



# Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement for Literacy

## Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

## Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

## Our Values

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our Literacy curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

## **CURRICULUM INTENT**

**Our Literacy Curriculum is broad and ambitious.** It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

**Our Literacy Curriculum is well planned and sequenced,** it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in Literacy. The Literacy Curriculum is a spiral curriculum (Jerome Bruner) where **big concepts, disciplinary and substantive knowledge** are reencountered throughout the child's life at GMSJ.

**Disciplinary Knowledge** refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of disciplinary knowledge in Literacy are:

- letter formation in handwriting
- immediate recognition of words when reading.
- to segment and blend words to read and spell.



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**Substantive Knowledge** involves “knowing that”. Recalling information from substantive memory involves some degree of conscious effort – information is consciously brought to mind. **It is the who, what, where, when and why of learning.**

Examples in Literacy are:

- Identifying the features of a non fiction text
- Working out the meaning of an unknown word using the context of a text

The two work together.

**Big concepts** are complex and abstract, such as 'place', 'chronology' or 'grammar'.

These **big concepts** hold substantive and disciplinary knowledge. They tie together Literacy genres into a cohesive framework. Examples of big concepts in Literacy are :

Word Reading, Comprehension, VGP, Spelling / Phonics, Composition and Handwriting.

By encountering the same **big concept** over and over children gradually build understanding of them.

**Our Literacy Curriculum has a coherently planned assessment sequence** to measure its impact on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. In Literacy we assess learning through a variety of ways (see Assessment Policy.)

**Our Literacy Curriculum is inclusive.**

### **CURRICULUM IMPLEMENTATION.**

**How we implement our broad and ambitious Literacy curriculum.**

From entry into school in EYFS, all children experience the Literacy curriculum.

We weave high quality activities which increase cultural capital throughout the Literacy curriculum. For example, in Year 2 when studying 'Mudpuddle Farm as part of stories with familiar settings, the class can visit a farm. Similarly, when Reception are studying a non fiction unit on Busy People, a member of the fire service or police force could visit school to talk to the children.

**How we implement our well planned and sequenced Literacy curriculum.**

The **Big concepts** for Literacy run throughout every taught unit. Not only are they built upon year on year, they are also revisited throughout the year many times. The units for the whole school are charted on the **Curriculum Map**.

Medium Term Planning for each Literacy Unit is taken from Lancashire Literacy Consultants' Plans. This is then used to inform short term planning.



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Each Literacy unit states the number of weeks that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling of Literacy looks like this:

EYFS

Daily Literacy lessons

A daily phonics lessons based on the Red Rose Phonics Scheme

Daily Guided Reading Lessons

KS1

Daily Literacy lessons

A daily phonics lessons based on the Red Rose Phonics Scheme

Daily Guided Reading Lessons

KS2

Daily Literacy lessons

Daily spelling lessons based on the No Nonsense Spelling Scheme

Daily Guided Reading Lessons

For all the different types of Literacy lessons, a **defined structure is in place**. This is not dictatorial, however it is expected to see some aspects of the outlined framework in each lesson.

In Literacy lessons, the model for teaching a unit of work would be as follows:

- A reading and responding phase
- A reading and analysing phase
- A gathering content phase
- A writing phase

Within each of these phases, planning would be broken down into daily lessons. These would generally consist of:

- 10 - 15 mins SPAG teaching (I model)
- 20 mins main teacher input
- 20 mins independent work
- 5 - 10 mins conclusion

**Assessment** sits at the heart of Literacy teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in disciplinary



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and substantive knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

In Literacy, we assess children's substantive and disciplinary knowledge in a wide variety of ways throughout the year. For details please see the Assessment Policy.

When monitoring learning and teaching in Literacy, again many methods are adopted. Pupil Conferences are a key method of monitoring alongside book looks, planning scrutinies and agreed lesson observations.

Children are taught to self and peer assess their learning against given criteria.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. In Literacy, verbal feedback is the primary form of assessment which is given during the lesson as the children are working. By walking the floor, staff can applaud successes, address misconceptions and suggest challenges whilst the children are still working.

In Literacy, marking should be done with consistency and rigor. The symbols from the Marking and Feedback Policy should be applied with particular reference to SPAG.

### **How we implement an inclusive Literacy curriculum.**

In Literacy lessons, differentiation is used to allow all children to access the learning. In Guided Reading, children read and work on books which are at their phonic level in groups, allowing them to apply the phonic skills that they are currently working on at an appropriate level. This also allows the higher ability children access to more challenging texts.

In Literacy lessons, children may receive pre taught vocabulary sessions before they access a text. Alternatively they may work in small groups with an adult to produce a group outcome. Differentiation ensures that children are challenged at whichever level they are working at whilst still achieving success.

### **How we implement the Literacy Golden Thread through our Literacy curriculum.**

It is recognised that Literacy skills form an essential basis on which the rest of our curriculum is built. To this end it is our expectation that the standards of learning achieved in Literacy - in particular in writing - are mirrored across the curriculum.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school. In addition, Key Stage libraries allow children to select books to take home.



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### **CURRICULUM IMPACT**

To measure the impact of the Literacy curriculum at GMSJ we use qualitative and quantitative information. Details of particular assessments can be found in the Assessment Policy.

What we measure:

- Pupils disciplinary and substantive knowledge across the curriculum.
- Results of national tests.
- Results of internal tests.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating the work pupils produce.
- Pupil voice via pupil conferencing.
- Comparison with national statistics and benchmarking against similar schools.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our Literacy curriculum delivery and set goals for improvement.