

**Vision statement: Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.
 Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.
 Together we flourish through courageous learning, friendships and generosity. TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**



Deal Parochial C.E.P. School Literacy Curriculum

The teaching of Literacy is fundamental, not only to our personal and social development, but also to our ability to understand, evaluate, explore and communicate our knowledge and, consequently, to our ability to function effectively in society. At Deal Parochial School we believe our pupils should be given every opportunity possible to develop their reading, writing and speaking and listening skills so they are able to cultivate the tools necessary for a happy and successful life.

<u>Intention</u>	<u>Implementation</u>	<u>Impact</u>
<ul style="list-style-type: none"> • Our intention is that children will leave Deal Parochial School with a love and appetite for reading for pleasure and learning about books and their connection to the world. • We will expose the children to a wide genre of literature and poetry, with the intention of developing their personal interests and an awareness of the variety of authors and poets. • Our intention is to develop oral story telling skills to underpin and improve story writing skills throughout the school • Children will have fluent and well-embedded phonics skills, which they can confidently apply in all aspects of literacy. 	<ul style="list-style-type: none"> • We implement this by developing the children’s discussion around choice and preferences of books whilst reading in a social environment. Also, utilising D.E.A.R. time (Drop Everything and Read), book corners, favourite authors and least favourite, genres and best places and times to read at home. • We utilise Scholastic Reading Pro to guide the appropriate choice of levelled book to reflect the interests of the children. We introduced class poetry books, and read poems regularly, displaying a collation of the children’s favourite poems in a whole school poetry anthology. The school library is well resources with wide a variety of genres. • We introduce whole school story telling days (based on Pie Corbett principles) with an emphasis on oracy as a foundation for subsequent writing. We facilitated the publishing of these story books. • Introduction of Little Wandle SSP which ensures intensive, consistent teaching across the school (with all staff trained), providing many opportunities for application of knowledge. Regular reviews assess children and if needed, there are 	<ul style="list-style-type: none"> • Children are more aware of their reading preferences and can articulate this. Children enthusiastically visit the school library to choose reading books recommended by their peers. • Children recommend their favourite poems to present in whole school celebrations of poetry and enjoy the exposure to the other classes performances. Many children have a wide repertoire of poetry and knowledge of poets. • Children enjoy these days, their story telling skills are improved and good quality books are produced. • Improvement in the Year 1 Phonic screening check and general end of year levels in KS1. We are envisaging that improving the skills in KS1 will allow these

<ul style="list-style-type: none"> • We intend to develop a love for the English language in its written and spoken forms. • Children will be able to communicate confidently and effectively in writing. • We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised. • Writing also empowers pupils to communicate both creatively and imaginatively. • Our intention with handwriting is to encourage the progression and development of each child's handwriting into a fluent, legible and individual style that can be adapted for a range of purposes. 	<p>robust intervention protocols to ensure children keep up. Catch up programs are consistent across the school. Efficient tracking and regular monitoring allows SLT to oversee the whole school progress.</p> <ul style="list-style-type: none"> • We use the Pie Corbett Talk for Writing and Storytelling techniques throughout the school as a model with which to teach writing. The importance of being able to speak their writing before writing it, is crucial in both fiction, non-fiction and poetry writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression. • Introduction of whole school Extended Writing Weeks, using Pie Corbett methods to orally practise story telling skills, leading to writing own versions of stories (Innovation and Independent Application). Emphasis on writing for enjoyment (with strong scaffolding present in terms of the underlying story patterning) rather than particular success criteria and rigid direction. • Cursive handwriting is taught and modelled in marking and teaching from Reception and throughout Key Stage 1 (KS1) and Key Stage 2 (KS2). Teachers focus on pencil and pen control, grip and posture in helping pupils to develop a legible cursive style. Teachers identify left-handed pupils in their class. Early Years Foundation Stage (EYFS) Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Various activities are used in EYFS to support development in their fine motor skills. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2. It enables the children to develop a neat style and supports the acquisition of a 	<p>children when in KS2, to be able to access the age appropriate curriculum with no barriers in their reading and writing.</p> <ul style="list-style-type: none"> • Improved quality of writing in different genres across all cohorts within the school. The use of text maps has been noted, to be particularly successful with boys, who are our focus for improvement. • Extended Writing Days have been very popular with children. Teachers shared work at staff meeting and show cased work of an excellent quality with a clear progression of skills throughout the key stages. Children and staff keen to repeat this exercise termly. School Story Telling Grid centralised to track the stories told in each class to ensure no repetition and a coverage of different genres • The handwriting in the school is generally good with quality standards of presentation and pride in presentation. Children are well prepared for secondary school in terms of writing legibly and with speed. • This will also aid their spelling and composition.
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	<p>kinaesthetic memory to encourage accurate spelling. For dyslexic children, it promotes making links to words as whole units.</p>	<ul style="list-style-type: none">• We believe that joined cursive handwriting supports: correct letter formation, clearer spacing, improved spelling and increased speed.
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