

Greenfields Academy – Literacy Rationale

Intent:

At Greenfields Academy we believe that a quality Literacy curriculum should develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. Furthermore, we aim to ensure that each of our children are entered into the world of work as articulate and literate individuals with a strong love of reading. We want our children to be 'readers', not just children who can read. As a through school we recognise the responsibility to progress children to secondary having mastered at least the basic elements of reading, writing and speaking and listening. We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation:

These aims are embedded across our literacy lessons as well as in the wider curriculum. We have a rigorous and well organised Literacy curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

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.

Therefore, all children receive a 45 minutes Literacy (usually focused on writing or speaking and listening) lesson, 20-minute reading session and 20-minute spelling session every day. As we have a high staff to pupil ratio, we are able to offer personalised and caring support to all of our children to ensure that they make good progress. All our Literacy work is linked to our Topic work where possible to support engagement and understanding.

Pupils are also assessed every 6 weeks in either, reading, writing or speaking and listening to generate specific personalised targets which feed into their overall attainment progress in Literacy. Pupils are also encouraged to assess and improve their own, and the work of their peers on a regular basis.

Intended Impact:

We aim to achieve; progress, sustained learning and transferrable skills for all of our pupils. With the implementation of the writing journey being well established and taught thoroughly key stage 2, to support our children as they progress into secondary. We aim to ensure that our children become confident writers, who are familiar with genre, creative and have a sustained writing ability and skills to use grammar and punctuation.

Termly assessment is showing that most children are making good progress each term in Literacy – despite often having struggled with it in previous settings. Similarly, ability and interest in reading has significantly improved for a majority of our children, we hope to continue to develop this to ensure it applies to all of our pupils.

As all aspects of Literacy are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move into Secondary to further their education and learning, that their creativity, passion for Literacy and high aspirations travel with them and continue to grow and develop as they do.