

Literacy Curriculum - Cotherstone Primary School

Intent:

At Cotherstone Primary School, our intent is to enable children to acquire the knowledge, skills and understanding necessary to communicate both verbally and through written means in the most effective way that they can. This will enable the children to access a broad and balanced curriculum. The children develop the self-motivation to take part in high level reading and writing activities and help establish the individual child's enjoyment of reading and writing as well as key life skills. Our Literacy curriculum embeds a love of learning, and provides all children the opportunities they need to be literate. Through literacy planning, we intend to develop reading skills, writing skills in a range of genres linking to real-life experiences (including local authors and stories where appropriate) and a knowledge of spelling and grammar as well as becoming legible and fluent writers. Our curriculum reflects creativity, enjoyment and individuality, which in turns develops our pupils into resilient and reflective young people, ready to face the real world.

Implementation:

Using age related expectations (A.R.E) and through carefully planned units of work, where learning is sequenced to build knowledge, skills and vocabulary, children can fully develop their literacy skills. Teachers are encouraged to plan exciting and engaging writing opportunities which will excite and motivate all learners. Fundamental skills are revisited regularly across the year groups and build upon prior learning to ensure children develop and enable them to gain key skills in reading, writing and grammar. Classes are timetabled to take part in daily literacy lessons which include discreet and cross-curricular opportunities for learning so that all children have regular literacy input throughout their school lives. Cotherstone Primary School has high expectations of presentation and every class follows a tailored handwriting programme. Similarly, each class follows the 'Read, Write Inc' spelling programme leading to fluent and confident writers. Independent writing demonstrates children's ongoing progress, which is monitored through school and alliance moderations helping to secure teacher judgements.

Impact:

Children are assessed against end of year expectations and samples are moderated internally to ensure continuity of expectation. Key skills are broken into small steps and are monitored by the subject leader termly through work scrutinies and lesson drop-ins as well as regular moderations. SATS analysis and pupil progress as well as internal assessment enable early identification of any children who may not be making the expected level of progress. Bespoke strategies and interventions (where required) are then applied and reviewed regularly in order to help these children bridge the gap. Greater depth children and those who have the potential to be are similarly identified so that work and challenge can be differentiated to enable them to achieve at the highest level.