



SUBJECT STATEMENT: LITERACY

Purpose of study¹

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum taught by the school is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English taught by the school aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

The daily routine will involve both planned and child initiated activities that include:

- Differentiated phonics sessions based on letters and sounds
- A wealth of opportunities to develop and experience speaking and listening.
- Experiences that develop fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment.

¹ Purpose of study and aims taken from English programmes of study: key stages 1 and 2 National Curriculum in England DfE September 2013

- Focussed activities that teach children early reading and writing
- Shared reading and writing
- Family library
- Phonics based reading scheme

Key Stage 1 and Key Stage 2

The Programme of Study in the National Curriculum is the focus of planning for literacy, which is organised across 6 themes each year and links the skills learned during literacy lessons to other areas of the curriculum. Teaching strategies used include demonstration, modelling, explanation, questioning, discussion, guided group work, and shared reading and writing.

Writing

All classes have daily literacy lessons and weekly Big Write lessons, and take part in an annual whole school Writing Week. Children take part in weekly guided reading lessons taught by the class teacher and some pupils participate in targeted intervention programmes. There are regular opportunities for listening skills and discussion, drama activities, handwriting practice, spelling investigations and writing across the curriculum.

Handwriting

The school aims for a consistent whole school approach, which sets high expectations and maintains a constant awareness of the importance of presentation. We teach a continuous cursive style which enables pupils to write speedily and legibly. Opportunities are provided for children to produce well-presented work of a high standard.

Reading

During reading lessons each day pupils build confidence, accuracy and speed, using a range of reading strategies. Reading is taught in guided reading lessons, as part of whole class literacy lessons and across the curriculum. All classrooms have a range of books selected for suitability of their age groups. Key texts are chosen to appeal to a wide range of children and from different cultures. Each pupil has a Reading Journal in which to maintain a record of all books read with comments, follow up tasks from guided reading lessons and occasional reviews. Older children are expected to write reflectively about their reading on a regular basis. We believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them.

Drama

We incorporate drama into our literacy work throughout the school: pupils are taught to improvise and use role play through language and mime, using hot seating and thought tunnels; explore meaning of texts; write scripts and perform in plays; read original scripted plays to develop reading skills; evaluate their own and others' contribution and the effectiveness of performance.

Parental Support

We expect parents/carers to be involved in reading and literacy homework activities and their support is valued and encouraged.

See also: Phonics Statement; SEN Policy; Assessment, Recording and Reporting Statement