



Christleton High School

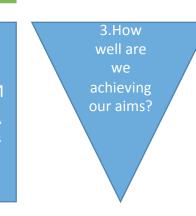
The Literacy curriculum is centred around ensuring that every child is confident with reading, writing, speaking and listening across all subjects. Fortnightly, Years 7 and 8, learn the formal aspects of active listening, structuring a convincing viewpoint and debate. These skills are valuable for excelling 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



2. How do we organise learning?



Literacy

Curriculum

impact

Improved literacy skills with students being more

confident in interpreting and accessing exam

questions; leading to overall improved outcomes.

CURRICULUM OVERVIEW

The curriculum aims to:

vision _E	Develop students into hap	py, hardworking a	nd caring p	eople, who aspire to be	the best they o	an be and ensure	their aspirations ar	e brought to life
Core values of	Cheerful		Caring	Comr	mitted	Collaborative		Creative
Focus for learning	Attitudes- determined, respectful, dedicated, helpful		Habits - resilient, resourceful, reflective and collaborative		Skills - literacy, numeracy, personal, learning and thinki		owledge and under ertise to shape our world	knowledge of the
	The curriculun	n as an entire pla	anned lear	rning experience unde	rpinned by a	broad set of cor	nmon values and	purposes
Approaches to learning inside and outside of the classroom	to learning need e.g. enquiry, instruction, practical	fit for purpose o and integral to chal teaching and supplements of learning. er AFL learne	lenge and	Retrieval- in the form of low stake testin help students with long terr knowledge gains without pres:	g to learners to n	nition- encourage reflect on their own learning	Learning Habits- students are given opportunities to work collaboratively, reflectively resourcefully and with resilience	Targeted resources- matched to learning need- use of time, space, people, materials
Knowledge and skills	Curriculum content (see Y7 and Y8 overviews).	Oracy; AFL; peer a assessment; compe the end of the y	titions at	CT; note taking; subject spe terminology.	discussi	oing cultural capital; on on moral and nical issues.	Paired and group activities.	Problem solving; research materials; crafting speeches and debates.
Literacy Skills	Mastery with effective speaking and active listening; understanding tone, audience and purpose; the power of	Y8 Literacy – Speak Up, Building upon students of Inderstanding the formal a debate; discourse n persuasive language; und the importance of varying different audiences and	Speak Out oracy skills; structure of narkers; derstanding g speech for	IRC and Literacy Development of timetabled IRC les Understanding differences betwe fiction and non-fiction; exploratio Denre; effective use of ICT for ePlat Denre Reading Cloud; Accelerated Re Deading Support groups; books fair Competitions; use of social media Denre Reading Support groups; books fair Competitions; use of social media Denre Reading Support groups; books fair Denre Reading Support groups	Liaising wing Contacts; we form time; ic practice and developmen literacy opportunities	e School Literacy th HODs and Literacy reekly literacy focus in entifying areas of good nd potential support/ t; coaching approach to r support; provide es for whole school and sonalised CPD.	Y7 Your Voice Matters co Speak Out debates; co organisations (e.g. Che Debate Club; participatic writing competitions;	ollaboration with local ester Rotary Club); Y8-9 on in debate and creative termly newsletter on eloping parental links and
impact ch	Look at whole Uses info ild e.g. progress intellige and personal identify a development develo	ormation Use a wi ently to measu areas for qualit	ind learning ide range of ures, both tative and ntitative	g is effective so that lear f Creates a continuous improvement cycle	Uses a variet techniques	y of Choose to assessmen alyse that are fit t	Ensure all	y a simple clear
				To secure				
How we measure the	Improved oracy skills need curriculum and for futu		Consisten	cy with explicit Sharing a	good practice wi	Greater use of the and partici	nation in CPD	development and hing for all staff to

teaching of reading, writing

and vocabulary.

literacy across the

curriculum.

coaching for all staff to

support cross-curricular

literacy.

competitions; debates; etc.

Development of cultural

capital.