



Christ Church School, Hampstead

Promotion of literacy across the curriculum and throughout the school day

The development of literacy skills is of the utmost importance in our broad and enriched curriculum at Christ Church School. We seek to promote the development of speaking and listening, reading and writing skills and a wide vocabulary both in English lessons and as an integral part of all other lessons and activities in school. High level literacy skills provide access to the curriculum and are vital life skills.

This document sets out our expectations for the promotion of literacy skills across and beyond the curriculum. All the activities detailed below are differentiated to an age- and ability-appropriate level in order to move all children's learning on.

Development of reading skills across the curriculum

- Opportunities are taken in all subject areas to develop higher order reading skills (e.g. inference and deduction) through discussion and questioning about texts relevant in other subject areas.
- Children are asked to read aloud, promoting the development of both decoding and fluency, as part of lessons in all areas of the curriculum.
- Phonics knowledge is promoted at all opportunities, through modelling of segmenting to sound out as one strategy to decode unfamiliar words.
- Opportunities for the promotion of other reading strategies (e.g. context cues) are also taken in reading unfamiliar texts in other subject areas.
- Non-fiction texts related to areas of learning in other areas of the curriculum are displayed in all classrooms and children are encouraged to read and borrow these both in and outside the specific subject area.
- Children are encouraged to read widely around the subjects being studied – children often bring in related information books from home and these are shared and valued with the rest of the class.
- Guided and group reading texts often link to learning in other curriculum areas.
- Each class has a class novel/story book which is regularly read aloud and discussed with a focus on developing reading skills at an age-appropriate level as well as promoting reading for pleasure.
- All classes have a book area; children are encouraged to borrow books from this area and teachers promote and provide opportunities for reading for enjoyment. Books are regularly swapped from the school library into the class book areas.
- The school has a library space where non-fiction books are stored and from where children and classes can borrow books (fiction or non-fiction) whenever they like.
- Intervention groups (e.g. pupil premium reading group) or events (e.g. Book Week, World Book Day annual second hand book sale, parents reading favourite stories to classes, class trips to Waterstones) promote reading for enjoyment to specific groups of children or at specific times.
- Classes are encouraged to create class books of their own work (often from displays) to share in their book corners.
- Classrooms and the school as whole are print-rich environments (using different fonts, handwriting and children's writing for displays and resources) to encourage the development of reading skills throughout the day.

Development of writing skills across the curriculum

- Opportunities to write in a range of genres and for a range of purposes and audiences are provided across the curriculum, including for real life purposes and opportunities to write at length.
- Marking and feedback of writing tasks in other curriculum areas is of the same high-quality as marking and feedback of writing tasks in English – feedback is focused on individual next steps, addressing common errors and the specific learning intention itself.
- Writing tasks are modelled across the curriculum subjects to provide high-quality examples of writing and to take all opportunities to demonstrate the writing process.
- Each classroom has a display of common class writing development points or class writing targets – these are referred to before and throughout writing tasks in all curriculum areas.
- Examples of writing from across the curriculum are used to contribute to teachers' assessments of children's attainment and progress in writing.
- Success criteria for different genres and writing tasks are used in writing tasks across the curriculum as well as in English lessons.
- Opportunities to reread and edit their own and others' work are provided across the curriculum subjects.

- Different methods of presentation are promoted and children are given opportunities to use them across the curriculum – e.g. through the use of handwriting on displays, intervention groups for handwriting and typing skills.
- High-quality presentation of written work and the importance of taking pride in presentation of work is equally promoted in all subject areas – this is monitored in all work scrutiny feedback.

Development of vocabulary across the curriculum

- Language is valued and discussed in all subject areas and assemblies.
- Connections are made between different words where appropriate, with the correct language terms used to make comparisons (e.g. prefix, suffix, root)
- Derivations of words are discussed, where appropriate, to promote children's understanding of the development of language over time.
- Teachers and other adults use language precisely when teaching and also encourage children to use language with precision and accuracy.
- There are high expectations for the use and teaching of technical vocabulary in all subject areas.
- Word banks are provided at the beginning of a new topic or are built up over time – these are displayed in the classroom or in children's books.
- Pre-teaching of subject-specific vocabulary, including involvement of home-school links to support this, takes place for children with specific language needs or for children who are working at the earlier stages of learning English as an additional language.
- Connections between different languages are drawn out and discussed where relevant.
- Spelling lists make links to both English focus areas and to topics in other curriculum areas.

Development of speaking and listening skills across the curriculum

- Many formal and informal opportunities are planned across the curriculum in order to develop children's confident and effective speaking and listening skills – ranging from group and paired activities and contributions to class discussions to sharing work between classes to more formal presentations to an audience.
- All children are supported to speak confidently in front of an audience through the following structured opportunities:
 - Show and tell rota
 - Class assemblies
 - Class music performances
 - Individual presentations to classes (e.g. week in the spotlight, my amazing family, try something new)
 - Christ Church Arts project activities
 - Reading in Church
 - Contributions to whole school assemblies
 - Hustings for school council/CREW
- All children are supported to develop excellent listening skills (as well as constructive feedback skills) through being an audience member at these activities.
- School council and CREW meetings provide opportunities for children to develop speaking and listening skills in a meeting forum.

Examples of extra-curricular/enrichment activities at Christ Church School which contribute to the promotion of literacy skills

- Pupil premium 'reading for enjoyment and progress' group (13/14 onwards) – including visits to the library and book shop
- Gifted and talented local cluster activities – e.g. Y6 script writing group
- After-school drama club
- After-school song-writing club
- Parent workshops and training on both reading and writing
- School council debate with other local schools
- Careers morning for Y5 and 6 – opportunities to ask and answer questions

February 2014

To be reviewed every three years

Reviewed with minor amendments and updates February 2017