



The Curriculum

At Little Kinvaston School, we provide a unique, innovative curriculum for every learner which encompasses our vision:

Include all learners in an inclusive, aspirational environment using quality first teaching and intervention.

Inspire all learners to engage in their own bespoke curriculum to promote achievement, confidence and good behaviour.

Empower and aspire to the highest possible outcomes, preparing the learners for their future pathways.

Curriculum Principles

Little Kinvaston School have designed their curriculum offer to support: - the skills of literacy, numeracy and ICT. - creative approaches to motivate pupils to learn. - development in a range of subject areas. - a comprehensive PSHE programme, including social and emotional wellbeing and resilience. - reintegration through good links to the National Curriculum and mainstream school offer. - enriched links with partners and external providers.

The Aim of Little Kinvaston School's Curriculum is:

To provide opportunities for all young people to learn and achieve

To promote spiritual, moral, social and cultural development and prepare all young people for the opportunities, responsibilities and experiences of life.

To provide a balanced, accessible and relevant range of learning experiences

To know our young people - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them

To develop our young people as learners, such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations

Leadership at all levels drives the curriculum across the school, ensuring it meets students' learning needs. The curriculum is reviewed regularly to provide depth and coverage of knowledge. LKS students take ownership of their own curriculum by opting from a broad variety of accredited pathways. Appropriate curriculum resources are selected, and all staff professional development is ongoing.

Our curriculum improves student motivation and self-confidence, attendance and engagement with education. Students make accelerated progress from their point of entry, achieving appropriate accreditations from KS3 and KS4. We strive to re-integrate students back into mainstream education. Where this is not possible, we ensure they move onto an appropriate post 16 provision. Our curriculum gives students the best possible chance to transition successfully.

Core Curriculum



Our core curriculum consists of English, Mathematics, Science, Humanities, Citizenship and PE. In all of these subjects LKS directly mirrors the curriculum delivered in all mainstream schools. Currently Years 5, 6, 7 and 8 are taught as mixed groups with bespoke intervention as necessary.

Options / Enrichment



Our afternoon sessions consist of 5 subject areas, Creativity and Expression, Animal Care & Land-based Studies, Duke of Edinburgh, STEM. Each of these subject areas have a number of options for students to choose. All options lead towards accreditations.

Project Based Learning



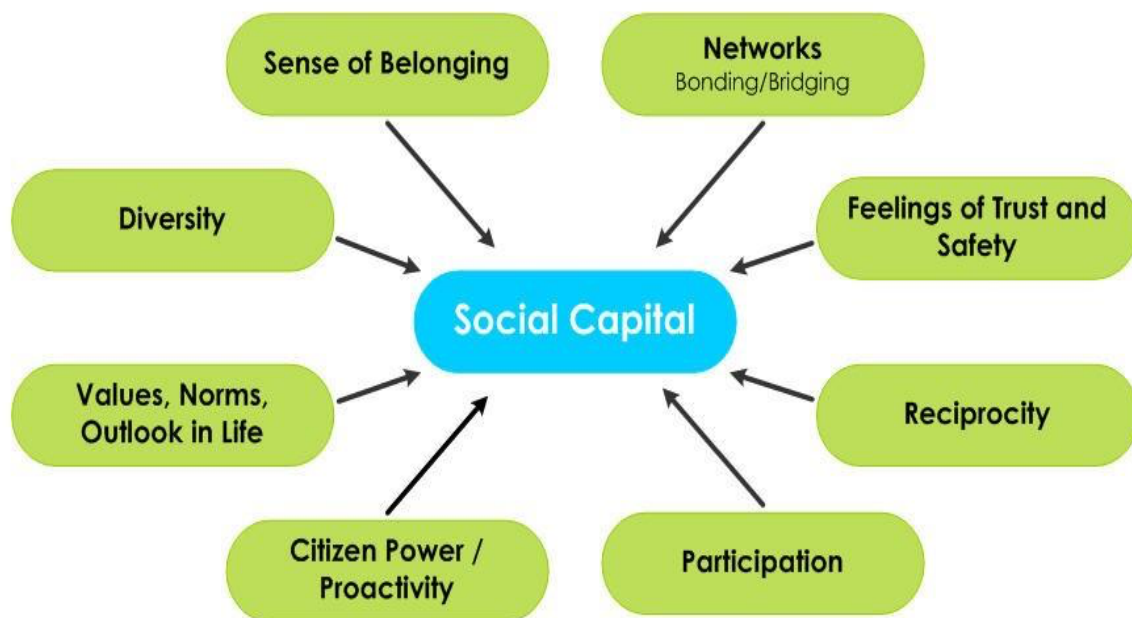
Every term we have three Curriculum Enrichment Days, one for Religious Education, one for Modern Foreign Languages and one for Computing, all following a project based theme. These days consist of a carousel of activities to ensure all aspects of the curriculum are covered.

LKS Social Capital

“Social capital is lost to any society that does not provide the environment and education necessary to bring out the best in any individual” John Dewey

A simple definition of social capital at LKS is the relational quality between all stakeholders - 'Our Relationships'. It is what happens between staff and children and young people, between peer groups in both the classroom and staffroom, in interactions between the LKS leadership team and staff and communications between our school and our children and young people's families. Where social capital is high the atmosphere is positive as it generates good feelings about self and others and it promotes motivation and commitment; collaboration flourishes and mutually agreed goals are more likely to be attained.

Our caring educational environments are underpinned by a vision that places a positive value on each individual, recognising their strengths and enabling them to become the best they can be under a Include, Inspire, Empower ethos. No-one is written off, everyone matters. Academic excellence is valued but not at the expense of everything else. Social capital gives everyone a voice facilitating authentic consultation on issues that affect everyone. Conflict is inevitable when we have different perspectives but how this is handled is critical. We role model and teach how to be appropriately assertive and maintain a respectful approach when faced with challenges. Although we cannot see social capital in the same way that we can see a computer or desk we can quickly tell the difference between a toxic environment and a culture with high social capital. It is there in the expressions on our faces, in the way we talk to each other, in the sounds of laughter and the willingness to be flexible. It is not so much in the policy documents but in the acknowledgements, the sharing and the celebration.



