



The Collett School

SPECIAL EDUCATIONAL NEEDS

Curriculum Subject Rationale 2016- 2017

Literacy

At The Collett School we believe English has a pre-eminent place in education and society. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others and vice versa. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially. Reading also enables pupils both to acquire knowledge and to build on what they already know.

The New Curriculum

As of September 2014, a new National Curriculum was introduced. The staff at The Collett School have reviewed and adapted the Literacy curriculum in light of these changes.

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 literacy 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

Subject content

Spoken Language

The National Curriculum reflects the importance of spoken language in pupils development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing.

Pupils should :

- Be encouraged to develop confidence and competence in spoken language
- Develop a capacity to explain their understanding of books and other reading
- Be supported to prepare their ideas before they write.
- Be supported in making their thinking clear to themselves and others
- Be helped to build secure foundations by using discussion to probe and remedy misconception
- Be taught to understand and use the conventions for discussion and debate.

Reading

Reading consists of two dimensions

- Word reading
- Comprehension (listening and reading)

Pupils should:

- Develop competence in both dimensions
- Work out the pronunciation of unfamiliar printed words (decoding)
- Speedily recognise familiar printed words
- Develop their phonics in the early teaching of reading
- Read widely across both fiction and non-fiction to develop their knowledge of themselves, to establish an appreciation and love of reading and to gain knowledge across the curriculum
- Read widely to increase their vocabulary
- Read fluently and confidently

Writing

Writing consists of two dimensions

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

Pupils should:

- Be able to spell quickly and accurately knowing the relationship between sounds and letters
- Understand the word and spelling structure of words
- Be able to articulate and communicate ideas
- Be taught how to plan, revise and evaluate their writing
- Have an awareness of audience, purpose and context
- Have a wide knowledge of vocabulary and grammar
- Develop a fluent, legible and speedy handwriting

Spelling, grammar, punctuation

Pupils should:

- Be taught to control their speaking and writing consciously and to use Standard English
- Be taught the vocabulary needed to discuss their reading, writing and spoken language.

Key Stages 3, 4 and 5

The external examinations offered at The Collett School are:

- AQA Entry Level 1, 2, 3 English
- OCR Entry Level 1, 2, 3 Functional Skills
- AQA GCSE English

The curriculum offered for these examinations is located in the exam board specifications.

Aims and Purposes

The aims of teaching Literacy are:

- To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- For pupils to enjoy writing and to see the value of it.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.
- For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.
- To set suitable learning challenges.
- To respond to pupils' diverse learning needs.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.

Responsibilities

At The Collett School, overall responsibility for Literacy lies with the Headteacher. The Head delegates responsibility for each of the main subjects to individual subject leaders and advisors

The role of the Literacy subject leader role is to:

Core purpose

- To be accountable for the standards of teaching and learning and pupil progress in Literacy throughout the school.
- To lead, manage and develop Literacy throughout the school.
- To impact on the educational progress of all pupils in the school.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants.

Strategic development

- Take responsibility for the development and implementation of the whole school policy for Literacy.
- Use national, local and school management data to monitor standards of achievement across the school in Literacy.
- Monitor the progress made towards achieving targets and use this information to plan future developments.
- Collaborate with staff on short, medium and long term planning to develop Literacy in relation to:
 - Resources
 - Continuous professional development of staff
 - Aims of the school, including its policies and practices
 - Challenging targets for improvement

Teaching and learning

- Plan and monitor coverage, continuity and progression in literacy throughout the school.
- Ensure that teachers are clear about learning objectives, understand the sequence of teaching and learning in all subjects and communicate this to children.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- Evaluate the teaching and learning of Literacy in the school through monitoring activities including:
 - Work and planning scrutiny
 - Pupil discussions
 - Analysis of results and assessment data
 - Attending planning meetings
 - Leading staff training
 - Informal discussions

Use this analysis to identify effective practice and areas for improvement and, in conjunction with the leadership team, take action to further improve the quality of teaching and learning across the school.

Leading and Managing Staff

- Lead professional development of teaching staff and teaching assistants through example, support and liaison with the leadership team.
- Ensure trainee, newly qualified and staff new to the school receive appropriate support for teaching and learning.

Effective and efficient deployment of staff and resources

- Establish resource and staff requirements for Literacy and inform the head teacher of costs and priorities.
- Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of learning resources for Literacy – including the school library.
- Ensure a stimulating but safe learning environment in which risks are regularly assessed.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross curricular links and creative approaches to learning.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of Literacy.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Head teacher not mentioned in the above.

The above responsibilities are that of the Literacy Leader, however the Headteacher is responsible for monitoring the work of the subject leader and ultimately the quality of the Literacy provision within the school.