

The Literacy curriculum at Thomas Wolsey aims to develop both literacy skills and a love of literature for life. Pupils are immersed in a literacy-rich environment which gives them the opportunity to encounter a comprehensive range of age-appropriate literature. This is a vehicle through which they develop their basic literacy skills.

Subject content

Emerging Learners	Early Learners	Established Learners
<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Engage with regularly repeated stories told in a simple, consistent way with a strong sensory input • Respond to an expressive, vocal 1:1 storyteller • Begin to link words, symbols, tactile reference, photos, objects of reference or music of reference to familiar everyday activities or experiences • Immerse themselves in imaginative and transporting experiences • Respond to intensive interaction • Engage with sound and tactile books • Recognise familiar rhymes • Independently explore real, everyday items through the sense of touch • Respond to a range of environmental sounds 	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Become attuned to and discriminate between sounds in line with Phase 1 Letters and Sounds through a wide range of multi-sensory games and activities • Engage with a range of familiar fiction, including fairy stories, traditional tales, rhymes and poems • Enjoy looking at books and other printed material with familiar people • Begin to engage in early mark-making through mixed media • Begin to communicate information, meaning and feelings through symbols, switches and other digital tools 	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Build up their knowledge of Phase 2 (and Phase 3+) phoneme-grapheme correspondences in ways appropriate to their PMC • Build their fluency and confidence in word reading through books consistent with their phonic knowledge • Show their understanding that meaning can be taken from pictures, images and texts • Engage with and enjoy a range of fiction, including fairy stories, traditional tales, rhymes and poems, e.g. by joining in with repetitive phrases, answering questions • Find, select and begin to use information from a range of non-fiction texts • Take an active role in using a range of traditional and digital tools for mark-making and recording, including, where possible, beginning to write letter-like shapes • Contribute to shared writing activities • Begin to understand and express information, meaning, feelings and ideas
<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> • Engage with and respond to regularly repeated stories told in a simple, consistent way with a strong sensory input • Begin to anticipate particular parts of a familiar story which incite a strong 	<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> • Discriminate with increasing confidence between sounds in line with Phase 1 Letters and Sounds through a wide range of multi-sensory games and activities • Engage with and actively participate in phonics activities of (early) Phase 2 sounds and begin to 	<p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words in ways appropriate to their PMC • Develop their fluency and confidence in reading through books consistent with their phonic and word knowledge

<p>emotional response</p> <ul style="list-style-type: none"> • Demonstrate preferences for stories or parts of stories • Recognise familiar words, symbols, tactile reference, photos, objects of reference or music of reference • Be fully focused on imaginative and transporting experiences • Engage with a wider range of literary texts including fiction, poetry and fact • Independently activate sound and tactile books • Respond to poetry and rhyme • Independently explore a range of real items through the sense of touch • Recognise a range of environmental sounds 	<p>build phoneme-grapheme correspondences in ways appropriate to their PMC</p> <ul style="list-style-type: none"> • Purposefully engage for increasingly longer periods of time, with a range of symbols and images for information, ideas and enjoyment • Engage with and enjoy an increasing range of fiction, including poetry, myths and legends, books from other cultures and traditions and books with thematic content • Engage with information from a range of non-fiction sources • Participate in simple decision making to indicate opinions with a range of texts and images • Take an active role in mark-making, and for some, early letter formation, using writing tools and mixed media • Engage in activities to communicate information and feelings using a range of traditional and digital tools for different purposes • Make contributions to shared writing activities 	<ul style="list-style-type: none"> • Segment spoken words in order to spell them applying spelling rules as listed in English Appendix 1 NC • Engage with and enjoy an increasing range of more challenging fiction, including classic and contemporary poetry, myths and legends, playscripts, books from our literary heritage, books from other cultures and traditions and books with thematic content • Understand and explore ideas, events and features in an increasing variety of texts, print, pictures and images • Explore the structure of written texts for different purposes and audience and begin to apply these to their own texts • Begin to apply the rules of English Appendix 2 NC to their own texts, i.e. sentence structure and basic grammar • Continue to build fluency in using a range of traditional and digital tools for recording their ideas, including handwriting where appropriate, • Re-read their work for sense and accuracy
<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> • Engage with a wide range of literature and texts, to include fiction, non-fiction and poetry presented in a variety of ways and contexts, including sensory stories and 1:1 reading • Independently explore books using a means appropriate to the individual • Show anticipation to key parts of stories which after being told a number of times • Demonstrate preferences for different types of text, e.g. fiction or non-fiction • Choose a book to explore further 	<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> • Engage with and actively participate in phonics activities of growing range of Phase 2 sounds (Phase 3 where relevant) • Build up their knowledge of phoneme-grapheme correspondences in ways appropriate to their PMC • Purposefully engage for increasingly longer periods of time, with a range of text, symbols and images for information, ideas and enjoyment • Begin to understand ideas, events and features in texts and images • Engage with a wider range of appropriately 	<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> • Read books closely matched to their improving phonic and word knowledge to build up their fluency and confidence • Continue to build their knowledge of spelling rules as listed in English Appendix 1 NC and apply them to their written work • Engage with, enjoy and read, with increasing independence, a wide range of ever more challenging fiction which draws from, (in addition to those listed above), books, plays and poems from our literary heritage including Shakespeare plays, world literature, pre-1914