LKS is a great place to teach children and young people how to forge and maintain beneficial personal relationships. This is how we develop social capital in our children and young people:

Cultivate trust. Trust increases children and young people's willingness to seek out others for support. We focus on ways to help our children and young people build trust with both adults and peers. We are open and honest with children and young people. We are reliable and fair. We do what we say we are going to do and treat children and young people in the same way and show them that we trust them. For example, we give them time for independent learning in the classroom and trust them to use it wisely.

Capitalise on unstructured relationship-building moments. We offer many relationship-building opportunities during structured learning activities. While these are important, we don't forget about unstructured times such as lunch, before and after school, and in the corridors. We find that some of the best opportunities to build relationships are these unstructured moments when children and young people are more at ease and more likely to talk without the pressure of the classroom environment. Staff greet children and young people at the gate, on the entrance door and inside the entrance in the morning. Staff walk the corridors during class changes. We eat our lunch with a group of children and young people in the lunch hall and staff socialize with children and young people during break times.

Engage children and young people in extracurricular opportunities. We find sports and activities are some of the easiest ways to help children and young people to build social capital. These shared experiences provide a common bond for children and young people to get to know one another as well as offer regular meeting times to connect. Our children and young people sometimes need a little push to get involved, some with low social capital may not even know how to try out for a team or when a club or activity meets. We ensure we communicate these opportunities to children and young people in systematic and repeated ways so that they know how to get involved.

Encourage children and young people to support one another in person. We believe that nothing makes children and young people feel better than when a family member, friend or member of staff shows up to support them at a sporting event, performance or another activity. In-person support not only makes children and young people feel good, it also promotes social growth. We know that all children and young people need is an invitation to get them to attend. When we see them in attendance, we thank them for coming and ask them to come again.

Show children and young people that social media can be a positive resource to connect people. We believe that while the digital world can sometimes thwart the development of social capital, it also has the potential to connect others in a positive way. When used properly, relationships can be developed in the digital world. For some of our anxious children and young people, the digital world helps them communicate their thoughts and feelings that they may not be able to express in person. So, we model responsible digital citizenship, we give shout-outs to children, young people and staff and their successes on social media and we promote teams and activities that might be of interest.

Building social capital has positive consequences in the lives of our children and young people and Little Kinvaston. We concentrate on relationship-building in our learning environments. The efforts LKS makes to form and strengthen relationships will help all children and young people, regardless of race or social emotional status, flourish throughout their academic careers and beyond.

Incorporated into all Learning at LKS

Sense of Belonging
 Trust and Safety
 Participation
 Values, Norms, Outlook in Life
 Networks
 Reciprocity
 Citizen Power/Proactivity
 Diversity

BONDS

family, close friends,

BRIDGES

distant friends,

LINKAGES

people or groups

FBVE –Fundamental British Values Education



SWISE – Spiritual, Moral, Social & Cultural Education

Social: Children and young people's social development is shown by their:

Use of a range of social skills in different contexts, for example working and socialising with other children and young people, including those from different religious, ethnic and socio-economic backgrounds

Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Acceptance and engagement with the British Fundamental values of

Cultural: Children and young people's cultural development is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain



A curriculum that meets the needs of our young people at Little Kinvaston School

We strive to overcome barriers to learning and to improve the outcome for our students. We aim to provide our students with the ability to become confident readers and develop increased mathematical fluency. We have a clear, shared rationale underpinning our curriculum design which is ambitious and provides accreditation and progression for future learning.

Unmet Needs

Communication and Culture

Learning
Reading
Literacy
Core Subjects
Broad Curriculum
Knowledge Based Curriculum
Communication and Interaction
The value of learning

Discovery

Learning
Numeracy
Broad Curriculum
Knowledge Based Curriculum
Cultural capital
Problem Solving
Create and explore
Learning to Learn
The world around us
The value of learning
Enrichment

Creativity and Expression

Learning
Reading
Literacy Broad Curriculum
Knowledge Based Curriculum
The value of learning
Create and explore
Enrichment

Personal Journeys

Learning
Mental Behaviour
Broad Curriculum
Preparation for next Steps
Encouragement
Tenacity
Healthy Lives
Fundamental British Values
Challenge and aspirations
Emotional Coaching
Self-Reflection & Review
Cultural capital
Heathy minds and bodies
Skills for life – creating a future
My future
Self-Awareness
Future Self

Relationship Development

Learning Social
Emotional
Social, and Emotional
Development.
Security
Understanding/
Empathy
Support
Sex & relationships
Healthy Lives
Belonging
Understanding self and others
Belonging
Keeping safe
An understanding of community

Social Capital Education, Social, Moral, Spiritual and Cultural Education, Fundamental British Values Education, Relationships, Sex & Health Education, Careers and Destinations Education

Extra-Curricular activities

LKS offers after school activities from 2-3pm dependent on transport. We feel that it is an important extension of the day and gives students the opportunity to develop interests and discover new ones. We also encourage their self-esteem, building friendships and to challenge themselves.

We are always looking for new ideas too, so through our student council meetings and parent questionnaires we gain feedback to add/improve new activities that are suited to our student's needs.

Tutor Time Activities

Students at LKS all have contact with their tutor twice a week in tutor time and daily during breaks. During tutor time students receive a daily assembly and then complete activities based upon current topics and seasonal themes. These activities include:

- Word of the day-challenge
- Famous quotes
- STEM Activities
- Word scrabble
- Thought of the day / On this day...
- Where in the World quiz
- Did you know?
- Grammar time
- Circle time-Different talk points PSHE/Mental Health.
- Mental maths
- Brain teaser / Joke of the day
- In the news today... Talking points

Every week students also take part in reading and discuss their ABCs (Achievement / Behaviour / Conduct) with their tutors. All students complete an activity book of Tutor Time activities throughout the year.



