



**2020 Vision Literacy –3 Year Plan 2016**

| Year 1 2016  | Year 2 2017   | Year 3 2018   |
|--|---|---|
| <p><b>Focus – Reading</b></p> <ul style="list-style-type: none"> <li>Continue to build links with local library – all classes 2 weekly visits</li> <li>Staff Development (shadowing)</li> <li>A.R. – need to start drop in</li> <li>Blooms for reading</li> <li>Reading Workshop for skills</li> <li>Spelling – policy- impact /use of data</li> <li>Grammar Framework introduced and implemented consistently</li> <li>Introduce cursive script from P3 –consistently high standard of writing for all written tasks</li> <li>Blessing of the books</li> <li>Daily Literacy</li> <li>Story mountain for reading</li> <li>Research Read Write Inc/Big Writing</li> <li>Use of signposts for use with children/tracking</li> <li>Whole school focus – reading for enjoyment – August 2016</li> <li>Consistent approach with Aifi – shift of the power in the classroom – build on importance of peers</li> <li>Agree common language of assessment</li> <li>Home Learning activities – relevance/impact?</li> <li>Sharing pedagogy with parents</li> <li>Resourcing</li> <li>Meeting learners' needs</li> <li>Progression of skills</li> <li>Early level – learning through play – Foundations of Literacy – see separate plan</li> </ul> | <p><b>Focus- Writing</b></p> <ul style="list-style-type: none"> <li>List all writing genre</li> <li>Audit genre list against E&amp;O topic clusters</li> <li>Establish and address what is missing to ensure balance</li> <li>Use of writing signposts</li> <li>Develop a grid to track experiences across genre</li> </ul> <p><u>Knowledge about language</u></p> <ul style="list-style-type: none"> <li>Audit existing practice against E's &amp; O's</li> <li>Establish a programme for developing children's understanding and application of grammar</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Audit existing practice against E's &amp; O's</li> <li>Develop learning and teaching experiences to complement existing progression</li> <li>Staff development to make best use of NFER data</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>Audit existing practice against E's &amp; O's</li> <li>Opportunity to highlight the need for giving handwriting a high profile (look at best practise)</li> </ul> <p><u>Share pedagogy with parents</u></p> | <p><b>Focus – Talking and Listening</b></p> <ul style="list-style-type: none"> <li>Audit existing practise against outcomes</li> <li>Basic provision for talking and listening</li> <li>Map outcomes against topic clusters</li> <li>Share pedagogy with parents session</li> </ul>    |
|   | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Use Daily Provision (shadowing)</li> <li>Continue links with Local library</li> <li>Reading resources</li> </ul> <p>Staff Development</p> <ul style="list-style-type: none"> <li>A.R.</li> </ul> <ul style="list-style-type: none"> <li>Reading Workshop for skills</li> <li>Daily Literacy</li> </ul> <p>Good Practice Sessions on:</p> <ul style="list-style-type: none"> <li>Blooms for reading</li> <li>Word attack strategies</li> <li>Blessing of the books</li> <li>Home Learning Activities</li> </ul>   | <p><b>Focus- Writing</b></p> <p><u>Knowledge about language</u></p> <ul style="list-style-type: none"> <li>Use and evaluate Knowledge about Language programme</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Evaluate learning and teaching experiences to complement existing progression</li> </ul> <p><u>Good practice:</u></p> <ul style="list-style-type: none"> <li>Use the grid to track experiences across genre</li> <li>Handwriting</li> </ul> |



