



# Christleton High School

The Literacy curriculum is centred around ensuring that every child is confident with reading, writing, speaking and listening across all subjects. Fortnightly, Years 7 and 8, learn the formal aspects of active listening, structuring a convincing viewpoint and debate. These skills are valuable for excelling within the curriculum but also in the world of work. We are also committed to teaching academic vocabulary as well as supporting those needing extra support with vocabulary. We want to instil a curiosity with language and create a greater awareness of how to adapt talk depending on the context.



## Curriculum Overview



# Literacy

# CURRICULUM OVERVIEW

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1. What are we trying to achieve?

<b>Curriculum vision</b>	The curriculum aims to: Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are brought to life				
<b>Core values of</b>	Cheerful	Caring	Committed	Collaborative	Creative
<b>Focus for learning</b>	<b>Attitudes-</b> determined, respectful, dedicated, helpful	<b>Habits-</b> resilient, resourceful, reflective and collaborative	<b>Skills-</b> literacy, numeracy, ICT, personal, learning and thinking skills	<b>Knowledge and understanding-</b> subject expertise to shape our knowledge of the world	

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2. How do we organise learning?

<b>The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes</b>							
<b>Approaches to learning inside and outside of the classroom</b>	<b>Varied approach-</b> matched to learning need e.g. enquiry, instruction, practical	<b>Assessment-</b> fit for purpose and integral to teaching and learning. AFL <b>Summative</b>	<b>Personalised-</b> offering challenge and support to enable all learners to make progress	<b>Retrieval-</b> in the form of low stake testing to help students with long term knowledge gains without pressure	<b>Metacognition-</b> encourage learners to reflect on their own learning	<b>Learning Habits-</b> students are given opportunities to work collaboratively, reflectively resourcefully and with resilience	<b>Targeted resources-</b> matched to learning need- use of time, space, people, materials
<b>Knowledge and skills</b>	Curriculum content (see Y7 and Y8 overviews).	Oracy; AFL; peer and self assessment; competitions at the end of the year.		ICT; note taking; subject specific terminology.	SMSC; shaping cultural capital; discussion on moral and ethical issues.	Paired and group activities.	Problem solving; research materials; crafting speeches and debates.
<b>Literacy Skills</b>	<b>Y7 Literacy – Your Voice Matters</b> Mastery with effective speaking and active listening; understanding tone, audience and purpose; the power of language and etymology; language change; how to structure and deliver a speech.	<b>Y8 Literacy – Speak Up, Speak Out</b> Building upon students oracy skills; understanding the formal structure of a debate; discourse markers; persuasive language; understanding the importance of varying speech for different audiences and contexts.	<b>IRC and Literacy</b> Development of timetabled IRC lessons; understanding differences between fiction and non-fiction; explorations in genre; effective use of ICT for ePlatform and Reading Cloud; Accelerated Reader; reading support groups; books fairs and competitions; use of social media to promote literacy and celebrate student work.	<b>Whole School Literacy</b> Liaising with HODs and Literacy Contacts; weekly literacy focus in form time; identifying areas of good practice and potential support/development; coaching approach to literacy support; provide opportunities for whole school and personalised CPD.	<b>Extra-Curricular</b> Y7 Your Voice Matters competition; Y8 Speak Up, Speak Out debates; collaboration with local organisations (e.g. Chester Rotary Club); Y8-9 Debate Club; participation in debate and creative writing competitions; termly newsletter on recommended reads; developing parental links and support with literacy.		

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3. How well are we achieving our aims?

<b>To ensure teaching and learning is effective so that learners understand quality and how to improve</b>								
<b>Evaluating impact</b>	Look at whole child e.g. progress and personal development	Uses information intelligently to identify areas for development	Use a wide range of measures, both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Choose assessments that are fit for purpose	Ensure all information is quality assured by a “critical friend”	Convey impact to all stakeholders in a simple clear format
<b>To secure</b>								
<b>How we measure the impact</b>	Improved oracy skills needed across the curriculum and for future pathways.		Improved literacy skills with students being more confident in interpreting and accessing exam questions; leading to overall improved outcomes.	Consistency with explicit teaching of reading, writing and vocabulary.	Sharing good practice with literacy across the curriculum.	Greater use of social media and participation in competitions; debates; etc. Development of cultural capital.	CPD development and coaching for all staff to support cross-curricular literacy.	