LKS - Good Career Guidance

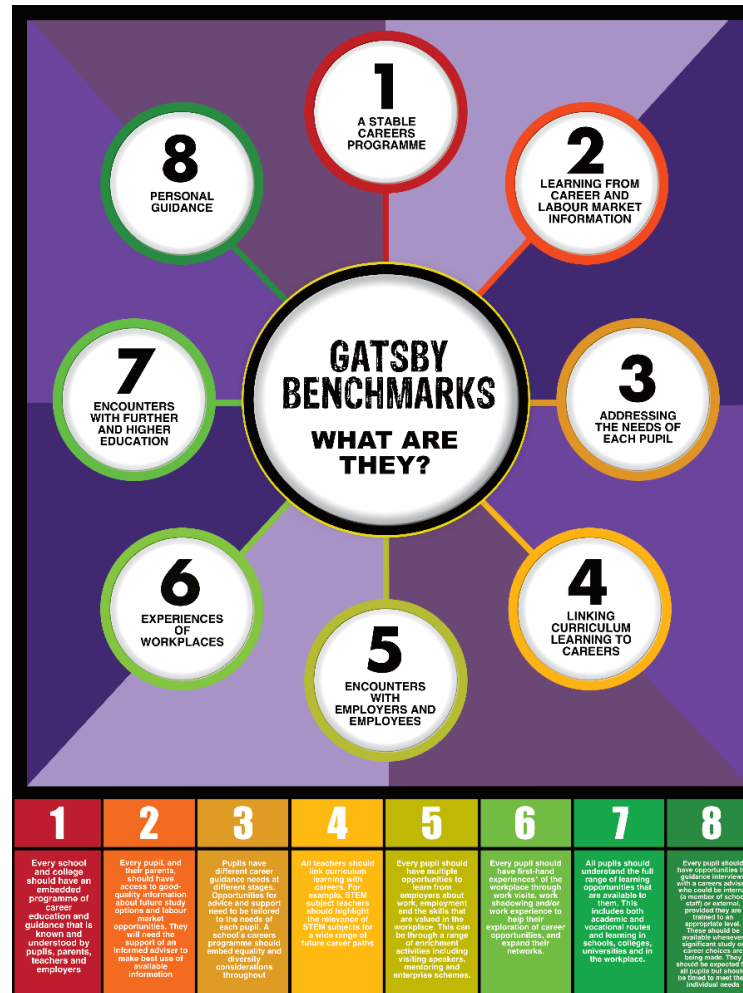
We believe that good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools.

At LKS we believe that every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education

reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance. We follow the Gatsby benchmarks which identifies a set of eight benchmarks that we use as a framework for improving their careers provision.

The eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



Through embedding the eight benchmarks across education we believe young people will be more equipped to take advantage of these new technical routes and make informed decisions about their future.

Little Kinvaston School Curriculum Framework 2024/2025

Key Stage 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Maths				English			Reading	Science		Computing	Learning 4Life		Art	Humanities
16	17	18	19	20	21	22	23	24	25		Enrichment Days - Termly			
Phonics/Intervention					Personalised Learning						Computing		Religious Education	

Key Stage 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Maths				English			Reading	Science - Crest Award / AQA Development			Learning 4Life - ASDAN Award	Art - ASDAN Award	Humanities	
16	17	18	19	20	21	22	23	24	25	Enrichment Days - Termly				
Phonics/Intervention					Personalised Learning					Computing		Religious Education	Modern Foreign Language	

Key Stage 4

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Maths				English - Entry Level Award			Reading	Science - Crest Award / AQA Development			Learning 4Life - ASDAN Award	Art - ASDAN	Careers	
16	17	18	19	20	21	22	23	24	25		Enrichment Days - Termly			
Phonics/Intervention					Personalised Learning						Computing	Religious Education	Modern Foreign Language	

Personalised Learning



Physical Education
Land based ASDAN
Animal Care ASDAN
Duke of Edinburgh Award
Food Technology
Health & Social Care
STEM
Forest School
Creative Arts

Extra Qualifications

Health & Safety
Food Hygiene
First Aid
Street Aid
Connexions



Reading Strategy



“All pupils must be encouraged to read widely across both fiction and nonfiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum ... Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds”.

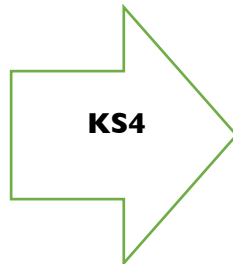
National Curriculum in England, DfE, 2014

Strategy Aims

- To ensure a whole school approach to addressing reading skills across the curriculum.
- To support all learners to fulfil their potential in the skills of reading, writing, and spoken language; for students to be able to transfer and apply these skills in order to fully access learning across all areas of the curriculum.
- To encourage learners to become confident, independent readers across all subjects in school.
- To encourage a culture of reading for pleasure.
- To reinforce that reading is the responsibility of all staff and recognise the central place of every class teacher being a teacher of reading.
- To create a shared accountability, with progress in reading that is carefully tracked to ensure that improvement is achieved, maintained and maximised.
- To ensure that all teachers take a leading role in laying the foundations for appropriate literacy skills in reading, which are purposeful and clearly transferable across the curriculum.
- To ensure that all learners, regardless of any special educational needs in reading or previous underachievement, are given appropriate and rigorous support to accelerate their reading progress and reading ability.

Reading Rubric

At LKS, our Reading Strategy ensures continual development of learners towards national standards of competency. Our curriculum and strategy support learners' potential to develop their skills and love of reading in KS3.



