

English Curriculum Statement

"Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship."

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Policy reviewed by: Katija Ali
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Aims

- The study of literacy develops children's abilities to listen, speak, read, and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings.
- It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of a variety of text types.
- Children gain an understanding of how language works using their knowledge, skills and understanding in speaking and writing across a range of different situations.

Teaching and Learning

- Children are taught the knowledge, skills and understanding set out in the National Curriculum.
- Careful planning of reading and writing lessons should ensure that progress is made term on term and year on year and that assessment informs planning.
- Children are given access to a wide variety of teaching styles including drama, individual, paired and group work and research. Texts should not always be written but include pictures, music and film. ICT should be used where appropriate to enhance teaching.
- Our curriculum map ensures children are exposed to a diverse range of books which challenge stereotypes including books with characters from different cultures, social backgrounds and with different experiences and interests.
- As literacy is at the heart of all subjects, knowledge and skills are taught and reinforced in all subject areas from Nursery to Year 6.
- Guided Reading sessions take place every day from Years 1 to 6. Lessons focus on decoding, fluency and answering a range of question types on texts.
- Additional adults in the classroom are used to help individuals or small groups of children to achieve in reading and writing.
- Children are expected to read at home every day and reading diaries must be signed by an adult. Weekly spelling homework is used to reinforce work currently being taught in the classroom and offers parents the opportunity to assist their child. Where appropriate, talk homework is sent home to prepare children for Writing Sessions.

Assessment

- Children's progress against national curriculum statements is assessed each term by class teachers. This progress is discussed monthly with senior leaders so focus children can be identified and immediate intervention put in place. If a lack of progress is identified, teachers will meet with parents as soon as possible to discuss what they should do at home to support their child further.
- Progress is assessed through observation, discussion and marking of written work where appropriate. Teachers give daily oral feedback in order to ensure progress from lesson to lesson.
- Class teachers use a balance of teacher assessment in lessons and formal assessment each term to derive reading and writing levels for each child. All assessment is formative and used to

inform planning.

- Termly assessment tasks are used to moderate writing across the school and to ensure there is good progress from year to year.
- SATs are taken in Years 2 and 6.

Additional Support

- Intervention groups are run during the year to enhance the learning of particular groups of children; for instance, fresh start, 'writing bootcamp', after school boosters and individual phonic tutorial sessions.