



## Curriculum statement for the teaching and learning of Literacy

Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equips them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

### I N T E N T

Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately 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 to be able to use discussion to communicate and further their learning. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners.

We aim to provide the children with the skills and knowledge to decode texts and discuss the language and comprehension as they become confident readers. We aim to ensure all of our children continue to develop a genuine love of language and the written word, through a text-based approach. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible, linking our reading and writing to all areas of the curriculum and through immersing them in experiences to support their understanding. We want children to talk about authors and genres with an understanding, sharing their thoughts and judgements. When writing, the children should demonstrate an understanding of audience and voice. We expect them to use age appropriate grammar and spellings with accuracy. We aim to expose our children to a wide range of vocabulary so that they write with clear intention.

U n d e r p i n n e d B y	High Expectations	Modelling	Fluency	Vocabulary
	<p>All children are expected to make progress from their starting point.</p> <p>A clear progression in reading and writing is developed and implemented through the school.</p> <p>Teachers create a positive reading and writing culture in school.</p> <p>Reading and writing events occur to encourage and promote enjoyment and opportunities to develop lifelong learning.</p> <p>Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.</p>	<p>Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations. Writing is modelled in every lesson to promote a strong foundation to expand upon.</p> <p>Teachers read aloud to the children to promote a love for reading on a daily basis.</p> <p>Vocabulary is promoted in all curriculum areas, enhancing and encouraging a wider use of vocabulary.</p>	<p>Children have a solid foundation through a systematic approach, in the teaching of phonics.</p> <p>Fluency in reading is developed through a focus of automaticity, oracy and strategies for decoding unfamiliar words, such as, identifying syllables in words.</p> <p>Spelling strategies are implemented in daily sessions.</p> <p>Writing becomes fluent when children can hold a sentence in their head from an early age; mimicking and innovating modelled sentences. .</p>	<p>Ambitious vocabulary is taught explicitly within Reading and Writing.</p> <p>Word banks are used on knowledge organisers and as part of all areas of the curriculum.</p> <p>Oracy is key to developing vocabulary. Children need to be exposed and immersed in a rich and broad language environment.</p>

<b>I m p l e m e n t a t i o n</b>	<p><b>Phonics</b></p> <p>We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level. These are books that are accessible as independent readers, as well as for reading at home.</p> <p>We teach the Read, Write, Inc Fresh Start Program to support children in KS2 to engage in reading and continue to progress.</p>	<p><b>Accelerated Readers</b></p> <p>Every child from Y2-Y6 has an accelerated reading book which is at their reading level. These books are chosen independently by the Children.</p> <p>A well-sourced library has books exchanged through the Cornwall County library scheme, where books are leveled and remain current and of a high quality.</p> <p>Certificates are sent home termly when individual targets are achieved.</p> <p>Children read every day independently, where they can share their opinions on their choices with the teacher and one another.</p> <p>A Reading Army is part of the community support received within the school, where guidelines on reading strategies are applied.</p>	<p><b>Reading for Pleasure</b></p> <p>Every day, whole school staff read to the children modelling the excitement and expression that storytelling brings.</p> <p>We promote new publications through the 'Book of the Week' feature placed in the school Newsletter every week.</p> <p>Book Fairs, visiting authors, weblinks associated with book promotions and specific events (World Book Day) are held within school. Children take part in the Summer Reading challenge run by the library each year.</p> <p>Displays around school and shared media support the ethos of Reading for Pleasure. These include favourite book T-Shirts, Where's Wally Day, 'Where Have You Been spotted Reading?' Display.</p>
	<p><b>The Write Stuff</b></p> <p>Supports teachers so that they have a deeper and more flexible knowledge of sentence structure.</p> <p>Pupils can apply sentence scaffolds to their independent writing as they develop their expertise.</p> <p>Worked examples are provided over the year that extend understanding through a</p>	<p><b>Talk through Stories</b></p> <p>Provides children with the breadth and depth of vocabulary they'll need to understand the books they'll soon read for themselves, and the conversations and discussion they will have with their teachers and friends.</p> <p>Encourages the children to love the story first and, when they know it well, we teach them to use the</p>	<p><b>No Nonsense Spellings</b></p> <p>Spelling is taught using a clear pathway for progression throughout all year groups.</p> <p>Focuses on the teaching of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings,</p>

	<p>wide range of genres and non-fiction text types.</p> <p>Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.</p> <p>Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.</p> <p>Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.</p> <p>Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.</p>	<p>'Tier Two' words from the story in everyday contexts.</p>	<p>including statutory words, common exceptions and personal spellings.</p> <p>Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions for teachers.</p> <p>The weekly tests allow teachers to spot misconceptions at an early stage.</p>
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I m p a c t	<p>Long term pupils will:</p> <ul style="list-style-type: none"> <li>• be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning</li> <li>• be able to read fluently both for pleasure and to further their learning.</li> <li>• enjoy writing across a range of genres</li> <li>• Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded</li> <li>• have a wide vocabulary and be adventurous with vocabulary choices within their writing</li> <li>• have a good knowledge of how to adapt their writing based on the context and audience</li> <li>• leave primary school being able to effectively apply spelling rules and patterns they have been taught</li> </ul>				
	<b>PUPIL VOICE</b>	<b>EVIDENCE IN KNOWLEDGE</b>	<b>EVIDENCE IN SKILLS</b>	<b>Outcomes</b>	<b>British Values</b>
Through discussion and feedback, children talk enthusiastically about reading and writing and understand the value of this subject. They will talk about books and authors that they have enjoyed	Pupils can make links between texts they encounter and the different themes and genres within them. They can recognise similarities and	Children are taught reading and writing progressively and at a pace appropriate to each individual child.  Teachers subject knowledge ensure	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Children who have gaps in their knowledge receive	The fundamental British values taught in Porthleven School are: <ul style="list-style-type: none"> <li>• democracy;</li> <li>• the rule of law;</li> <li>• individual liberty;</li> <li>• mutual respect for and tolerance of those with</li> </ul>	

	<p>and can make reading recommendations.</p>	<p>differences. Children understand the reading and writing process.</p>	<p>that skills taught are matched to National Curriculum objectives.</p> <p>.</p>	<p>appropriate support and intervention.</p> <p>Pupils of all abilities will succeed in all English lessons and make good and better progress from their starting points to achieve their full potential</p>	<p>different faiths and beliefs and for those without faith.</p> <p>Through the literacy curriculum, children will be taught about this through the text they encounter, the discussions they have and by emerging themselves in the characters and circumstances within reading and writing. They have a rich source of reading material available for them to study.</p>
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