Literacy – Reading across the curriculum Key Stage 3		Year 7	Year 8	Year 9
Elements Locating, selecting and using information	Aspects Reading strategies	Learners are able to: - use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information - assess the clarity and reliability of information on web pages, considering its origins and verifying accuracy	Learners are able to: - use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information - assess the clarity and reliability of information on web pages, considering its origins and verifying accuracy	Learners are able to: - use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information - assess the clarity and reliability of information on web pages, considering its origins and verifying accuracy
Responding to what has been read	Comprehension	- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them - select main points from texts and identify how information and evidence are used to support their arguments - read between the lines using inference and deduction - identify how a text is organised, e.g. logically or thematically, to make the content clear and informative - follow up initial ideas that interest them by further research	- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them - locate and selectively use additional information and evidence from different sources - select main points from texts and identify how information and evidence are used to support their arguments - make connections between texts, their themes and actual content, and identify any agreement and contradictions - read around a topic that interests them and develop a broader understanding of it through research	- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them - follow up and use additional material in texts to extend understanding - select main points from texts and identify how information and evidence are used to support their arguments - compare and contrast themes and issues across a range of texts - research a wide range of sources to develop a full understanding of a topic or issue
	Response and analysis	- collate and summarise relevant information, e.g. pull together and sum up facts and ideas about an issue, from different texts - distinguish between facts, theories and opinions and use evidence to show the differences - compare views of the same topic and consider which is most valid - evaluate the content, presentation and appeal of a text.	- summarise and synthesise information, e.g. concise account of a broad topic, using different sources - distinguish between bias and objectivity and explain how they are different - identify different views of a topic and any areas of agreement and contradiction - evaluate texts in terms of quality and level of interest.	- synthesise and analyse information to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources - distinguish between fact/evidence and bias/argument - identify different interpretations of facts and information and evaluate their relative merits - evaluate the usefulness and reliability of texts.

Literacy – Reading across the curriculum		Extension
More able and talented	Learners are able to do the following. Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas. They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.	
Elements Locating, selecting and using information	Aspects Reading strategies	
Responding to what has been read	Comprehension	
	Response and analysis	

Building an Aspirational Reading Centre

At the LKS, we aspire to be an 'Outstanding' reading centre. We believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers.

- place reading and books at the centre of the curriculum
- recognise that being able to read well is a key life skill for children, whatever their background.
- believe that every child can learn to read with the right teaching and support
- acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- build time for all children to read independently, read aloud and be read to during the school day
- develop a coherent whole-school strategy for promoting reading for pleasure
- spend money and time to support reading, including buying books and developing the centre environment to support reading
- believe that every teacher should be an advocate for reading
- devote time to training staff so they are equipped to support the learners enjoyment of reading
- involve parents to ensure the culture of reading that the school has developed extends into the home.

Six Steps to Promoting Positive Reading ...

1	2	3	4	5	6
SUPPORTING STAFF	TEACHING THE READING CURRICULUM	ENGAGING PARENTS	DEVELOPING THE READING ENVIRONMENT	TARGETING RESOURCES	CELEBRATING READING
Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers	Making use of every opportunity the curriculum offers to teach children to become life-long readers	Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home	Understanding the role the physical environment, including libraries, book areas, and displays can play in teaching children to be readers	Using a wide range of different reading material to teach children to become readers	Involving the school community in special events to raise the profile of reading and engage children

1 Supporting Staff

Outcomes for children's learning

Outstanding reading schools are systematic in teaching reading to ensure that every child will leave for secondary school with certain key competencies in reading. Teachers within Centre take responsibility for the following:

- *word-reading skills – both phonic decoding skills and the quick recognition of 'common exception words' (tricky words)*
- *comprehension – including retrieving information, summarising, making inferences and using evidence from the text to justify these.*

This Simple View of Reading, highlighted in the *Rose review of early reading*, forms the backbone of provision for reading.

Developing word-reading and comprehension through high quality teaching is a priority for the Centre. Children are taught to apply these skills to read for meaning across a wide range of genres. The first two dimensions constitute being able to read, but the essential element is about being a reader. This is about developing the love of reading and books and the desire to read that should be intertwined so closely with learning to read.

We endeavour to explicitly teach:

- knowledge about authors and books
- the language of books
- reading stamina
- choosing books – encouraging children to choose to read and also enabling them to choose a book they might enjoy

Word reading, comprehension, and developing a love of reading form the basis for reading in the National Curriculum.

Effective teaching of reading

For our learners to become life-long readers, we ensure that our practitioner's pay particular attention to the above elements. We ensure our staff have a strong grasp of the demands of the National Curriculum and a clear understanding of what children of different ages should be able to achieve. This is achieved through the constant sharing of key performance data and robust literacy strategy and toolkit. Our staff have a good knowledge of books to help our learners meet the different demands of the school curriculum and to support pupils to choose books within lessons, for pleasure and within Tutor Time.

We believe that the key element in teaching every child to become a life-long reader is combining a passion for teaching learners to read with knowledge about how to engage learners by encouraging reading and promoting books at every opportunity.

Assessment

Our centre supports learners who have significant gaps in learning when they start their learning journey with us.

Effective formative assessment is one of the major factors in teaching every child that spends time with us in school to become competent readers. This means our teachers have a strong grasp of where every one of our learners is as a reader, both their strengths and the areas in which they need to develop.

Supporting staff development

With a clear vision of what skills and knowledge teachers develop an accurate picture of their existing strengths and their areas for development, effective professional development can be used to close any gap between the two. Within school, we identify key personnel to develop the Literacy and Reading strategy, this being the catalyst of staff training and development.

2 Teaching the Reading Curriculum

Teaching reading in lessons

An effective way of developing children's love of reading is through organising units of lessons around motivating books and texts. The texts might be a specific book, a play or poem, or with older children, a specific genre such as journalistic writing, with a range of different newspapers used as texts. A good-quality text will provide opportunities for children to be engaged in work across the National Curriculum programmes of study. Good, text-based, whole-class teaching provides opportunities for learning and reinforcing;

- word reading – as learners encounter unfamiliar words
- grammar and punctuation – through seeing them in context and considering how they are employed for effect
- comprehension – through listening to, reading, and discussing challenging texts
- vocabulary and spelling – by encountering new language
- spoken language through participating in discussions about books, learning from both specific language modelled by the teacher and also that of their peers
- writing (both transcription and composition).

