



### Literacy across the Curriculum.

Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach pupils/students how to read, write and communicate effectively in their subjects.

### Writing across the Curriculum.

#### Intent:

From the start of human existence, the need to express has been a human trait. Therefore, we believe that expression through writing is a non-negotiable human right. All pupils/students have an entitlement to write or mark make beyond mechanical practice, from EYFS to Key Stage 5. Development of these expressions, contributes to independence and further Cultural Capital.

Writing is a crucial part of our curriculum. We intend our children to develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word or through adaptive technology. We teach writing in a sequential fashion, depending on need and ability. Writing is not limited to Literacy/English lessons, but a key aspect, developed in all curriculum areas.

Through a number of differentiated resources in all subjects, pupils/students will improve the mechanics of their writing, develop functional writing skills and allowed to write as an expression of their own identity, personality and expression of knowledge. This will be at an individual pace.

Our aim is to encourage pupils/students to be independent writers for a range of audiences and purposes across different text types. Pupils/students will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging fiction and non-fiction texts. This begins in the Early Years lessons to year 14 and onward in the future.

#### Implementation:

Writing is complex; requiring co-ordination, working memory skills, cognitive skills and linguistic skills. We therefore teach writing across the curriculum as part of a graduated, granulated, bespoke approach, mapped across the school.

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is cross curricular. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. This will be based around a sequential plan, dependent on ability and stage the pupil/student is at. Assessment will be based on a checking of understanding, to ensure retention of knowledge and assess progress against personal goals.

Pupils are given a language rich curriculum and are encouraged and shown how to effectively use interesting and adventurous language in their writing.

Pupils/students are taught to write at; mark-making level, letter-level, word-level, sentence level, and whole text level, alongside planning, monitoring and review of knowledge. Movement through these stages will be at an individualised speed and via a sequential, cohesive map from EYFS to Key Stage 5.

Pupils/students will write across the curriculum in a developmental way, starting with; talking, and discussions, drama/role play used, mark making, Predictive Chart writing, modelling, writing frames and thinking frames across genres, topics and subjects, using Disciplinary Literacy. Developmentally, we have a clear vision of when to introduce e-writing.

#### Impact:

Pupils/students will have increased opportunities to write across the curriculum.

Pupils will make good progress from their own personal starting points. They will have achieved disciplinary and substantive knowledge in writing in genres and in subject specific areas, as long as developing a key vocabulary across the curriculum. There will be a curriculum coherence of how to teach, develop and extend writing in all subject areas.

#### Reading across the Curriculum Intent:

The teaching of Reading at Villa Real School aims for all of our pupils/students to make progress against their unique starting points, with the ultimate aim of making all of our pupils/students 'readers'. Fluency and enjoyment are the result of careful teaching and frequent practice. In line with DfE guidance, the aim of our curriculum is for all children to be able to read and write fluently by the time they are in year 6.

As a school we are committed to continually raising standards in Literacy, to ensure the highest standards of reading and literacy for every child by providing them with the skills necessary to read with confidence, fluency and understanding, within school and in the wider world. This gives our pupils/students the skills that they need in order to take advantage of opportunities and experiences in later life. In this way, we can powerfully address social disadvantage.

We aim to ensure a balanced mix of approaches to reading so that our pupils/students achieve the skills required. They will have a positive attitude, confidence as well as interest and a life-long love of literature and books and the ability to live as independently as possible. This will be through a sequential curriculum from EYFS to Key Stage 5.

### Implementation:

The curriculum is mapped and sequential across the school, starting in EYFS. The reading curriculum is built towards a clear end point of ensuring all pupils/children have the best command of the written word as is possible. The scheme is personalised dependent on ability and progress is at an individual pace to meet the needs of all the pupils/students. The scheme will be based around a sequential plan, dependent on ability and stage the pupil/student is at. (From The Reading Framework Review July 2021)

Teaching should:

- be at a suitable pace for the pupil/student
- be daily, with well-paced, well-planned lessons that are engaging and motivating
- take full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs.

Some children may need additional strategies, such as for those who:

- have physical disabilities that affect their fine motor control for holding and manipulating objects, e.g. use of desktop manipulatives
- are pre- or non-verbal, e.g. use of alternative communication strategies, such as selecting their response from auditory choices anchored to visual symbols or place markers
- have both fine motor difficulties and are pre- or non-verbal, e.g. use of low- or high-tech eye gaze strategies.

Those children with profound and multiple learning difficulties (PMLD) might not be able to access direct literacy instruction, but might access alternative activities to teach pre-reading skills through a pre-formal sensory curriculum.

Assessment will be based on a checking of understanding, to ensure retention of knowledge and assess progress against personal goals.

Please see Reading Policy for full Implementation.

### Impact:

As a result of our ambitious reading curriculum, we expect that:

- Pupils/students will develop a love of and a thirst for reading and/or of books.
- Pupils/students will be able to decode words and then develop a growing understanding of what they read to the best of their abilities.
- Pupils/students will have a clear understanding of what they have been taught and where their learning will take them next.

The impact for our pupils/students is clear: progress, knowledge, sustained learning and transferrable skills to prepare them for the next steps.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

### Vocabulary across the Curriculum.

#### Intent.

Our curriculum is knowledge-led; it focuses on the development of pupils' long-term memory for fluency, which in turn, develops pupils' application of skills as pupils expand their substantive and disciplinary knowledge. This curriculum is from EYFS to Key Stage 5.

#### Implementation.

Our aim is to address a poverty of vocabulary and to instil a deep and curious understanding of language, through which pupils/children not only gain the ability to better understand the breadth of topics we teach them, but also the skills to read widely, make links between areas of learning, develop their own knowledge-bases and worldviews, and express their ideas clearly in an appropriate way.

Pupils/students will access a 3 tiered approach to vocabulary acquisition, depending on their individualised curriculum pathway.

Tier 1 will focus on everyday words

Tier 2 on words that are common in prose but less so in everyday speech Tier

3 at rare or subject specific, non-negotiable vocabulary.

Strategies to teach vocabulary will be appropriate to individual need. These will include; adults modelling the use of symbols to support receptive vocabulary, word walls, vocabulary journals, and topic webs.

#### Impact

Our curriculum aims to inspire a lifelong love of learning through engaging themes and topics which stimulate and challenge. We aim to encourage pupils to build links between their learning, their individual interests and talents. The teaching of vocabulary will ensure a range and secure pupils/students' knowledge by teaching ambitious, challenging vocabulary.