<ul style="list-style-type: none"> • Develop and expand vocabulary of words, symbols, tactile reference, photos, objects of reference or music of reference • Control elements of imaginative and transporting experiences • Independently explore both familiar and unfamiliar items in a tactile way to extend vocabulary • Make simple choices in order to create their own writing • Discriminate between different environmental sounds 	<p>adapted fiction which draws from, (in addition to those listed above), books, plays and poems from our literary heritage including Shakespeare plays, world literature, pre-1914 fiction and books by famous authors.</p> <ul style="list-style-type: none"> • Engage with and begin to find and select information from a range of non-fiction sources • Engage in modelled writing activities • Purposefully engage in recording activities including, as appropriate, improved letter formation using a range of traditional and digital tools • Participate in simple decision making to indicate opinions with a range of texts and images • Make contributions to shared writing activities 	<p>fiction and books by famous authors.</p> <ul style="list-style-type: none"> • Develop a habit of reading widely and as fluently as possible both for pleasure and information • Study whole books of a wide range of genre • Plan, draft, edit and proof-read written work • Consolidate knowledge of the structure of written texts for different purposes and audience and apply these with increasing accuracy to their own texts • Continue to apply the rules of English Appendix 2 NC to their own texts • Apply their skills traditional and digital tools for recording their ideas, including handwriting where appropriate
<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • Demonstrate their preferences for particular types of literature • Apply their knowledge of reading to interact with different types of books • Recognising different types of texts in new contexts, e.g. a repetitive story in an Expressive Arts performance • Recognition of words, symbols, tactile reference, photos, objects of reference or music of reference in the wider community • Independently explore a range of books using a means appropriate to the individual • Demonstrate clear anticipation during literacy activities • Demonstrate preferences for different types of text, e.g. fiction or non-fiction • Apply literacy skills in order to have control of the surrounding environment • Independently explore items from the 	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • Focus on consolidating and applying their PMC, (along with their acquired literacy skills) to continue to enjoy and engage with, a wide range of texts for information, ideas and enjoyment • Focus on consolidating and applying their PMC, (along with their acquired literacy skills) to a wide range of purposeful and real-life contexts in preparation for their transition to adult life • Consolidate and apply their acquired literacy skills to find, select and use information from a range of sources • To become increasingly independent in their choices about their literary choices and their continued development of their literacy skills • Focus on consolidating and applying their PMC, (along with their acquired literacy skills) to a range of external qualifications and accreditation 	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • Continue to build their fluency and confidence when reading a wide range of fiction and non-fiction texts, (including those from the range above) • Become confident in forming their own opinions about texts and their attitudes towards them • Take responsibility for continuing to develop their literacy skills • Consolidate and apply their acquired literacy skills to find, select and use information from a range of sources • Consolidate and apply their acquired literacy skills to a wide range of purposeful and real-life contexts in preparation for their transition to adult life • Consolidate and apply their acquired literacy skills to a range of external qualifications and accreditation

world beyond school in a tactile way to
extend vocabulary

- Make simple choices in order to create
their own writing for real-world purposes