In addition, studying whole texts in lessons can develop children's love of reading by giving them the opportunity to read and listen to texts and authors that they might not have chosen to read for themselves. They also have the chance to encounter new or unfamiliar genres. While each lesson must have clear success criteria, teachers must also be confident to deviate from their planning if they sense that the level of challenge is not right or if an ideal opportunity arises to explore a specific aspect of Reading

Central to good teaching is meaningful dialogue between teacher and learners and between learners themselves. This is crucial in developing both learner's spoken language and their attitudes to reading. Although closed questions can generate a superficial sense of pace in a classroom, it is much more important to provide time for children to think. They need to learn to interact with the text, develop their understanding and their critical thinking skills, and express opinions. Asking the learners to discuss an open question in pairs or groups before feeding back to the class gives many more of them the opportunity to speak and think. The teacher's role is to manage the discussion in such a way that the children's thinking and learning move forward in terms of what they have read.

3 Engaging Parents

Inviting families to school

Due to the nature of the school, it can be challenging to engage with parents and guardians in relation to supporting the delivery of the curriculum, however, we make every effort to ensure that through reporting and informal contact, parents and guardians are aware of student progress. However, where appropriate, staff should look to engage further by exploring further opportunities to promote reading with the learners' home.

Inclusive forums such as coffee mornings with parents can provide opportunities to talk about the importance of reading with children at home. Some parents, grandparents and adult volunteers from the local community can be a useful resource in supporting children's reading. Parents can support individual and group reading, become involved in school book clubs and groups, and provide children with a valuable model of adults reading for pleasure.

Parents and guardians should have access to a copy of the '7 Top Tips for Supporting Reading at Home' from the *Education Endowment Foundation*.

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)

Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.

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Education
Endowment
Foundation

4 Targeting Resources

Range of texts

Within school, we aim to manage our reading resources strategically. The books and other resources used to teach reading are carefully matched to the curriculum the school has planned and to the needs of readers. Libraries are stocked with engaging books from a wide variety of types and genres: poetry, fiction and non-fiction, picture books, and non-book materials, such as magazines, newspapers, comics and graphic novels.

We believe that children should choose their own reading material for independent reading, particularly during Tutor Time. Learners will not always get the choice right, but by making mistakes, they will learn to make correct judgements. They should also use their ZPD score generated by *Accelerated Reader* to assist in their choice.

In practice, a good teacher will be at hand to guide their choices, if necessary. It is important that learners be introduced to books that are beyond their current knowledge. Other resources such as artefacts, reading games, 'story sacks' and audiobooks; ICT resources, such as computers and tablets, ebooks and online texts can be used judiciously to engage children in reading.

Challenging texts

For guided reading or whole-class lessons, texts should be carefully selected to ensure they are both motivating and challenging. Not only can the challenge of learning about something 'hard' be motivating, but also for many learners, being in school will be their only opportunity to explore these books. However, well-planned, engaging lessons, with time to talk and discuss the ideas in such texts, can support and enhance the learners' love of reading.

Levelled texts

Quality levelled reading schemes help to build the fluency, stamina, confidence and the important reading skills that children need before they move on to a wider range of books. Supporting notes and resources can help teachers with effective questioning and promote discussion. Linked resources are often provided to enable parents to work more effectively with their children at home.

Learners Views

Listening to learners' views about reading and involving them in selecting books and resources is hugely motivating for them. Involving them also plays a part in strengthening the centre's reading culture.

5 Celebrating Reading

Promoting books every day

At every opportunity, teachers should talk with enthusiasm about reading, sharing examples of good books. Learners should be given the opportunity to recommend books they have read to their peers, whether as a written exercise or orally, and give their views. This is also mentioned in the programmes of study for Years 5 and 6 in the National Curriculum therefore should be taken into account when planning for our KS3/4 reading strategy.

An 'outstanding' approach is for the teacher to take a pile of high-quality books and 'sell' them to a class, explaining briefly, what each one is about and why someone should be reading it. This can be done through a brief introduction, or by:

- promoting a range of books by one author
- offering a range of books on a similar theme or genre, maybe at different levels of difficulty
- reading opening paragraphs of several books and leaving them as cliff-hangers
- reading a key incident from part-way through a book
- reading up to a cliff-hanger and then stopping – with a dramatic pause...
- showing children just the covers of a whole set of new books and asking them what they think the books are about
- sharing pictures from a book, and asking children to make predictions about the story
- asking children for their top reads
- presenting books that have won book competitions. A short search on the internet will provide you with the winners of the Carnegie and Greenaway Medals, the Blue Peter Book Award, The Waterstones Children's Book Prize, The Nestlé Children's Book Prize (formally the Smarties Prize) and many others.

Special events

Assemblies and special events, such as World Book Day, National Poetry Day and key writers' birthdays, provide reading schools with an opportunity to promote reading with a 'sense of the special'. Visits from authors and illustrators can also enthuse children.

Reading for Pleasure

This sits at the heart of our Tutorial Program, and is promoted daily to ensure that all learners have access to material that is engaging and relevant.

We support the use of digital materials alongside the printed word and very much believe that learners should be able to have autonomy of their 'Reading Time'.

The '**Reading Agency**' study of 2019 highlighted the following key research outcomes:

The research finds that reading for pleasure can result in increased empathy, improved relationships with others, and reductions in the symptoms of depression and dementia, and improved wellbeing.

The relationship between reading for pleasure and wellbeing is particularly interesting, with evidence showing a correlation between reading for pleasure regularly and lower levels of stress and depression. Reading also seems to reduce the risk of dementia, with frequent readers having lower incidence of dementia in later life.

In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, improves empathy and gives us an insight into the worldview of others.

Our research report specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice. The outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance. This is why the 'for pleasure' element of reading for pleasure is so important.

Reading is not just something that children should do in school; it needs to be an everyday part of our lives, something we choose to do at all ages. This is why The Reading Agency runs programmes to encourage reading for all age groups; we are there for people throughout their reading journey.



