

**St Simon’s Literacy Statement of Intent**

**Intent***Why do we teach this? Why do we teach it the way we do?*

The purpose of teaching Literacy at St Simon’s Catholic Primary School is to assist in the fulfilment of the school’s mission statement. It is our aim that each child will reach his/her full potential that will be realised both for the glory of God and the service of others.

Reading, writing and oracy are the foundations of the entire curriculum. It is the aim of St Simon’s Catholic primary School to provide a Literacy curriculum that is broad, engaging and enables our pupils to become secure, confident users of the English language; we hope to give our children the opportunity to become enthusiastic, proficient and expressive readers, writers and speakers who find reward, pleasure and purpose from a wide variety of language opportunities.

**Implementation***What do we teach? What does this look like?*

Our curriculum is shaped by our school vision, to STRIVE to be the best we can be for the Glory of God.

The aims of teaching literacy at St Simon’s Catholic Primary School are to:

* Ensure that every child becomes a confident reader, writer and speaker by the time they leave our school.
* Instil a love for reading, writing and performance into pupils at all ages.
* Expose all children to wide range of high-quality literature, both fiction and non-fiction.
* Provide a Literacy curriculum which is clearly sequenced to develop knowledge and skills, allowing all pupils to progress, thrive and excel.

In line with the National Curriculum, we ensure that children:

* 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.

**Reading**

Phonics

At St Simon’s Catholic Primary School, a rigorous programme of synthetic phonics is planned and taught systematically from Foundation Stage 1 onwards using the **Letters & Sounds** scheme of work. There is a daily phonics lesson in Foundation Stage and in Key Stage 1 classes. Pupils are grouped according to the phase they are currently working at which means that there may be a range of ages within one group.

The expected phases for pupils working at age-related expectations are:

* Nursery – Phase 1
* Reception – Phases 2, 3 and 4
* Year 1 – Phase 4 recap and Phase 5
* Year 2 – Phase 5 recap and Phase 6 (moving towards spelling rules)

Guided Reading

From the Spring term in Reception through to Year 6, all pupils take part in weekly **Guided Reading** lessons. Pupils are split into ability groups within their classes and throughout the week rotate through all of the following activities:

* Pre-reading the text with a focus
* Guided reading with a teacher
* Vocabulary work
* Reading Eggs / Reading Eggspress

In addition to this, once a week pupils are taught as part of a **whole-class reading** lesson, utilising resources such as Cracking Comprehension. Pupils are in mixed-ability pairings during this lesson to encourage them to learn from each other and build on their skills.

**Writing**

In EYFS, opportunities for early mark-making are provided daily through continuous provision. Pupils are introduced to the process of writing through **Tales Toolkit** and begin to identify the structure of stories, with opportunities to write their own.

From Years 1-6 teachers plan to use a central text over a 10 week block, and extract genre-based writing opportunities from the selected text. Where appropriate, teachers draw links across the curriculum from a range of subjects to their central text to allow for deeper and richer learning opportunities.

The Cycle of Teaching Writing

* Immersion – a ‘hook’ to engage pupils in the central text
* Deconstruction – identifying the features for the final piece; creation of a success criteria
* Skills – sequences of lessons explicitly teaching the skills necessary to write the final piece
* Planning – identification of an audience/purpose for writing; notes and structure, referring to the success criteria (What do I need to do to be successful?)
* Writing – using the skills and plan to create a piece of writing; building writing stamina
* Editing – referring back to the agreed success criteria; evaluation of spelling, punctuation and grammar
* Redrafting (KS2 only) – creation of a final piece

Spelling

Spelling is taught discretely at St Simon’s Catholic Primary school in lessons outside of the regular Literacy, Phonics and Guided Reading sessions. The structure of spelling lessons follows the guidance in the **Support for Spelling** document, which is as follows:

* Revisit, explain, use
* Teach, model, define
* Apply, assess, reflect

Children are encouraged to use their phonics knowledge to aid with their spelling throughout the school. Whilst phonics is taught separately to spelling, links are still made between the two to ensure breadth and depth of understanding.

Grammar and Punctuation

The different grammar and punctuation skills are taught within each year group, according to the objectives set out in the National Curriculum 2014. For the most part, these skills are taught in context in Literacy lessons; however, there is occasionally need for discrete grammar or punctuation lessons.

* In Key Stage 1, discrete grammar or punctuation may be taught as part of the phonics cycle.
* In Key Stage 2, discrete grammar or punctuation may be taught as part of the allocated 40 minutes of SPaG time each week.

Handwriting

Handwriting is taught at least 3 times a week in all year groups using a style agreed by the whole staff in February 2001. All members of the school community, including teachers, teaching assistants and support staff use the St Simon’s style of handwriting.

At St Simon’s we believe spelling is closely linked to the formation of the word as a whole; accurate spelling and accurate letter formation go hand-in-hand. Therefore handwriting lessons will often practise the joins within the spelling rule being taught that week.

**Speaking and Listening**

In EYFS, pupils are provided with opportunities through continuous provision to develop and practise their talk through play; to listen attentively and with increasing stamina and discrimination; to respond appropriately and confidently; and to inter-act with others.

Throughout Key Stage 1 pupils have opportunities to speak to a range of audiences and are taught how to operate in groups, listening to and taking account of the opinions of others. Pupils are introduced to the main features of spoken Standard English and taught how speech varies according to circumstance and audience.

In Key Stage 2 pupils build upon their speaking and listening skills to give individual talks, conduct interviews (both individually and in groups) and participate in whole-class debates.

All pupils from Years 1-6 are given speaking roles in their class liturgies, the complexity of language and expectation building each year.

Drama

At St Simon’s Catholic Primary school, we recognise the importance of drama and the ways in which it can be used to stimulate writing and to explore characters and situations in pupils’ reading. In Literacy lessons drama is used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development.

Opportunities for drama are built into lessons across the curriculum using a wide range of strategies outlined in the **Stockport DEAL** resources pack. Pupils are provided with many opportunities to act in role, using language appropriate to context, including through improvisation and that which is devised by themselves and their peers.

At the end of Year 6 all pupils are involved in the creation and performance of an end of year play.

**Impact***What will this look like?*

By the time children leave St Simon’s Catholic Primary School they will:

Have reached their full potential as enthusiastic, proficient and expressive readers, writers and speakers.

This will be evident through:

* A deep love of literature across a range of genres, cultures and styles.
* Reading (both aloud and independently) easily, fluently and with good understanding.
* Utilising a wide and sophisticated vocabulary, both orally and in written work.
* An understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Confidence and clarity when speaking and the ability to be reflective listeners.
* Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
* Excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.

The integral nature of the Literacy curriculum at St Simon’s creates rich opportunities for children to access fundamental skills including:

* A respect for **spiritual**, cultural and historic diversity through exposure to a range of literature.
* Being **trusted** to work independently and in collaboration with others to develop and implement ideas.
* Increased **resilience**, welcoming critique and acting upon it.
* An **inquisitive** nature to explore and learn new things through reading, writing and performance.
* Being **valued** for their ideas, contributions and progress.
* A sense of **exceptional** achievement.

We hope that as children move on from St Simon’s to further their education and learning, their creativity, passion for Literacy and high aspirations travel with them and continue to grow and develop as they do.