

Literacy and Communication



Intent

The focus is on the teaching of reading and writing with opportunities for students to listen and speak in many different situations across the curriculum. The enjoyment of books and a love of reading are fostered throughout the school to encourage the students to become lifelong readers. The students have access to a range of books so that they are introduced to a wide number of literary genres and develop an understanding of the strength and purpose of literature in all its forms.

The use of synthetic phonics gives the students confidence to attempt writing on their own and as they progress through the school these strategies help them develop into fluent and confident readers and writers. In class, reading is taught primarily through shared reading, with the students being supported by the teacher to improve their vocabulary and comprehension skills. High expectations in correct spelling, grammar, punctuation and sentence formation are emphasised.

Our curriculum is designed to engage and enthuse learners, providing our students with the ability to become independent, confident, resilient learners with high expectations of themselves.

Writing and reading are closely linked and we ensure that students are reading daily in order to build on their knowledge of different genres of writing and develop their vocabulary.

Implementation

The consistent use of high quality contextually based, inspiring texts, linked to our topics in the lower school (Middles) and to Edexcel Functional Literacy in the upper school (Seniors) ensures the curriculum is mapped and timetabled appropriately to facilitate the acquisition of key knowledge and the transference of knowledge to long term memory.

Teachers demonstrate high quality modelling within each Literacy lesson and encourage students to include key vocabulary, structure their work appropriately and use the grammatical skills and punctuation previously taught.

Le Murier intends to develop writing as a transferable skill across all subjects taught in the curriculum. Students are expected to transfer their key topic knowledge and vocabulary into their writing and to transfer their spelling, grammar and punctuation knowledge into their topic work. We expect the high standards for writing in Literacy lessons to be evident within the work in all books.

Students are encouraged to be aware of their strengths and areas for development in writing so that learners can take ownership of their progress.

Teaching Principle	Implementation
Review	Review learning with the use of retrieval practice e.g. multiple choice quizzes
Small steps	Present new learning in small steps, linking to prior learning and moving on when new content is mastered.
Model	Model worked examples and teacher thinking to ensure steps are clear. Model to be followed.
Questions	Question students' understanding with a range of question types to determine how well material is learnt and remembered.
Check	Check what students know using reasoning and problem-solving questions.
Guided Practice	Build in time for additional practice to commit learning to memory.
Independent practice	Independent practice to produce "overlearning" so new learning can be recalled automatically.
Scaffold	Use temporary supports to assist learning including modelling, cue cards, checklists etc.

Challenge	Pitch expectations and content to challenge ALL learners. Develop thinking skills.
Visual Prompts	Learners can use these to support their understanding of written and spoken instructions.

Impact

We evaluate the knowledge, skills and understanding that the students have gained against the expectations agreed and evaluate our teaching from this. This ensures that we are constantly striving for improvement and ensuring that our curriculum is the best it can be. Assessment opportunities are used effectively throughout school to provide the students with timely ways to move their learning forward and for staff to match their teaching to the needs of the students. BSquared is used to track progress and to identify areas needing development in a student's learning and to gain an overview of specific groups of students across school.