

Literacy/English Overview 2025



Literacy and English Curriculum Overview

Villa Real School is aspirational about the attainment for all pupils and students to become readers and writers. This journey begins from their unique and often complex starting points, and has a carefully sequenced and mapped curriculum that provides the foundational knowledge upon which they can build and use across the whole curriculum.

Literacy / English learning is evident across everyone's day, with both discreet lessons and planned practice of the taught knowledge in play and cross curricular opportunities. Every class will have a minimum of five hours of Literacy/ English discrete lessons or a range of literacy teaching across interventions per week.

Class managers ensure that learning is engaging and all lessons are personalised according to pupils'/students' needs and ability. The scheme of work notes the stepping stones of the Literacy/English curriculum (see separate SoW document), which provides progression for each of the school's four Learning Pathways.

Communication is the cornerstone of all learning, and one that can be very difficult for our learners. At Villa Real School, we acknowledge the UN Convention on the Rights of Persons with Disabilities, Article 24 to ensure that we provide teaching to enable the learning of communication modes to facilitate their full and equal participation in education and as members of their community. It is the responsibility of all adults at Villa Real School to model and teach the use of communication strategies – in whatever form that may take. Once pupils and students build competence across the range of communicative functions they can follow the **Speaking and Listening** programmes of study of the EYFS Framework / National Curriculum / Accreditation Body.

Reading is interpreted as any activity that leads to the derivation of meaning from visual or tactile representations. For example; real objects, photos and symbols are used widely throughout school to give all pupils/students access to reading strategies to enable pupils/students to progress to phonics and whole word recognition. We aim to promote the enjoyment of reading and love of stories for pupils of all ages and abilities. Within discrete Literacy/English lessons we use carefully chosen books relevant to the age and ability of the pupils. We ensure pupil's understanding when reading at all levels by questioning in an appropriate way. Sensory stories use a multi-sensory approach to involve and engage our pupils. Teachers differentiate texts so that they are suitable for the whole class. Book lists reflect aspiration, diversity and equality. **Suggested texts appropriate for set texts or reading areas, to ensure aspirational and diverse materials are provided for all and the suggested list can be found in Appendix 1.

Comprehensive Literacy for All strategies are encouraged across school, and can be used effectively to support writing across the curriculum. Additional information and resources can be found in [Comprehensive Literacy for ALL](#) on the OneDrive

Across the year, each class must provide;

- A choice of texts within the classrooms which should be changed every term, as a class library / book shelf / reading area
- A chosen set text to be used each half term, matching the language / communication and reading levels of pupils / students
- At least 1 half term or equivalent time, needs to focus on poetry across the year
- Ensure a diverse choice of authors and genres
- Key Stage 3 and 4 students need to experience 1 Shakespeare play per year, if they are not yet fluent readers. If they are a fluent reader, then they will read and enjoy a minimum of 1 Shakespeare play per year.
- Due to composite classes, please check that the students have not done that book before (see whole school map)

All learners will use the school **library**, mobile library shelves, and class libraries to provide opportunities for reading for pleasure, with books matched to their phonics knowledge. For those that are not yet competent readers, peers and staff will read a range of genres chosen by the children / young people. When adults read to individuals and groups, they use prosody in their re-telling to create awe and wonder, increasing engagement and love for the subject.

The **teaching of reading** at Villa Real School utilises the Read Write Inc. SSP. The RWI Nursery Programme should be used prior to this, to support development of foundational knowledge. RWI reading sessions are delivered across the week at least 3 times and included in the allocated minimum of 1 hour per day. This may be in class cohorts, small groups or 1:1 depending upon needs and levels. Individual reading books are given to children that are learning to read, and are matched to their phonics knowledge. This could be a physical book, or electronically via a graded access on Oxford Reading Buddy and the Ruth Miskin Schools Portal.

Pre-handwriting skills are developed in preparation for mark making. These include fine motor skills, scissor skills and pre-writing skills. Sequential teaching of pre-handwriting skills can be found in Appendix 2: A pre-handwriting developmental continuum. A range of strategies can support pre-writing including but not limited to 'Dough Disco' and 'Squiggle while you Wiggle'.

