At Jotmans Hall Primary School, we believe that a quality Literacy curriculum should develop children’s love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

**Implementation**

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised Literacy curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

The National Curriculum for Literacy aims to ensure that all pupils:

● 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.

At Jotmans Hall, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention groups and are fortunate to have parents who come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach Literacy lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

Marking is rigorous in Literacy and across the curriculum, with regular time given to respond to marking and spelling corrections to help children correct and consolidate their work. Regular Literacy book scrutinies are carried out to check all teachers are following our marking policy rigorously.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at Jotmans Hall, where our bright and colourful displays celebrate children’s writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, an annual Spellathon competition, workshops and a range of trips and visits which enrich and complement children’s learning. Every class follows our reading reward scheme to encourage children to read regularly at home.

**Assessment**

Children are actively encouraged to participate in self-assessment of their progress in all aspects of Literacy, especially writing.

Teachers assess children’s work in Literacy continually. The daily assessments that teachers make as part of every lesson allows them to adjust their teaching and planning for subsequent lessons.

At present, our formal writing assessments use levelled objectives to assess pupils’ writing and these levels are recorded to track progress. Each class will produce six formal pieces of writing (“Big Write”) across a range of writing genres over the course of the year.

Teachers meet regularly (in year groups and whole school) to moderate pupils’ work against the objectives and expectations of their particular year group to ensure a consistency throughout the school.

Year-end assessments enable teachers to set targets for the next school year and help teachers to summarise the progress of each child for end-of-year reports. During the year, reading is assessed using a combination of formative and summative assessments.

In the Autumn Term, assessment is via the NEALES Reading Test. The results are recorded and used to track the children’s progress when it is repeated again in the Summer Term.

At the end of Year 2 and 6, children undertake the relevant, national tests.

**Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills.

Termly assessment is showing that most children at Jotmans Hall are achieving in Literacy at age-related expectations. Each year, we have children achieving at a greater depth in reading and writing at the end of KS1 and are working hard to emulate that at the end of KS2. We hope that all the new literacy initiatives outlined above will help to boost children’s learning and progress.

As all aspects of Literacy are an integral part of the curriculum, cross-curricular writing standards have also improved and skills taught in the Literacy lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

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