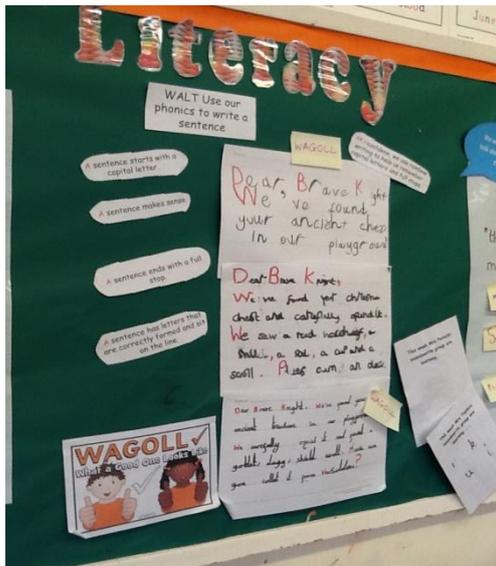




Our Literacy Curriculum

Our Literacy Leaders are Mrs Sumner and Mrs Duchemin



Aims:

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Hazeldene and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond

Our Curriculum Intent

- To provide a stimulating and motivating curriculum that promotes interest and enjoyment.
- To develop each pupil's ability and confidence in English through the use of carefully planned activities which draw and build upon the children's own language experience.
- To enable children to speak clearly, fluently, and audibly in ways which take account of their audience.
- To enable children to adapt their speech according to purpose and audience.
- To encourage children to listen with concentration in order to be able to understand what they have heard and respond appropriately.
- To develop children's abilities to reflect on their own and others' contributions and the language used.
- To enthuse and excite children with a wide range of literature, instilling in them a love of reading and storytelling.
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- To help children enjoy writing and recognise its value.
- To enable children to write clearly, accurately and with meaning in different written forms and for a variety of purposes and audiences.

- To involve pupils in target setting, so that they understand what they need to do in order to work as a partnership.
- To inform parents/carers of pupil's targets, on reports and at parental consultation evenings, so that they understand what they need to do in order to work as a partnership.
- To ensure continuity and progression through the key stage, so that children make rapid progress.
- To ensure children are taught the rules behind grammar and punctuation usage, appropriate to age and individual capability and understanding.

Our Curriculum Implementation

- Literacy is planned in daily for all classes. There is also provision of the wider English curriculum (e.g. extended writing, library time, and activities such as comprehension work during guided reading sessions). From Year 2 upwards, children will have extended writing time through 'The Gold Write', as well as Big Writes or Guided Writes. (Extended pieces of independent and unaided writing at the end of a studied unit of literacy work. The Big Write is also an extended piece of writing). From Year 5, these pieces of work will be used as evidence to show that pupils are meeting the standards for writing in the end of Key Stage Two assessments.
- Units of literacy and weekly planning are undertaken by Year group teams. Teachers plan together ensuring balance and progression across the year group. The staff are responsible for ensuring planning is placed regularly on 'Its Learning' literacy subject leader page and the literacy coordinator will scrutinize planning alongside literacy books. Teachers will plan using the New NLS Framework. Planning will allow opportunities for literacy outdoors, partner and group work as well as ICT opportunities. Staff will plan for Phonics and place planning on the 'Its Learning' along with Guided Reading plans. All class teachers are responsible for weekly planning.

They will:

- Identify targeted children and highlight on planning
- Evaluate lessons daily
- Differentiate lessons for abilities within the class
- Staff meetings are used to discuss literacy marking and feedback, moderation of writing and updates on new literacy initiatives.

Enrichment Activities

- Young Writers' club for Year 6 Talented and Able writers. This resulted in more children being assessed for Writing as GDS at the end of Year 6.
- Young Writers' club aimed at progressing skills in selected pupils in Years 3 and 4. The feedback from parents, children and teachers was very positive and children showed more enjoyment in writing as well as producing higher quality work.
- There has been a drama club run by a parent who is an author and playwright; the children performed a musical for their parents.
- In-school drama opportunities include SHINE activities and the Year 6 Leavers' play.
- As a whole school, we celebrate Roald Dahl day and World Book day.

Phonics

- We teach phonics through the Sounds Write Scheme. This is used throughout the school particularly in the foundation stage and key stage one. We use a wide variety of reading schemes, covering fiction and non-fiction, including Rigby Star, story world, sounds write books and Oxford Reading Tree. More confident readers are able to choose from class readers and a well stocked library. The scheme is continued at home. We encourage children to read daily at home and this is monitored via a home-school communication book. The school gives additional booster provision to our younger children who may need it.

Our Curriculum Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery or Reception. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Latest Literacy pupil conferencing comments:

We like writing and the opportunities to do drama, we like the variety of genres, we like learning new genres as well as learning new grammar songs. We have improved our use of punctuation, our use of descriptive language, describing settings. We are able to add more detail now and use our imagination. We have developed our vocabulary and our handwriting has improved too. Peer marking has helped us to know what to improve upon. Days we will remember: World Book day, Roald Dahl Day, Drama club, performances. Things to improve upon: Spelling club to take place in class and teach