



Literacy and Schools Linking

Quality texts play a key role in the Schools Linking programme. From poetry to picture books, Linking uses fiction and non-fiction books to explore four key questions: Who am I? Who are we? Where do we live? How do we all live together?

According to the EEF, *“Reading to pupils and discussing books is still important for this age group.”* There are frequent opportunities built into the linking programme to expose children to a wide range of texts that explore challenging concepts. All the books recommended come with resources provided by TLN which link to a wide range of evidence based literacy strategies.

Key reading strategies, as referenced by the EEF, include:

- reading books aloud and discussing them;
- collaborative learning activities where pupils can share their thought processes;
- structured questioning to develop reading comprehension;
- teachers modelling inference-making by thinking aloud;
- guided oral reading instruction;
- repeated reading to improve fluency;
- reading comprehension strategies through modelling and supported practice.

Reading Curriculum Objectives

In year 3 and 4, Linking can be used to support the following curriculum objectives for comprehension:

Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they have read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks
 - Discussing words and phrases that capture the reader’s interest and imagination
 - Recognising some different forms of poetry (for example, free verse, narrative poetry)
 - discussing a wide range of fiction including poetry.
 - Preparing poems to read aloud and perform. Recognising some forms of poetry.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

In year 5 and 6, Linking can be used to support the following curriculum objectives for comprehension:

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - identifying and discussing themes and conventions in and across a wide range of writing
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:



- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Literacy and Schools Linking, continued...

According to the EEF, *“Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for.”* Linking provides both purpose and audience in abundance. Based on experiential learning and the quality texts explored through the programme, children have the opportunities to write in a range of genres for exchange with their linking class.

Key writing strategies, as referenced by the EEF, include:

- pupils having a reason to write and someone to write for;
- teaching writing composition strategies through modelling and supported practice;
 - planning;
 - drafting;
 - sharing;
 - evaluating;
 - revising;
 - editing; and
 - publishing.

Writing Curriculum Objectives

In year 3 and 4, Linking can be used to support the following curriculum objectives for writing:

Pupils should be taught to:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements



In year 5 and 6, Linking can be used to support the following curriculum objectives for writing:

Pupils should be taught to:

- Plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear