

Literacy

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 writing, 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.

Aims

The overarching aim for English in the national curriculum 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 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.

In our school we enable our children to achieve these through offering a rich and engaging curriculum. Our children are encouraged to develop their literacy skills in a range of situations and through varied cross curricular links.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for

developing their vocabulary and grammar and their understanding for reading and writing.

Within our school, our children are given opportunities to use and develop their spoken language, through role play in the Foundation stage (FS) and Key Stage 1 (KS1), to Talk 4 Writing in Key stage 2 (KS2). Language is broken down and taught through the learning of phonics in FS and KS1 and then the understanding of spellings, punctuation and grammar is developed throughout KS2. We also use circle times and speaking and listening activities to develop speech. Talk partners are also used within class so that children can share and develop their ideas.

Statutory requirements from years 1-6

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Reading and Writing

The National curriculum is followed for both the teaching of reading and for writing from years 1 through to 6 **(The programmes of study, which explain in full what is taught, can be found attached)**

In the FS, children are encouraged to read and write in a range of situations e.g. through play, mark making, reading corners and visits, to help develop their basic literacy skills. Phonics is taught in a specific way, with children moving

through differentiated phases from FS through to Year 2. This continues in KS1, with a greater emphasis placed on Grammar and Punctuation and Spelling, especially in year 2. **(For further information about the phonic phases, please see the Phonics policy which is attached)**

In KS2 writing is taught through a range of genres, which are supported through cross curricular links and first hand experiences. The genres are;

Recount

Report

Instruction

Explanation

Persuasion

Discussion

Narrative

Please read our attached 'Writing Skills- a guide for parents' for further information regarding these genres.

Children are given opportunities to develop their writing through shared writing with the teacher, partner work and through independent written work. Children are taught to develop their understanding of sentence structure, use of punctuation and grammar and spelling rules. They are taught to check and edit and improve their work through using success criteria's, check lists, peer support and dictionaries.

Children are encouraged to read across all areas of the curriculum. Classrooms all have reading corners and a wide range of fiction and non- fiction books. The library has a fully stocked range of books at all levels which children are able to access at all times. Children are encouraged to read for enjoyment and understanding and lessons are structured to develop these skills.