School Review Audit

BECOMING A READING SCHOOL – AUDIT OF PRACTICE	
SUPPORTING STAFF	Key Question: Does every child leave the school able to read well? • Do all children develop strong word-reading skills? • Do all children meet or exceed the standard expected by the National Curriculum? • Do all children make good progress in reading? • Do all children develop a love of reading?
	Key Question: How effective are your staff as teachers of reading? • Are teachers familiar with the Simple View of Reading? • Do teachers understand how to develop children's word-reading through phonics and teaching 'tricky' words? (common exception words) • Do teachers have effective strategies for teaching comprehension? • Are all your staff – teachers and teaching assistants – advocates for reading, promoting a love of reading in all children? • Do they have a good knowledge of children's books and literature?
	Key Question: How effective are the following activities in supporting children to become readers? • Whole-class English lessons, guided reading, independent reading, reading aloud, phonics and reading in curriculum areas other than English. • Do these elements work together strategically to develop children as readers? • Does your school make time in the school day for all pupils to read independently, read aloud and be read to?
TEACHING READING	
ENGAGING PARENTS	Key Question: How do you support parents to develop all children's reading? • How effective are the support and advice you give parents to help their child become a reader? • How do you encourage reading with families who find it harder to engage themselves with the school? • Do you have a policy for home-school reading? • What kinds of resources do you provide to support parents with reading at home? • Are parents invited into school for events connected with reading?
DEVELOPING THE READING ENVIRONMENT	Key Question: How effective are your library, book areas and displays in promoting a culture of reading? • Do these elements work together strategically to develop children as readers?
TARGETING RESOURCES	Key Question: How effective are books and other resources in ensuring every child becomes a reader? • What steps do you take to ensure you have a broad range of texts in school? • Who has specific expertise about children's reading material at your school? How is she or he involved in choosing, buying and developing reading resources? • How are electronic texts, such as eBooks or online texts, used to teach children to read? • How effectively are book bands or reading schemes used to teach children to read? • How well do you use resources other than books to support reading?
CELEBRATING READING	Key Question: How is the importance of reading celebrated and promoted in your school? • How do you promote reading at your school? • What are the special things that you do to help children to love books? • How do you celebrate children as readers? • How do you mark national events or initiatives such as World Book Day or National Poetry Day? • How often do you host visits by authors or illustrators? How does this develop children as readers?

READING STRATEGIES

PREDICT



Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

VISUALIZE



Create mental images of the characters, settings, and events in the text.

QUESTION



Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

CONNECT



Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

IDENTIFY



Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

INFER



Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

EVALUATE



Think about the text as a whole and form opinions about what you read.

<https://formtimeideas.com>



Weekly Timetable

IN THE NEWS – IN THE UK

Summarise the news story:

.....

.....

.....

.....

TUESDAY

CIRCLE TIME:

What was the Circle Time topic?

.....

.....

.....

.....

Does it pose a moral dilemma and why?
Why is this piece of news important?



Write your thoughts here:

A black and white illustration of a jagged, star-like shape with multiple sharp points, resembling a stylized star or a complex geometric pattern. The shape is composed of many small, interconnected triangles and is set against a background of horizontal dotted lines.

~~NEW VOCABULARY~~

WEDNESDAY

READING TIME

My Book Review For:

Title:
Author:
Illustrator:

THE BOOK WAS ABOUT:



I LOVED:

MEANWHILE...

***Reading this book made
me wonder about:***

***WHAT WILL
HAPPEN NEXT?!***



The pictures
in this book
were:

**OVERALL, THIS
BOOK WAS:**

I give the book: ★ ★ ★ ★ ★ stars!

Created by Books, Babies, and Bows (www.booksbabiesandbows.com)

THE END.

THURSDAY

IN THE NEWS - POLITICS

Summarise the news story:

.....

.....

.....

.....

DISCUSSION TIME

Discuss:

What questions do you have about the news story?

Does it pose a moral dilemma and why?

Why is this piece of news important?



Write your thoughts here:

.....

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NEW VOCABULARY

FRIDAY

REFLECTION OF BEHAVIOUR/REWARDS ASSEMBLY

What has gone well this week?

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.....

.....

.....

.....

.....

.....

What can I improve?

.....

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.....

.....

.....

**SAVE A COPY OF YOUR ACHIEVEMENT CERTIFICATES AND YOUR STAR CARD
HERE!!!!**





Marking Scheme

SA

Self Assessed

PA

Peer Assessed

VF

Verbal Feedback

WAG - Working At Grade

WWW – What Went Well

EBI – Even Better If

// - New paragraph

Cp – Capital letters

pu – Punctuation

Sp – Spelling

Gr – Grammar

? – Unclear

✓ - Correct answer

X – Incorrect answer

Date:

Subject:

Group:

5 Minute Lesson Plan

The BIG Picture

(to include Prior & Future Learning)