The Writing with All Tools continuum, (Appendix 3) supports the sequential teaching of developing writers who are using any writing tool, including handwriting, flip charts, or keyboards. It documents the skills each individual needs to develop as they move to the next stage of writing, including functions of print, language, and form. All levels of the Writing with All Tools continuum are appropriate for students using any writing tool, as not all pupils / students will develop the required fine motor skills to allow this, and we ensure that writing is for all learners. Writing starts at the very beginning of writing development, where each individual is still learning that they are a writer, moving up to writing simple sentences through to writing that contains multiple elements. The strategies provided in the continuum also show a variety of methods for transcription for all.

When it is appropriate pupil/students are taught to **write** independently using techniques such as the writing mnemonics within the SSP, RWI to support formation, phonics knowledge and word banks to support spelling. They are taught spelling, punctuation and grammar as outlined in the National Curriculum and RWI **Spelling** programme, and are given the opportunity to write for a variety of purposes and for different audiences. If pupils/ students are not making progress with handwriting alternative means will be used throughout the curriculum.

Where pupils / students are reading at an equivalent 7yrs+ level, they will use dictation as a strategy to support the linking of reading and writing. They will practice encoding words they have learned to decode – and therefore matched to their reading levels.

Pupils / Students within **EYFS, KS1-5 working at Engagement Model to Progression Steps 3-4**, must have a broad and balanced week of learning that encompasses and evidences all skill strands of Early Literacy / English across the curriculum utilising the Launchpad for Literacy Framework;

- **Auditory Skills**
 - Auditory Attention
 - Auditory Discrimination
 - Auditory Memory
 - Sequential Auditory Memory
- **Receptive Language**
 - Auditory Memory for Understanding
 - Questions and Instructions
- **Vocabulary**
 - Nouns
 - Verbs
 - Concepts, Abstract and Non-Literal
 - Listening for Meaning and Semantic Sorting
 - Learning, Use and Idea Generation
- **Expressive Language** *(in spoken and alternative forms)*
 - Sentences
- **Phonological Awareness**
 - Rhythm and Syllable
 - Auditory Blending
 - Segmentation
 - Rhyming
 - Alliteration
 - Phoneme Identification
 - Speech sounds
- **Symbolic skills**
 - Role Play and Creativity
- **Pragmatic skills**
 - Conversation and Group
- **Visual skills**
 - Visual Attention and Discrimination
 - Visual Memory
- **Motor skills**
 - Fine Motor

*NB: **Read Write Inc** is the chosen Systematic Synthetic Phonics programme at Villa Real School and is introduced once learners have secure foundations in Phonological Awareness, from Progression Steps 2-3. Prior to this, the RWI Nursery Programme should be used to support development of foundational knowledge.*

Pre reading

- Stories, rhymes and songs will feature heavily across their day
- Books will be read to pupils / students in small groups and 1:1.
- Pupils/ students will enjoy a story video and rhymes associated to the story to reinforce the content of the book.
 - <https://www.sheringham-nur.org.uk/books-and-rhymes-2-year-olds/>
 - <https://www.sheringham-nur.org.uk/books-and-rhymes-3-4-year-olds/>

- Rhymes which focus on early phonics and phonology are part of this diet of rich language
- 'Love my Book' activities including sensory and cross curricular opportunities to ensure pre-reading skills are accessible.
<http://www.lovemybooks.co.uk/complete-list-books-activity-pages-2>

Early Reading

- Continued use of stories, rhymes and songs throughout the day, across the curriculum
- Read books with support to develop early phonological awareness
- Read books with support to introduce blending and segmenting
- 'Love my Book' activities including sensory and cross curricular opportunities to ensure pre-reading skills are accessible.
<http://www.lovemybooks.co.uk/complete-list-books-activity-pages-2>
- Use of 'Talk Through Stories' (Ruth Miskin Schools Portal) to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.
 - Vocabulary is planned specifically and systematically – step by step;
 - In Story week, children to get to know the story really well: the plot, the characters, and their actions and motives.
 - In Vocabulary week, they explore eight key words from the story. These words have been specifically selected to develop children's understanding of each word in the context of their everyday lives (Tier 1/2)

Pupils / Students within **KS1-5 working at Progression Steps 4+** (Pathway 2 & 3) and **not undertaking accreditation**, must have a broad and balanced week of Literacy / English learning that encompasses and evidences the following strands across the curriculum;

Reading: Word Reading, Comprehension, Spelling (RWI).

