



At Penshurst Primary School, we believe that learning is built upon a love of reading.
Curriculum Statement for the Teaching and Learning of Literacy 2021/2022

Intent	When our children leave Penshurst, we expect them to be avid readers: children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.			
Underpinned	High Expectations	Modelling	Fluency	Vocabulary
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills with ease throughout all of the curriculum.	Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.
Implementation	The Writing Cycle Our writing cycle is based on our lead texts. Each half term, the children complete two genres of writing (generally a piece of narrative and non-narrative). Within the genre, they will learn the grammar needed to write in that style and build on their skills of composition.	Class Novels/pledge Once a day, after lunch, the staff read the lead text to the children modelling the excitement and expression that storytelling brings. All of the English work is planned and delivered through the context of this text.	Reading Scheme From Year 3, we use a Whole Class Reading scheme which ensures the children are exposed to a wide range of texts pitched at age-related expectations. Two days of the week, the children will study the class novel and focus on key skills such as the author's choice of language, prediction and summary. The other three days, they will study texts which are linked through a theme. Within these lessons, we teach and model how to answer questions covering a whole range of skills in line with the KS2 National Curriculum.	
	Cross Curricular Reading and writing is taught across the curriculum, ensuring that skills taught in these	Whole School Events We celebrate Roald Dahl Dat and World Book Day. We also plan whole school sponsored	Reading for Purpose Teachers will use Read Write Inc to support children's knowledge of decoding and blending to read unfamiliar words and also encourage them to read the context to decipher a word's meaning.	

	lessons are applied in other subjects.	reads and these bring the whole school together to celebrate reading.	Through discrete lessons, children will learn key skills such as the author's choice of language, prediction and summary.
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	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.	Children are taught reading and writing progressively and at a pace appropriate for each individual child. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.	At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved Greater Depth within the expected standard (GDS). Children who have gaps in their knowledge will receive appropriate support and intervention.