WORDS

Objectives

Checklist

Seating Plans

Marking / Tracking

Contextual information

TA planning

Medium Term Plans

Task on entry

Differentiation

SMSC

Resources

Literacy

Numeracy

Success Criteria



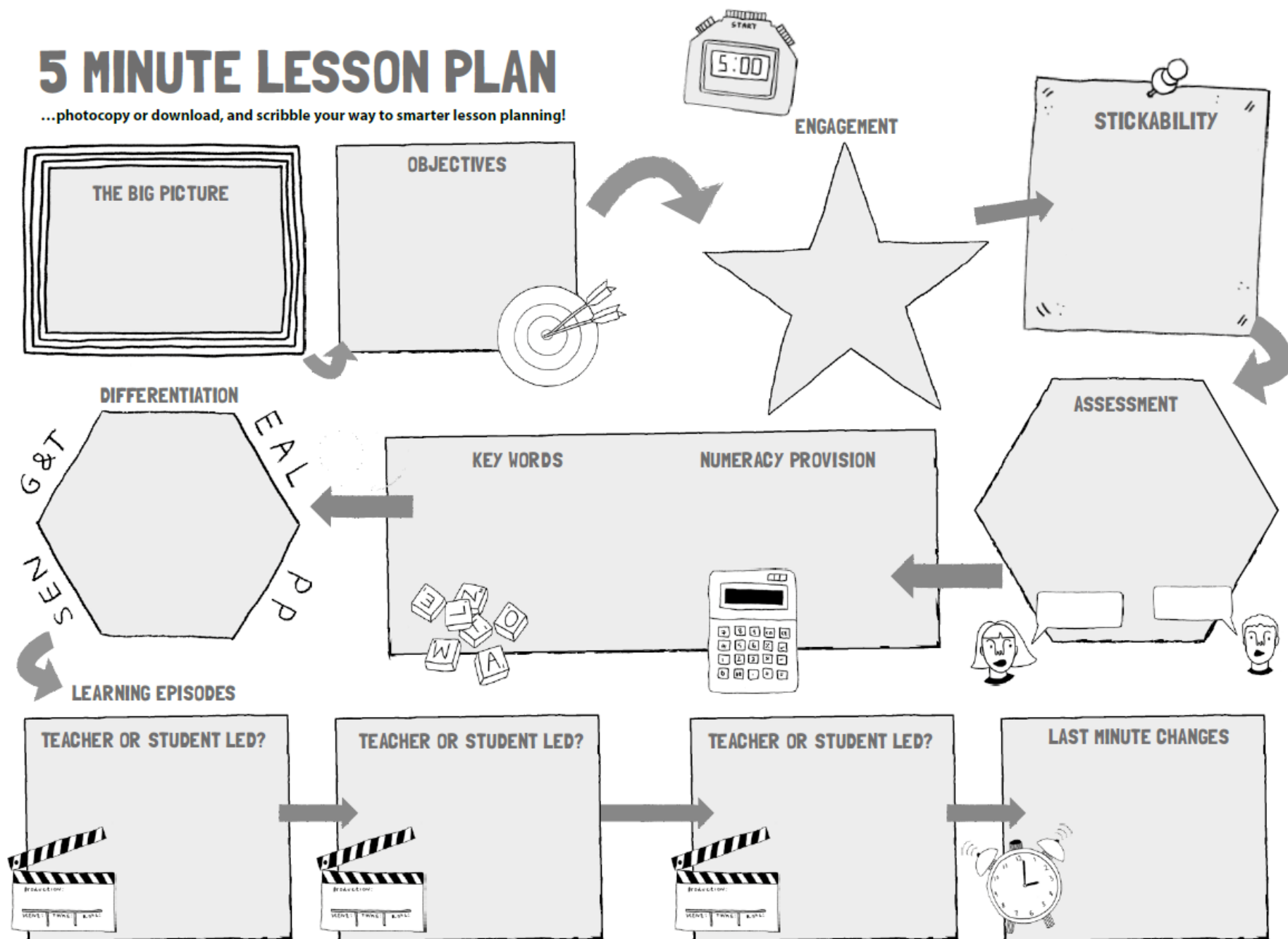
Some

Most

All

5 MINUTE LESSON PLAN

...photocopy or download, and scribble your way to smarter lesson planning!





Literacy Policy

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Rationale	4
Aims	5
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This policy gives guidance to staff on literacy and should be read alongside the Teaching and Learning Policy, Assessment Policy, Marking Policy and Recording and Reporting Policy.

Introduction

At LKS, we believe that literacy is the key to raising the standards of teaching and learning. Literacy not only enables students to access a range of subjects but allows them to understand and articulate their thoughts and feelings of the world around them.

Whilst high levels of literacy skill enable students to access all their curriculum studies, helping them to make rapid and sustained progress, low levels of literacy can have a negative impact on a student's future and their self-esteem

It is vital that students gain access to a range of wider reading materials to enhance their skills in reading for a purpose, instilling a sense of reading for pleasure and giving a true representation for the current world.

Literacy must be embraced by the whole school, with every member of staff striving towards a common goal.

Access to a high-quality literacy programme is the right of every child and it is important that staff work hard to provide such a programme.

Rationale

Literacy is fundamental to students' development and underpins all subjects within the National Curriculum by developing their abilities to speak, listen, read and write for a wide range of audiences and purposes. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. Teachers and support staff, in all subject areas, have a crucial role to play in supporting students' literacy development. Literacy must be embraced by the whole school, with each member of staff contributing towards a common goal. Literacy holds importance in our curriculum and has a wider reaching impact on the lives of our learners.

At LKS, we aim to provide a safe and encouraging space for learning, where students feel motivated to express themselves and use their linguistic skills to explore, articulate and communicate their thoughts and ideas.

Aims

The aim of the English National Curriculum is to promote high standards of language and literacy by equipping students with the skills to eloquently use the spoken and written word and develop a love of literature through widespread reading for pleasure.

During their time in Key Stage Two and Three, students will study an in-depth programme of reading, writing and speaking and listening to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The aims of each component of literacy are as follows:

Reading

- Develop an appreciation and love of reading and read increasingly challenging material independently
- Read a wide range of fiction and non-fiction including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
- Gain an understanding of increasingly challenging texts through the learning of new and advanced vocabulary and be able to relate it explicitly to help understand the context of the piece
- Make inferences and refer to evidence in a text
- Identify and understand the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Check their understanding to make sure that what they have read makes sense.
- Read critically by knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Recognise a range of poetic conventions and understanding how these have been used
- Studying setting, plot and characterisation, and the effects of these

- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of the play
- Making critical comparisons across texts
- Studying a range of authors

Writing

- Write accurately, effectively and at length for pleasure and information
- Write for a wide range of purposes and audiences
- Write well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing
- Create notes and polished scripts for talks and presentations
- Write a range of narrative and non-narrative texts including arguments and personal and formal letters
- Summarise and organise material and support ideas and arguments with any necessary factual detail
- Apply a growing level of vocabulary, grammar and text structure to their writing and select appropriate form
- Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Speaking and Listening

- Speak confidently and effectively
- Use Standard English confidently in a range of formal and informal context, including classroom discussion
- Give short speeches and presentations, expressing their own ideas and keeping to the point
- Participate in formal debates and structured discussions, summarising and/or building on what has been said
- Improvising, rehearsing and performing play scripts in order to generate language and discuss language and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

The staff at LKS aim to facilitate learning, within the English department and in further studies across the curriculum, to provide students with the opportunities to enhance all of the aforementioned skills through a high-quality teaching and learning programme.

Reading

At LKS, we understand that reading is part of the whole curriculum.

