

## Literacy Curriculum Statement

### Intent

It is our intent that at Bolton Brow, all children will have the opportunity to acquire the knowledge, skills and understanding to become independent learners, with a thirst to discover the world about them, whilst preparing them for their future journey through education and beyond. Reading is a fundamental skill that underpins all the work undertaken across the curriculum and we strive to ensure that all children are provided with the best experiences to enable them to be confident, independent readers. We feel that it is imperative that our English curriculum develops a children's love of reading, writing and discussion and empowers them with the tools to be successful at these.

It is our intention to instil a love of reading by immersing pupils in the wonders of quality texts, providing them with a variety of experiences for reading independently and with others. We want our children to have a passion for discovery and a desire to learn about themselves and the world that they live in, as well as providing excitement, challenge and inspiration across the curriculum. Language acquisition and development is vital, if we are to fulfil our intent for reading, and throughout the school, children are provided from the Early Years Foundation Stage (EYFS) with daily opportunities to discuss their learning, with both adults and peers. Regular modelling is provided, equipping children with the tools needed to enable them to become confident speakers that can articulate their ideas clearly and concisely. We recognise the importance of nurturing a culture where children are not afraid to make mistakes, take pride in their writing, can write for a range of purposes and can adapt their language, content and style for a range of contexts. We strive to provide structured and purposeful English lessons, using a range of resources that will motivate children and enable them to become independent readers, thinkers and writers.

### Implementation

**The 2014 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.**

At Bolton Brow, these aims underpin our English curriculum and are developed consistently over time. In the Early Years Foundation Stage (EYFS), children are exposed to early reading skills through daily interactions with good quality texts encompassing a variety of authors and text types, as well as carefully structured, high quality daily phonics teaching following 'Letters and Sounds'. Books matched to every child's phonetical stage, are sent home regularly with an expectation that all children read daily at home. Language skills, so fundamental in reading and writing development, are a key part of EYFS and these skills are embedded in all areas of EYFS provision, with children being encouraged to actively participate in creative, explorative and investigative play. These early skills are then built on as children progress throughout the school, with children completing daily phonics sessions in KS1 and daily reading sessions that include class, individual, independent and guided group reading sessions from Reception-Year 6. A range of resources are used throughout, including Talk for Writing, RWI, Media literacy, Phillip Webb and a Text Led Curriculum.

Ensuring that all children have access to high quality reading books that are appropriate for both the age and current reading level, is fundamental to helping children to develop their skills and love of reading. In September 2020 we introduced the Accelerated Reader Scheme in KS2 and invested in the school library to provide a rich and stimulating reading environment for our pupils.

We continually strive to ensure that all children have the best opportunities to become fluent and confident readers. Any children requiring extra support are identified through regular phonics and reading assessments. Well researched interventions (including Language legends, Arrow, Catch up literacy) are provided to help bridge the gap and ensure that all children have a reading program suited to their individual needs. Throughout our pupils' reading journey, parental help is actively encouraged and we strive to provide our children with high quality role models, both in school and from the community; through trips to the local library, inviting authors in, staff and peers sharing their reading experiences, World Book Day and reading events are celebrated, as well as weekly reading friends from our local community. Good attainment and positive attitudes towards reading are celebrated through reading rewards and weekly school achievement assemblies.

To ensure that children are provided from an early age with high quality engaging English sessions that equip and inspire them to be confident writers, able to write for a range of purposes, The Pie Corbett 'Talk for Writing' scheme is used from Reception through to Year 4, ensuring that there is continuity and progression of skills. A text led curriculum is also used half termly across KS1 and KS2 which really engages our children and inspires them to produce high quality work. Media literacy (including film and IT) is a great learning resource that is used throughout the school, ensuring that our pupils develop skills that reflect the technological advances in the world that surrounds them. Cross curricular links are also provided ensuring that literacy is embedded throughout the curriculum and whenever possible, children's interests are used to support its delivery. Daily sessions on SPaG are completed following the Read, Write, Inc (RWI) scheme and the national programmes of study and concepts taught are reinforced and revisited across the curriculum.

Throughout the implementation of our English curriculum we will ensure and monitor that:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Literacy, both in content and presentation.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep knowledge and understanding.
- Practice and consolidation (prior learning) play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts.
- Teachers use precise questioning and quality first teaching in class to test conceptual understanding and knowledge and children are assessed regularly to identify those requiring intervention, so that all children keep up.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills across the curriculum. Children develop good independent skills that equip them for studying throughout their academic journey and for the world beyond. Our desire to provide our children with a broad and balanced curriculum that is literacy rich, is evident in the numerous trips, real life opportunities in the local community and beyond, and in the variety of activities that our children undertake. Pupil voice indicates that children enjoy their learning and can speak, read and write for a range of purposes. Regular and ongoing assessment informs teaching, and this, as well as the use of quality intervention, supports and enables the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS1 being well above the National Average for Reading and Writing and above the National Average in Reading and just below in Writing at the end of KS2, with a high proportion of children demonstrating greater depth at the end of each Key Stage. We hope that as all of our children move on from us to further their learning, that their creativity, passion for English and high aspirations will travel with them and continue to grow and develop as they do and enable them to reach their potential in life.