

Tiffield Academy



A Guide to Literacy at Tiffield Academy

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Version 1: September 2025

“Today a reader, tomorrow a leader.” — Margaret Fuller

Our Vision, Learning Intent

At Tiffield Academy, literacy is the thread that connects every stage of learning — from early mark-making to confident, purposeful communication through the written word or expression of ideas. Our goal is to empower every learner to:

- ❑ **Express themselves clearly and creatively**, using spoken and written language to share ideas, emotions, and knowledge.
- ❑ **Access and enjoy a rich world of texts**, building comprehension, curiosity, and a lifelong love of reading.
- ❑ **Think critically and communicate effectively** across all subjects, preparing for success in school and beyond.

We tailor our approach to meet our learners' diverse needs, striving for every lesson to be meaningful and underpinned by high expectations, ensuring every learner — finds their voice, builds fluency, and thrives through literacy.

We will be using Read Write Inc. (RWI) and Oak National Academy as our overarching schemes for literacy. RWI will form the foundation for teaching phonics, early reading, and writing, supporting children until they successfully complete the programme. Once children have secured the necessary phonics and decoding skills through RWI, they will transition to Oak Academy Literacy. Oak Academy provides a broad and engaging curriculum that builds on early reading foundations and focuses on developing children's writing stamina, composition skills, grammar, and vocabulary. Through structured units and modelled writing, children will learn to craft coherent texts across a range of genres, deepening their understanding of audience, purpose, and style. This progression ensures a consistent, high-quality literacy journey from early phonics to confident, independent writing.

Implementation- Teaching of Literacy

RWI uses structured, multisensory phonics strategies, while Oak Academy emphasises modelled writing, comprehension, and grammar through scaffolded lessons. Together, they offer a progressive literacy journey from decoding to fluent composition.

- ❑ **Play:** Play makes reading fun and helps children learn words through movement, songs, and stories.
- ❑ **Modelled and shared writing:** Teachers demonstrate writing and involve pupils in co-construction.
- ❑ **Independent writing:** Opportunities for pupils to apply skills in varied contexts.
- ❑ **Feedback and editing:** Pupils are taught to reflect on and improve their writing through structured feedback and in the moment marking.

- **Grammar in Context:** Grammar is taught through the texts being studied, not in isolation.

Pre-phonics (Pathway 1 & 2).

See Pathway 1 Pre-phonics document.

Pre-phonics reading expectations and ideas for our learners is developed using 'stage one phonics', guidance from the EYFS framework and resources from 'Birth to 5 Matters' and 'Development Matters'.

- **Early Engagement:** Listening to and enjoying songs, rhymes, and simple picture books.
- **Language Development:** Exposure to rich vocabulary through conversation and storytelling.
- **Mark-Making:** Beginning to explore writing through scribbles and drawing.
- **Responsive Reading:** Adults reading aloud and responding to children's reactions builds interest.
- **Storytelling Skills:** Children begin to retell familiar stories and anticipate what happens next.
- **Rhyme and Rhythm:** Recognising and enjoying rhymes and alliteration.
- **Print Awareness:** Understanding that print carries meaning and starting to recognize letters.
- **Book Handling:** Learning how to hold books and turn pages properly.
- **Comprehension:** Using illustrations and context to interpret stories.

Our Pathway 1 & 2 learners, who are not yet ready for phonics, should engage in a range of activities linked to the above areas. This includes daily story time, in small groups, whole class, or one to one. Children should be offered a choice of stories to listen to; this should include familiar tales to support building a bank of favorites for the learners. This will also support our learner's communication and interaction skills. The stories should be a range of sensory experiences, noisy books, touch and feel books and picture books to excite and engage our learners.

Music should be incorporated throughout the day and linked to familiar nursery rhymes. Children will be ready to move on to phonics, when they start recognising visuals and familiar written words like their name and slogans- McDonalds, Asda.

Read Write Inc

See 'What to teach when' document and Long-Term Plan (LTP).

All learners are to be baselined using the Online Assessment within four weeks of starting at Tiffield Academy. This will then determine the Literacy Program to access.

RWI to be taught five times a week following the five-day planning guide (saved to the Drive) accessible on Oxford Owl, in the RWI Handbook.

In EYFS, we teach every child how to hold a pencil comfortably and to form letters correctly using the mnemonics from our phonic lessons. This is Stage one of the handwriting programme.

Once children can write letters, they are ready to join the RWI Letter Village. At Stage two, children form letters that will flow into a joined style. The Letter Village program can be used alongside the speed sound lessons to complement learners' development. Each daily film builds from the last. This direct teaching and practice accelerate their progress.

