

Literacy

English is a vital mode of communication. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively. We believe that the study of English should enable pupils:

- to appreciate how speaking and listening, reading and writing are integrated.
- to develop their ability to communicate orally for a range of purposes and audiences.
- to become confident, thoughtful and enthusiastic readers who read for pleasure.
- to use a wide variety of writing styles and genres, so communicating effectively in written forms.
- to practise their handwriting and other presentational skills.

Reading:

We believe that children deserve a rich curriculum which encourages extensive reading of whole books and other kinds of texts. Every The teaching of phonics is fundamental and there is a clear structure and sequence for it. Pupils read books that are sound matched until they are fluent decoders. Once they are efficient decoders, they work on fluency and comprehension. Staff regularly read stories to the children to engage and enthuse the children. High quality literature is shared with the children. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment because extensive reading and exposure to a wide range of texts make a huge contribution to their educational achievement. Through reading, pupils are introduced to new vocabulary that can be used in their own writing and speech. We believe in engaging all pupils and have a variety of resources in each class to develop different interests of the children. From the Foundation Stage and into Key Stage One, pupils will enjoy a range of texts allowing them to build up knowledge of rhythm, rhyme and pattern in language.

Phonics:

The teaching of phonics is an integral part of the curriculum and is of high priority, as it enables pupils to decode for reading and encode for spelling. We ensure that the teaching of phonics is rigorous, structured and enjoyable. Children have discrete, daily phonics sessions where they are introduced to new phonemes, can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have. A range of multisensory strategies are used to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, speaking and listening, songs, rhymes and practical games and activities.

Children work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. The children also learn a variety of other key words by sight. Children read individually, in small groups and as a whole class. A variety of different genres are chosen at an appropriate level of ability for each group of children. As well as being able to read the text, children are encouraged to discuss the content of the book and their opinions about people, places and events are sought.

Through independent reading, reading skills lessons, shared reading in literacy lessons and cross-curricular sessions, guided reading groups and reading for pleasure, reading in Key Stage Two develops and extends the skills acquired in Key Stage 1. Children explore a wide variety of genre, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as consider both the texts' themes and audience.

We believe that through project-based learning and carefully chosen literature the children have the opportunity to leave Year Six with a love of Literacy as well as the skills needed for the next stage of their education.

