

## Learning Environment

### Foundation Stage and KS1

#### **General Environment**

- The setting is bright, well organised and inviting to walk into
- Resources and working areas are clearly labelled
- Displays include typed and handwritten text
- Teachers refer to the text around the classroom
- There are examples of children's writing in the room. There is a mix of adult and child text.
- There are examples of both polished final pieces of writing and children's informal writing
- The classroom is organised so that children can locate resources to support their learning
- The role play area provides opportunities to write.
- There is writing and mark-making equipment available to children throughout the setting
- Key questions are displayed which children are encouraged to respond to.

#### **Specific Literacy Environment**

- ALL RWI RESOURCES ARE USED (Relevant sound chart, frieze, pocket charts)
- The correct phonemes are displayed for the age and stage of the children. The same format is used across EYFS and key stage 1.
- There are supportive resources available in the classroom environment for those children who are not yet working at age related expectations in phonics.
- High frequency words/RWI RED WORDS are appropriate to the age and stage of the children are displayed in the classroom.
- There are plentiful examples of further age related words on display e.g. topic words, days of the week, months of the year, words gathered as part of whole-class shared work.
- There are a range of picture and junior dictionaries
- There are examples of children's successes, such as handwriting awards.
- Each class must have a reading corner/area providing a range of high quality texts that the children can access independently. This should include a range of fiction and non-fiction genres at the correct level for the children.

#### **Working Wall – a storehouse of information, ideas, vocabulary, annotated texts and images.**

- There is a working wall which reflects the current teaching
- There are examples of whole class, group and individual work
- There are examples of work in progress
- The work reflects the learning journey for the current unit of literacy work – e.g. plans, reading commentary about the books, word banks.
- The working wall is accessible to and includes contributions from adults and children.
- The working wall displays an example of 'What a good one looks like' (WAGOLL)

## KS2

### General Environment

- The setting is bright, well organised and inviting to walk into
- Resources and working areas are clearly labelled in English and community languages where necessary
- Displays include typed and handwritten text
- Teachers refer to the text around the classroom
- There are examples of children's writing in the room. There is a mix of adult and child text.
- There are examples of both polished final pieces of writing and children's informal writing
- The classroom is organised so that children can locate resources to support their learning
- Key questions are displayed which children are encouraged to respond to.

### Specific Literacy Environment

- Phonic 'complex speed sounds charts' are displayed, are used by teachers and are added to with post-it notes
- There are supportive resources available in the classroom environment for those children who are not yet working at age related expectations in phonics. (e.g. A4 laminated sounds)
- High frequency words/RED WORDS that are appropriate to the age and stage of the children are displayed in the classroom.
- There are plentiful examples of further age related words on display e.g. topic words, (days of the week, months of the year – in lower KS2) words gathered as part of whole-class shared work.
- There are a range of dictionaries and thesauruses
- There are supportive resources relating to punctuation
- There are supportive resources relating to the key grammatical vocabulary required in each year group.
- Children's successes are celebrated and used as models to support wider learning.
- Each class must have a reading corner/area providing a range of high quality texts that the children can access independently. This should include a range of fiction and non-fiction genres at the correct level for the children. *These texts are taken from our school fiction and non-fiction library and changed every term.*

### Working Wall – a storehouse of information, ideas, vocabulary, annotated texts and images.

- There is a working wall which reflects the current teaching (e.g. LITACY AND LANG RESOURCES)
- There are examples of whole class, group and individual work
- There are examples of work in progress
- The work reflects the learning journey for the current unit of literacy work – e.g. plans, reading commentary about the books, word banks.
- The working wall is accessible to and includes contributions from adults and children.
- The working wall displays an example of 'What a good one looks like' (WAGOLL)