Lesson Layout Speed sounds:

- Review Known Sounds
- Teach a New Sound
- Letter Formation Practice
- Oral Blending
- Word Reading
- Spelling Practice

Lesson layout Ditty & Red books:

- Teach the sound.
- Word time.
- Review the word.
- Reading Assessment.
- Spelling.

Lesson layout Storybooks:

- Teach the sound.
- Word time.
- Review the word.
- Teacher read (Day one only).
- Child read.
- Question time.
- Hold a sentence.
- Handwriting.

[rwI RPho Rec Ditty.pdf](#)

[Handbook 1: Timetabling for Green, Purple, Pink and Orange Level books](#)

Literacy Lesson Structure (Pathway 3 & 4)

Once signed off from RWI, children will progress to Free Reader and access Literacy Lessons. Whilst Literacy lessons start from year two NC, RWI Spellings continue to year six NC.

Literacy should be delivered a minimum of four times a week. This will look like engaging in the class read, paired reading, or small group reading based on the half term book. During Literacy, you will pick out key vocabulary from the text and create a discussion to gain deeper meaning of the tier two vocabulary. This is outlined on the Drive through the resources and MTP. The lesson will then cover an activity based around the read text and the writing focus of the week. Reading activities should be based around a discussion to drive deeper thinking, linked to VIPERS.

Once a week, all classes will engage in DEAR (Drop Everything and Read). During this session, children should engage with a book of their choice and read purely for the love of reading, no questions, no pressure. Teacher and LSA, can also read text to model reading and love of reading. This session can take place in the library, classroom or outside.

Suggestions for literacy lesson structure:

45-minute lesson chunked into sections below:

- 15 minutes- Read the story (Text on MTP or LTP). As a class, pull out the tier two vocabulary from the chapter read. Discuss this linked to topic of the week (characterisation, setting description, summarisation).
- 15 minutes- Teaching the writing focus of the lesson (descriptive writing, expanded noun phrases). This can be done through shared writing, using small whiteboards, post-it notes, teacher modelling, mind maps, creating vocabulary mats.
- 15 minutes- Time for Learners writing activity. This can be done through shared writing, independent writing, paired writing. Or get creative and create a performance, hot seating, and have a class debate. This is where teachers will be marking in the moment and checking for and addressing misconceptions.

Evidence

Pathway 1 & 2

Each child should have a reading pack with their reading materials- Speed sounds, theraputty, whiteboard, pen, Ditty Sheet, Pre-reading materials.

Each week a learner should be videoed reading, and this should be uploaded to E4L, with comments linking to the LO. This will mean by the end of each half term, every learner has video evidence.

Writing evidence minimum once a week on E4L- this can be dough disco, mark making, threading.

Pathways 3 & 4

Pathways 3 & 4 should have a literacy book for each learner.

Each book will have a LO (learning objective) and a long date (Monday 1st January). This can be written by the learner-dependent on ability, or printed and stuck in.

Writing should first be independent, then errors or misconceptions should be corrected by adults and finally corrected by the learner. Marking in the moment is the most effective and support way to address misconceptions and errors in grammar and spelling.

Each week a learner should be videoed reading and this should be uploaded to E4L, with comments linking to the LO. This will mean by the end of each half term, every learner has video evidence.

Writing evidence minimum three times a week in a book or on E4L- dependent on task.

Adaptive Curriculum and Reasonable Adjustments.

Tiffield Literacy Curriculum is designed to be inclusive for all our learners, including alternative communicators. We deliver this by offering tailored support through small-group and one-to-one teaching that mirrors the main scheme's structure.

- **Inclusive by Design:** RWI Phonics is structured to support all learners, regardless of their needs. It does not require a separate or simplified version for SEN pupils.
- **Graduated Approach:** The programme follows the SEN Code of Practice using a cycle of *assess, plan, do, review*. This ensures that teaching is responsive and targeted.
- **Tailored Tutoring:** All learners, are taught at their challenge point—the level that stretches but doesn't overwhelm them. This is delivered through small groups or one-to-one sessions.
- **Mirrored Teaching Steps:** The Fast- Track tutoring programme uses the same incremental steps as the main RWI programme, maintaining consistency while adapting to individual needs.
- **Assessment Tools:** Online assessments help quickly identify learners who need additional support and pinpoint exactly what that support should be.
- **Multisensory Learning:** RWI uses visual cues, gestures, and oral repetition, which can be especially effective for alternative communicators or those with speech and language difficulties.

This approach ensures that all our learners can access high-quality phonics instruction and make meaningful progress in reading and writing.

Assessment

All new learners at Tiffield Academy will be baselined through the RWI Online Assessment in their first four weeks at school.

If learners are signed off from phonics, they will be assessed twice a year via NGRT and NGST this will take place in Autumn and Summer term.

All learners will be assessed at three points via E4L, outlined in the Assessment and Data Document.

This data will be utilised by the Literacy Lead and by class teachers, to ensure learners are taught their challenge point; lessons are effectively adapted to the needs of all learners and to embed targeted interventions.

Tiffield Reading Spine

The Tiffield Academy Reading Spine, is a range of stories linked to each Key Stage. Classes will read stories from this selection to all learners throughout their time at Tiffield.

Teachers can use these stories to teach Literacy, following the same format set out in the MTP, if learners would prefer, stories from the Spine.

If there is a book your children like, please add it to the Spine. This is a working document to support the love of reading for all at Tiffield Academy.

Spelling

RWI Spelling assesses the Spelling Age of learners up to year 6 (NC). Children must be accessing spellings, if signed off from RWI. This has an assessment framework, but we will be using NGST. This assessment framework shows gaps for our learners and supports targeted interventions.

Literacy Across the Curriculum.

Writing (and reading) should not be limited to Literacy lessons. To become secure and to consolidate writing as a skill, our learners must write in a range of contexts independently. This can be writing their name on their work, answering questions in History, or creating investigations in Science.

The expectation for writing standards should be the same, no matter what the lesson!

Reading corners.

Every classroom must maintain a well-organised, inviting reading corner that reflects the promotes reading for pleasure, accessibility, and progression.

Reading corners should be stocked with a diverse range of high-quality texts. Books must be clearly displayed, regularly refreshed, and matched to pupils' reading levels to encourage independent exploration. The space should be calm, comfortable, and visually appealing, fostering a love of reading and supporting daily opportunities for children to engage with texts. Teachers are expected to model reading behaviors and use the corner to reinforce vocabulary, comprehension, and fluency.

Impact

At Tiffield Academy, literacy transforms lives. Through a carefully sequenced and ambitious curriculum, every learner — regardless of need, starting point, or communication profile — is empowered to develop the skills, confidence, and independence needed to thrive in school and beyond.

Our use of Read Write Inc. (RWI) ensures that all learners secure the essential foundations of phonics, decoding, and early writing. This systematic, high-quality approach enables learners to build fluency, accuracy, and confidence at their own pace, with clear evidence of progress from their individual starting points. As learners master early reading, they transition seamlessly to the Oak National Academy Literacy pathway, where they deepen their comprehension, broaden their vocabulary, and develop the stamina and craft required for purposeful, coherent writing across a range of genres.

This progression — from early phonics to confident, independent communication — ensures that literacy learning is consistent, well-sequenced, and ambitious for every learner. Staff expertise, targeted adaptations, and consistent communication approaches (including spoken language, symbols, signing, and AAC) ensure that all learners can access and engage with texts meaningfully.

The impact is clear:

Learners read more confidently, applying secure phonics knowledge to decode unfamiliar words.

Writing improves in structure, vocabulary, and independence, supported by high-quality modelling and scaffolded practice.

Learners communicate with greater clarity and purpose, using spoken, written, or alternative methods.

Reading for pleasure is embedded, with learners demonstrating increased curiosity, engagement, and enjoyment of stories.

Families are active partners, strengthening reading habits beyond the classroom.

Through this coherent literacy journey, Tiffield Academy ensures that every learner finds their voice, develops essential life skills, and gains the confidence to participate fully in their world. Literacy is not just a subject here — it is the foundation for independence, empowerment, and future success.

Phonics Clinic.

Every Wednesday 3.30-4.30, for further support on all topics around Literacy.

Core Websites for Support.

- ☐ Ruth Miskins- RWI Training, home-school links, virtual school, assessment.

Login - Ruth Miskin School Portal

- ☐ Oxford Owl- RWI Resources, handbooks.

Please log in

- ❑ Oak Academy- Literacy Curriculum Resources (saved now to drive)

[Free KS2 English teaching resources | Y3, 4, 5, & 6 | Page 2 of 2 | Oak National Academy](#)

- ❑ Assessment for beyond RWI (NGRT, NGST)

[Log into Testwise](#)

Useful links.

- [The writing framework - GOV.UK](#)
- [Unlocking Potential: 8 Key Takeaways from the New DfE Writing Framework](#)
- [The Writing Framework 2025 Summary — Literacy Counts](#)
- [The reading framework](#)
- [Making sense of the DfE Writing Framework 2025: Takeaways from TeachBrief Live | National Literacy Trust](#)
- [DfE reading framework: What's new in expanded guidance?](#)
- [Quick Look: The Reading Framework - Summary | Twinkl](#)
- [Free KS2 English teaching resources | Y3, 4, 5, & 6 | Page 2 of 2 | Oak National Academy](#)