

Our Vision for Literacy and Landewednack

We want all children and Landewednack to have the skills and motivation to become confident readers who enjoy reading for pleasure and read a wide range of challenging texts. We want all children to be able to use their phonics knowledge; ideas from reading; and imagination to write clearly, fluently and effectively for a range of different purposes, including writing for pleasure.

In order to achieve this, we have designed a challenging and enriching curriculum where every child is entitled to experience the following:

At least daily for every student	At least weekly for every student.	At least termly for every student.	At least yearly for every student.
<ul style="list-style-type: none"> ● <i>20-30 minute Letters and Sounds phonics lesson (Reception to Year 2)</i> ● Read aloud session (children are read to). ● Literacy lesson focusing on developing reading, writing, speaking and listening skills 	<ul style="list-style-type: none"> ● Guided reading session with teachers (this may be whole class guided reading) ● Opportunity to take home a reading book matched to their reading level. ● 5-10 minutes whole-class topic-based reading within topic sessions. 	<ul style="list-style-type: none"> ● Have an opportunity to write for pleasure in an unstructured way. ● Opportunities to read for pleasure from a book of their choice. ● Reciting a poem. Learn to recite a poem as a class. 	<ul style="list-style-type: none"> ● Perform a poem as a class ● Become increasingly familiar with the works of a classic author by reading/being read a text by: <ul style="list-style-type: none"> ○ Julia Donaldson (Reception - Year 6) ○ Roald Dahl (Year 1 - 6) ○ William Shakespeare (Year 2 - 6) ● Read and be read to from a range of high quality texts, including: <ul style="list-style-type: none"> ○ Picture books ○ Articles ○ Reports ○ Fiction books ○ Non fiction books ○ Poems ○ Websites

All students are entitled to intervention and extra support if needed, which the teacher will plan for and provide within the classroom in collaboration with teachers, teaching assistants, volunteers and the SENDCo.