It is the responsibility of all staff to provide all students with reading materials appropriate for their age and ability and allow for discussion and debate of the subject. It is important that students are given a diverse range of reading materials that are up-to-date, relevant and balanced in their representation of gender, ethnicity and culture.

In lessons, students should have the opportunity to read their own and other students' pieces of work and complete self and peer-assessment. Students should be encouraged by all staff to explore and develop an understanding for all that they read, be able to skim and scan to subtract relevant information and teach students to be able to effectively use a dictionary and a thesaurus.

Alongside allocated reading time in their English lessons, students should be encouraged to read for pleasure during their own time. Staff should encourage students to read aloud in class and on a one-to-one basis to ensure fluency in reading. Staff should also consolidate understanding through questioning and be confident to debate and challenge perceptions.

Writing

Most lessons rely on some form of written communication. At LKS, we aim to provide students with the relevant skills in writing that can be adapted and built upon across their curriculum subjects and in their future working lives. It is imperative that staff are role models and show a high standard of literacy skill.

All staff are responsible for setting written tasks that have a clear and immediate purpose, are objective driven and are appropriate for the age and ability of all pupils concerned.

Writing tasks should be a range of fiction and non-fiction with opportunities for creative expression. Students are expected to learn how to write for different audiences, purposes and styles and should be taught how to adapt each of these in turn. To assist the learning of pupils, and provide aspiration for their writing, staff should model and offer a range of both fiction and non-fiction stimuli, both from published sources and within their own writing.

Students should be expected to write using Standard English, using high levels of spelling, punctuation and grammar. Marking should inform students where mistakes have taken place. Marking should inform students where mistakes have taken place and opportunity should be given to allow for self-correction. Progressively, this will afford students to avoid repeating basic grammatical errors in future writing. Dictionaries and Thesaurus should be readily available in all classrooms.

Every student should be given the opportunity to plan, draft and rewrite their written work and be taught the value of these skills and a sense of good organisation in their writing. Staff should promote good structure through the modelling of good examples and provide students with paragraph plans, where possible, and teach students how to correctly present their work using appropriate features for the writing style that is required.

Speaking and Listening

Across the whole curriculum, staff provide activities, in a wide range of situations, for students to exercise their speaking and listening skills. Developing these skills allows students to become active speakers and listeners, enabling them to contribute to society's "big conversations" and make a positive impact on the world around them.

In lessons, students should be encouraged to engage orally in lessons, both formally and informally and be able to articulate their ideas precisely and coherently.

All staff should provide students with the knowledge of how to adapt their speech for different audiences, purposes and scenarios and create a safe space, modelling empathy and sensitivity when listening and responding to others' views. Students should be encouraged to debate and challenge those around them in an appropriate manner and be able to build upon the points made by their peers to further debates and discussions.

In English lessons, staff should plan opportunities within the curriculum for speaking and listening activities in preparation for assessments. Staff should strive to provide speaking and listening tasks involving paired, group and whole class discussions. Speaking and listening assessments must be evidenced through recordings of performances

Marking

All work should be marked in accordance with the marking policy for LKS. When marking for literacy, work should be checked with specific focus on spelling, punctuation and grammar and any mistakes should be highlighted using green pen.

It is the responsibility of all staff to mark for literacy within a student's work. Literacy marking should take place alongside subject specific marking.

Assessment

All assessments should be completed in accordance with the assessment policy for LKS. The English department is responsible for assessing the literacy skills of all students and must record the data appropriately and all evidence of progress should be recorded and tracked on SIMS.

Termly assessments must be completed for all students on Accelerated Reader and the data analysed to map intervention strategies.

Students will also take part in Entry Level 2 and 3 Functional Skills assessments throughout the school year in reading, writing and speaking and listening.

Roles and Responsibilities

All Staff

It is the responsibility of all staff to model, promote and ensure the use of high levels of literacy across the curriculum. All staff should ensure the policy for literacy is consistently implemented.

Senior Management

The Headteacher, with the support of other members of senior management should ensure the implementation of the policy for literacy and monitor through lesson observations, learning walks and the moderation of students' books.

Senior Management should ensure that the policy for literacy is in keeping with the existing policies in place for LKS.

English Department

It is the responsibility of the English department to provide students with the knowledge and skills and understanding for students to become effective readers, writers, speakers and listeners. Staff within the English department that evidence is consistently and thoughtfully gathered to show sustained and rapid progress of all pupils. Where evidence cannot be gathered, or a student is not making the expected progress, staff should collaborate to build strategies for learning that are suitable for the individual.

Teaching Staff

All teachers should demonstrate and model high levels of literacy in their teaching and encourage their students to follow in their footsteps. Teachers should present themselves and their ideas articulately, with the correct use of Standard English. This is in accordance with the Teachers' Standards.

Support Staff

Support staff should ensure that are confident and competent in supporting the literacy of students, whatever the subject speciality.

Should staff feel they require extra training, staff should approach a member of senior management and make a relevant request.

Students

Students must have personal accountability for their studies and show motivation and enthusiasm for learning. Students should know what is expected of them for their learning, and the learning of those around them, is as effective as possible. It is imperative that students are taught the value of education and have an appreciation for the learning process.

Parents and Carers

Parents and Carers are encouraged to take an interest in their child's learning and literacy ability and work in partnership with the school to maintain high levels of progress.

Professional Development

All staff at LKS should seek opportunities to professionally develop their subject specific knowledge to maintain high standards of literacy across the curriculum are maintained.

Staff should receive regular training of literacy expectations within school through CPD sessions and support should be offered to those who seek further training and guidance.

Staff within the English department should seek to network and collaborate with English teachers across LKS and across schools in the borough.

All training must be approved by members of Senior Management

EHCP Booklets

Following a successfully completed EHCP process, the SENDCo is responsible for preparing a booklet containing the student's targets, given to them by the Local Authority, and the steps needed to achieve them. These targets are created to identify areas of improvement that will support the student to better access their education.

The EHCP Booklet is created to inform teachers' planning so they can include the appropriate strategies in lessons and deploy support staff accordingly.

