/or did not have an English speaking role model at home, and perhaps didn't fall into the reading recovery criteria, were chosen to read with a TA 4 mornings a week. These sessions focussed on objectives that would be used when using a big book in a literacy session plus individual targets highlighted by teachers from their guided reading sessions. The makeup of the groups changed at each progress review depending on the current needs of children.

- **After school sessions for writing**

Children who were underachieving by 1-2 sublevels were selected for these groups. In addition there is a Yr. 2 boys group and a Yr. 2 girls group so that more gender friendly topics could be used, and a mixed gender year 1 group. All groups were led by teaching staff. Sessions focus on skills of writing, particularly VCOP. Sentence subordination and sustaining writing were particular focuses for year 2. These groups take place once a week for 1 hour and again the makeup is flexible depending on needs at each progress review.

- **Bi-lingual Support in class/ 1:1 / group withdrawal**

Bi-lingual assistants support in class in the mornings as part of differentiated literacy and numeracy planning so this is mainly in the lower sets for each year group. Most year groups have consistency from the same BA however in

some cases where staff are not full time there is some shared year group work. For both KS1 and KS2 at less obtrusive times of the day i.e. first 15 minutes and just before lunch, there is some small group or individual work for children with EAL. Within EYFS BA are timetabled for whole sessions to support children with focus and free-flow times encouraging talk in all languages. This support will become more targeted at the next progress review. The afternoon timetable for both KS1 and KS2 is made up of small intervention groups focussing on speaking and listening, building up school relevant vocabulary, grammar, support for writing particularly with our Konkani speakers and one afternoon of individual sessions for KS2 children, all new within the last 18 months, whose language acquisition is quite removed from their peers and needs additional support. We are considering a fast track letters and sounds club for new children within KS2 but it hasn't started yet and will probably have to happen outside of school time.

- **Support for parents**

We ran workshops last year for all year groups but it was most widely attended by Yr. 1 and 2 parents. We focussed on phonics, spelling, handwriting, completing homework and calculation for numeracy using images i.e. number lines. We also ran reading and writing workshops where we invited parents of children within each level band so that advice we could give for support at home was more specific.

- **CLLD:**

Letters & Sounds is delivered in FS1, FS2 and KS1 for 25 minutes daily. It is differentiated according to ability and the LCP scheme of work is used and adapted to support the planning of each phase.

Class Teachers and Teaching Assistants deliver the planning to small groups following the revisit and review/teach/practise/apply format.

For children who do not pass the phonics screener test after Year 2, small targeted interventions are conducted to stop children falling further behind.