Writing: Transcription, Composition, Vocabulary, grammar and punctuation, Handwriting / Presentation (*for some pupils / students – not all. Alternative production forms of 'writing' and transcription will be used for those requiring it.*)

Spoken Language (*spoken and alternative forms of communication*) this will include any SALT programmes that are prescribed and carried out by class staff, including NELI where appropriate.

*NB: **Read Write Inc** is the chosen Systematic Synthetic Phonics programme at Villa Real School and is introduced once learners have secure foundations in Phonological Awareness, from Progression Steps 2-3. Prior to this, the RWI Nursery Programme should be used to support development of the foundational knowledge.*

*RWI **Spelling** programme is used to provide level appropriate learning, linked to their reading abilities. Dictation will be used as a strategy for those learners reading at an age equivalent of 7yrs+.*

Early Reading

- Continued use of stories, rhymes and songs throughout the day, across the curriculum
- Read books with support to develop early phonological awareness
- Read books with support to introduce blending and segmenting
- 'Love my Book' activities including sensory and cross curricular opportunities to ensure pre-reading skills are accessible.
<http://www.loveybooks.co.uk/complete-list-books-activity-pages-2>
- Use of 'Talk Through Stories' (Ruth Miskin Schools Portal) to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.
 - Vocabulary is planned specifically and systematically – step by step;
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 - In Vocabulary week, they explore eight key words from the story. These words have been specifically selected to develop children's understanding of each word in the context of their everyday lives (Tier 1/2)

Reading for fluency

- Use of RWI reading schemes to support fluency of reading matched to their reading level
- Use of Badger Learning reading books for older students with lower reading levels. (High interest, lower levels)
- Range of fiction, non-fiction and poetry
- Reading in a number of contexts and presentations including physical books, online and in real life such as menus, instructions on packaging

Reading as preparation for adulthood

- Experience of reading and gaining information from:
 - Bank statements

- Recipes
 - Instructions for packages e.g. microwave meals
 - Directions
 - Timetables (bus / train)
 - Menus
 - Receipts
- Experience in reading and writing to complete forms and applications in paper and online.

Students in **KS5, attaining at Progression Steps 4+** will complete **accreditations** in English, and the units will be the base of their curriculum. A chosen class text will support the learning and is sought from the suggested text lists in the units used.

AQA Entry Level / Step up to English – Each year, students must complete two Component 1 units and one Component 2 units. AQA update the access to units annually and the Scheme of Work will reflect this. Teachers have two options per term to follow and will ensure that the students do not repeat units across the two year period to ensure breadth of learning and a range of literary styles and genres studied.

1 – Silver, if Progression Steps 4+

2 – Silver, if Progression Steps 5/6

3 – Gold, if Progression Step 5/6+

NOCN Adult Functional Skills Level 1, if Progression Steps 8/9+, or if student has passed AQA Entry Level 3.

Reading for fluency

- Use of RWI reading schemes to support fluency of reading matched to their reading level
- Use of Badger Learning reading books for older students with lower reading levels. (High interest, lower levels)
- Range of fiction, non-fiction and poetry
- Reading in a number of contexts and presentations including physical books, online and in real life such as menus, instructions on packaging

Reading for mastery and expression

- Increased reading for pleasure and choice of reading materials
- Reading to a range of audiences, e.g. younger pupils, a reading volunteer, reading to the class to give instructions, to take part in a performance etc.

Reading as preparation for adulthood

- Experience of reading and gaining information from:
 - Bank statements
 - Recipes
 - Instructions for packages e.g. microwave meals
 - Directions
 - Timetables (bus / train)
 - Menus
 - Receipts
- Experience in reading and writing to complete forms and applications in paper and online.

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	Autumn	Spring	Summer
Key Stage 3/4/5 KS3 NC requirements are taught through the EL topics so that KS4 and KS3 may be taught simultaneously	 AQA Entry Level topic Component 1 Film	 AQA Entry Level topic Component 2 Ghosts	 AQA Entry Level topic Component 1 Holidays
	***Unit names may change, as they are updated and accessible annually from AQA website.		