

What does Literacy look like in Key Stage 2?

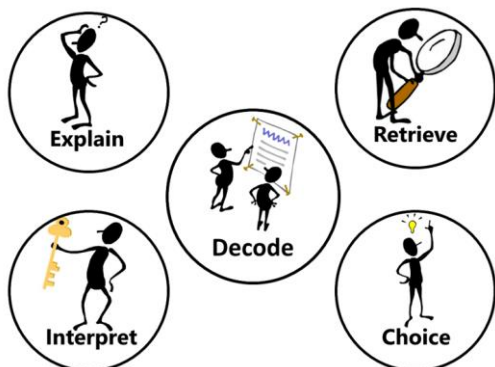
Reading

Guided reading is taught by the class teacher. In KS2 it is taught 4-5 times a week. The lessons directly teach skills that the children need to be able to decode and comprehend a text. The skills taught are known as 'DERIC' - Decoding, Explaining, Retrieving, Inferred/Interpreting and Choice (author's intent). Teachers provide pupils with opportunities for individual reading and reading aloud in order for children to put into practice skills they are learning. Fluency lessons are taught every half term following the school's focus to demonstrate key skills to the children about how to be a fluent reader.

Progression in Fluency

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Using punctuation as a guide	Reading in phrases (highlighting phrases)	Reading with an appropriate pace	Reading with expression	Reading with intonation	Reading for performance (readers' theatre approach)

DERIC



Decode is where children use their phonics skills to work out unfamiliar words

Explain questions will focus on explaining the meaning of keywords in the text.

Retrieve questions are questions where the answer is clearly in the text and the children do not need to work anything out.



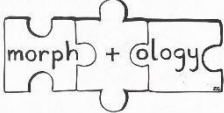

Interpret questions require the children to unlock the meaning of the text from the clues given. Interpret questions will cover inference, summarising and predicting skills.

Choice questions are always related to the choices that have been made by the author, illustrator, poet, director etc. and not the characters.

Writing

In Key Stage 2 children have daily literacy lessons. Writing lessons are taught using a clear writing cycle throughout Y3-Y6 and the audience and purpose is varied to give children a range of experiences and opportunities to expand their writing repertoire. Spelling and handwriting are also taught as part of the writing cycle. We encourage children to be aware of a range of spelling strategies and we follow the Pen Pals handwriting scheme. Literacy skills are also developed across the curriculum in all subjects. Provision is made for children who require extra support through intervention and differentiated class teaching.

Spelling Strategies

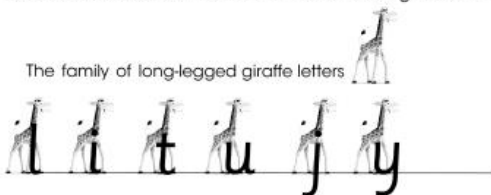
	Reception	Year 1	Year 2	Y3-6
	Use your phonics	Use the syllables Say it silly		Use all the strategies as and when they are appropriate to the spelling rule and the words you are teaching. If there is a strategy that the children need more support with, then teach this one explicitly over a few lessons.
		Use a mnemonic	Create a story Is there a word within a word? What does it rhyme with?	
			What is the word made up of?	
			Write it down – does it look right?	

Pen Pals Letter Families

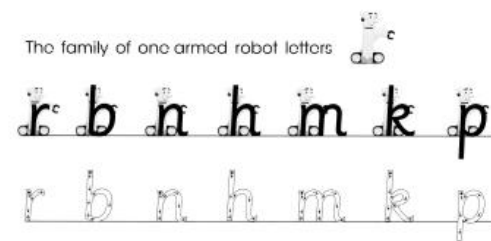
Letter families

Lower-case letters are introduced in the following order in four family types:

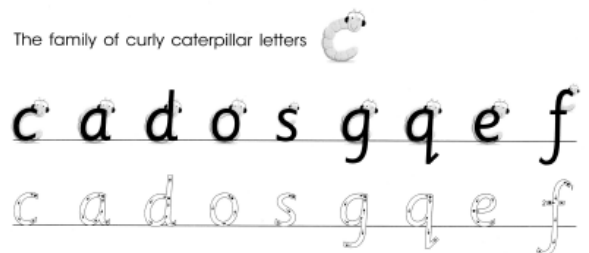
The family of long-legged giraffe letters



The family of one armed robot letters



The family of curly caterpillar letters



The family of zig-zag monster letters



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Year 3/Primary 4

Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sg, so, sq*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

Term 2

- 11 Introducing joining to f: *if, of, af, of*
- 12 Introducing joining from f to an ascender: *ff, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fa, fa*
- 15 Introducing *ff*
- 16 Introducing *fr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters

Year 4/Primary 5

Term 1

- 1 Introducing diagonal join from p and b to ascender: *ph, pl, bl*
- 2 Introducing diagonal join from p and b, no ascender: *bu, bi, be, pu, pi, pe*
- 3 Introducing diagonal join from p and b to an anticlockwise letter: *pa, po, pa, ba, bo, be*
- 4 Revising parallel ascenders and descenders: *bb, pp*
- 5 Break letters: *x, z*
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing 'at speed'
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation

Year 5/Primary 6

Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: *th, sh, rh, nd, ha, st*
- 3 Practising sloped writing: diagonal join, no ascender: *ai, ay, bi, er, se, en*
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: *ac, sc, bo, da, ea, ho*
- 5 Practising sloped writing: horizontal join to ascender: *wh, ul, oh, ol, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *ot, oy, oi, op, oe*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, ua, uo, ua, uo*
- 8 Practising sloped writing: joining from r: *ra, re, ri, ro, ru*
- 9 Practising sloped writing: joining from s: *sh, su, sc, sl, su, sp*
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion - joining from f to ascender: *ff, ft*
- 12 Practising sloped writing: size - joining from f, no ascender: *fa, fe, fi, fu, fr*
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: *ff*
- 15 Practising sloped writing: speed and legibility: *rr*
- 16 Practising sloped writing: size, proportion and spacing: *ss*
- 17 Practising sloped writing: building speed: *qu*
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- 22 Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pc, pu, pi, pr*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *iaal, caal*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

Year 6/Primary 7

Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *ja, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns