

LITERACY

The Role of the Literacy Lead



What do you think the role of a literacy lead/team entails?

Do you have any experience of working alongside a literacy lead/team?



Parent Engagement

What is a parent's role in their child's reading journey?

How much does a parent need to know?

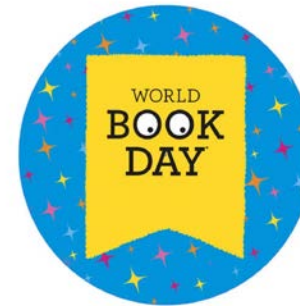
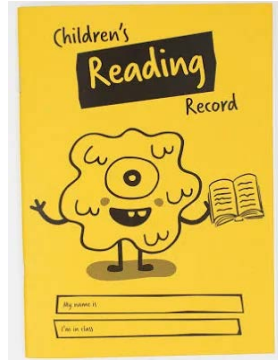
How can a literacy lead/team support parents?



- **Meetings & Workshops:** Early Literacy Skills in Nursery & Literacy in Reception
- **Parent Guides** to ...Early Reading Skills & Guided Group Reading
- **Yellow Reading Diaries:** communication with parent's & teachers link to home reading
- **In School Events:** World Book Day/Scholastic Book Fayre
- **Google Classroom** support for parents e.g. useful links, flashcards
- Library visits & Summer Reading Challenge



Google Classroom



Assessment/Data/Record Keeping

How do we assess reading progress?

What approaches have you seen?



- **Whole School Data analysis:** WG Reading Tests
- **Termly Assessment Timetable:** RWInc/Spelling Shed/Salford Reading
- **ALN:** Salford/Lexia/Nessy/RWInc/Spelling Shed/Language Links/BCBC screening/Nursery Assessment Welcomm (literacy data is often used when completing ALN forms/requests & Year 6/7 transition
- **In Class Data:** Reading files & Diaries & year group meetings tracking consistency

Salford Sentence Reading and Comprehension Test
FIFTH EDITION

Form A

- The dog sat on a rug.
- Put a map on top of a rock.
- We might get chicken for dinner.
- They went out as the rain and wind began.
- These have been hard tasks to do.
- After school, she has an extra music lesson then gym and football.
- The boy cycles to school in the morning and travels with his two younger sisters.
- The robber tried to hide, but the police found him under the bushes with his bag of stolen money.
- If you get ready really quickly, you can catch the eight o'clock bus and still arrive on time.
- After a field of peas has been picked, it is important to freeze them very swiftly.

Salford Sentence Reading and Comprehension Test
FIFTH EDITION

Record Sheet

Student	Teacher	Class	Year group
Name: Mr. P.			
Date of test:			
Test date			
Comprehension age level			
Number of words in which the reading was done	150	150	150
Reading age			
Age appropriate words			
Number of words correctly	100	100	100
Comprehension age			
Age appropriate words			
Number of words correctly	10	10	10

For the teacher to use: Read in each form, tick the best description of the pupil's reading.

Reads fluently with expression	Reads words with some fluency	Reads words with some fluency	Reads words with some fluency	Can read words with some fluency
Form A				
Form B				
Form C				

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Working with colleagues

How does the literacy lead/team interact with colleagues outside of the school setting?

How does the literacy lead/team support school staff?



Bryntirion Cluster

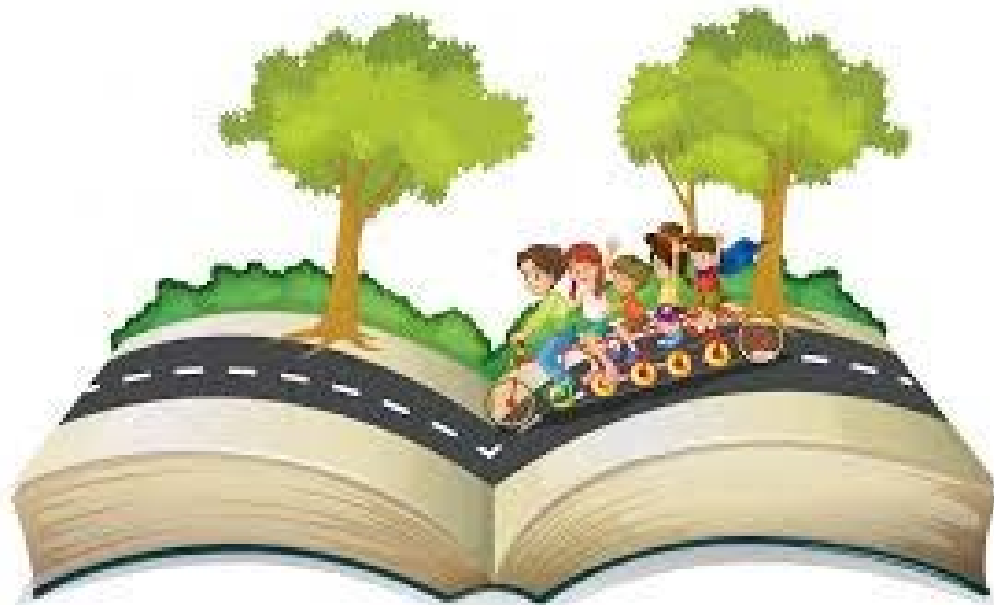
- Work with CSC Literacy advisory team: training and introduction of Get Writing format
- Work with CSC Literacy Advisory Team and Cluster colleagues to produce documents of progression statements in all areas of LLC
- Shared meetings/training to ensure consistency as a cluster e.g. Salford Reading Test
- Sharing good practice with cluster colleagues e.g. spelling shed

G	Genre and form
E	Expectation
T	Text models
W	What makes good?
R	Reel them in
I	Intrinsic skills
T	Time to plan
I	Inform the writing and interest the reader
N	Next steps
G	Get editing and applying

- **Staff Meetings/Training:** e.g. 'Get Writing', RWInc updates & refreshers, ELKLAN, book sharing and looking at progression
- **Monitoring:** Book looks and L2L walks (linked to SIP)
- **Provide feedback to staff:** celebrate successes and constructive ways forward
- **'Drop in':** allowing staff to feel comfortable in asking for support



What do you think a child's reading journey looks like?



Reading Journey at MyH – 'Assessment Reading'

- **Nursery:** focus on word/vocabulary building/picture books as home readers & oral blending
- **PS1/PS2:** RWInc Phonics Focus using Book Banded schemes as home readers
- Yr 3 move to Yr 2 approach ind readers/ pupils moving off scheme to be library readers set criteria linked to data assessments
- **PS3:** Y4 currently following Yr 3 approach – school needs (time constraints and ensuring best outcomes/quality for children)
- Yr 5/6 – Whole Class Reading approach (moving on from Reading Carousels)
- <https://theteachingbooth.wordpress.com/2017/06/02/how-i-teach-whole-class-reading/>
- <https://mrboothy6.wordpress.com/2025/01/03/whole-class-reading-2025/>
- https://padlet.com/Jon_Biddle/reading-for-pleasure-woam2an149vg

What is 'Reading for Pleasure?'

How would you promote 'Reading for Pleasure?'



- Reading for pleasure in decline? @ICT_MrP https://www.youtube.com/shorts/ce_oCem3ZU
- <https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2025/>
- Library developed : classes book sessions to work in the room/research/quiet space read4pleasure time
- Books available for all pupils (on scheme and off) to promote independent choices and reading
- World Book Day links for parents & GC links
- <https://www.booksfortopics.com/ages/>
- <https://www.thereaderteacher.com/nursery>
- <https://www.youtube.com/c/TheReaderTeacher>
- Class book corners with a variety of titles, genres and TIME to access.
- Class story time and class novels (not linked to topics but to engage with new authors and genres) – NO AGE LIMITS – class vote to choose new class novel – GR & class novel do not have to be the same/2 books at time is fine
- No shame in not finishing a book – try lots to find 'your genre/author' and grow from there.

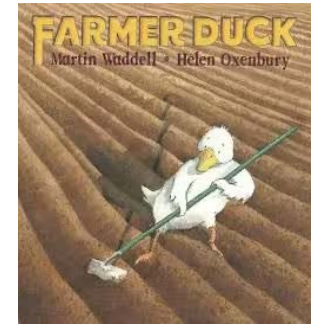
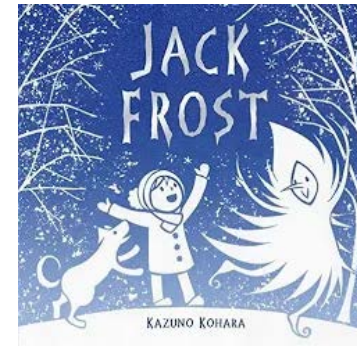


How can children's literature be used to promote children's writing?



Using children's literature at MyH

- **Nursery:** 'Jack Frost' by Kazuno Kohara – retell
- **Reception:** 'One Snowy Night' - retell
- 'The Great Pet Sale' - non-chronological reports 'How to care for a pet ...'
- **Year 1:** 'The Tiger Who Came To Tea' - adapted story writing
- **Year 2:** 'Little People, Big Dreams' - Biography writing journey (Get writing)
- Selection of books which included letters e.g. 'Dragon Post', 'Dear Father Christmas' - letter writing journey
- 'Farmer Duck' – story mapping & adapting writing journey (Story Mapping)
- **Year 4:** Myths & Legends and Beowulf – story writing own myth (create own hero, villain & mythical creature)
- 'How to train your dragon' by Cressida Cowell - 'Hiccup's Adventures' story writing & 'Battle Cry'



Role Play Areas & Books: Nursery, Reception & Year 1 class role play have writing opportunities



11 The Gingerbread Man

"Speed, it seems to me, provides the one genuinely modern pleasure."
Aldous Huxley



Now this is the story of the gingerbread man and this is the way that I tell it.

Once, not twice, but upon a time there was a little old woman who baked a gingerbread man for her little boy and her little girl. She popped it in the oven to cook. Soon they heard a knocking - tock tock tock - and a little voice calling, "Let me out, let me out, LET ME OUT!" And the little old woman said, "Don't open the door" but before she could stop them, the children rushed to the oven, opened the door and out jumped the gingerbread man, who ran straight out of the cottage and down the lane.

"Stop, stop little gingerbread man," shouted the little old woman. But the gingerbread man sang "Run, run as fast as you can, you can't catch me I'm the gingerbread man."

So the little old lady and the children chased the gingerbread man down the lane till he came to the horse's field.

"Neigh neigh. Stop stop little gingerbread man," shouted the horse. But the gingerbread man sang, "Run, run as fast as you can, you can't catch me I'm the gingerbread man."

So the little old lady, the children and the horse chased the gingerbread man across the field till he came to the old cow, "Mmoo mmoo. Stop, stop little gingerbread man," shouted the old cow. But the gingerbread man sang, "Run, run as fast as you can, you can't catch me I'm the gingerbread man."

So the little old lady, the children, the horse and the old cow chased the gingerbread man down the lane till he came to the goat's field, "Meah meah. Stop, stop little gingerbread man," shouted the goat. But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me I'm the gingerbread man."

So the little old lady, the children, the horse, the cow and the goat chased the gingerbread man down the lane till he came to a sleepy dog. "Ruff ruff. Stop, stop little gingerbread man," shouted the sleepy dog. But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me I'm the gingerbread man."

So the little old lady, the children, the horse, the cow, the goat and the sleepy dog chased the gingerbread man down the lane. Finally, he came to a river. Unfortunately there was no bridge. There was no way across. But there was a fox, a lean fox, a mean fox, who said, "Quick, quick little gingerbread man, climb onto my tail and I'll carry you across." So the gingerbread man climbed onto the fox's tail and the fox began to swim.

"My feet are getting all wet," moaned the gingerbread man.
"Quick, quick little gingerbread man, climb onto my back."
So the gingerbread man climbed onto the fox's back.

"My legs are getting all wet," moaned the gingerbread man.
"Quick, quick little gingerbread man, climb onto my head."
So the gingerbread man climbed onto the fox's head.
"My hands are getting all wet," moaned the gingerbread man.
"Quick, quick little gingerbread man, climb onto my ears."
So the gingerbread man climbed onto the fox's ears.

"My head is getting all wet," moaned the gingerbread man.
"Quick, quick little gingerbread man, jump onto my nose."
So the gingerbread man jumped onto the fox's nose and the fox ate him up in one - big - gulp!

11 The Gingerbread Man

