

# Nun Monkton Foundation Primary School

*"Be curious, be brave and believe"*



## LITERACY STATEMENT OF INTENT

### **INTENT**

At our school, we aim to develop confident, articulate, and motivated readers and writers who understand the purpose and audience of their work. Through a carefully structured yet flexible curriculum, children are taught to write with accuracy, creativity, and independence and to read fluently with deep comprehension and enjoyment. We place equal emphasis on the mechanics of language, the development of a writer's voice, and the nurturing of a lifelong love of reading. Our intent is to provide meaningful contexts and high-quality stimuli to engage all learners, ensuring they leave us with the literacy skills needed for success in their next phase of education and beyond.

### **Writing IMPLEMENTATION:**

- Literacy units are structured in three key steps: stimulus analysis and feature exploration, sentence-level skill building, and extended independent writing and editing.
- Explicit teaching of grammar and punctuation is embedded in every unit.
- Children write regularly in a range of genres with clear purposes, audiences, and real-world links (e.g. letters, performances).
- Editing and self-assessment are integral; children use green pen to self-edit and pink pen for peer assessment.
- Independent writing is completed in purple books, with publishing opportunities where appropriate.
- Teachers mark work thoroughly in purple pen, highlighting key spellings and adhering to the marking policy.
- Working walls display genre, purpose, SPAG vocabulary, and handwriting expectations.
- Spelling is taught daily and confidence is fostered with strategies like the 'Spelling Menu' and 'wiggly line' method, encouraging writing fluency.

### **Reading IMPLEMENTATION:**

- Reading is taught through discrete lessons using a range of texts and explicit comprehension skills (e.g. VIPERS).
- Written comprehension is practised at least twice weekly, whilst verbal discussions around reading take place daily.
- A class novel is read aloud and discussed regularly to model fluency, expression, and understanding.
- Reading dogs (VIPERS) and thematic working walls support skill identification and discussion.
- Texts are varied and may link to curriculum themes or children's interests.
- Reading comprehension is assessed using a standardised assessment (PiRA) on a termly basis to inform next steps.
- Every child reads with an adult weekly; additional support is prioritised where needed.
- Home reading is monitored through records and supported by teacher feedback and communication with parents.
- Class libraries are well-stocked and regularly rotated, with guidance provided to children.

- Reading is celebrated through weekly awards, themed days, events, and teacher modelling of reading enjoyment.

## **IMPACT**

The impact of our English curriculum is that children become fluent, expressive readers and thoughtful, skilled writers who take pride in their work and understand its purpose. They are able to articulate their ideas clearly, use a wide vocabulary, and apply accurate grammar and punctuation. Children leave our school with a strong command of language and a deep appreciation of literature. They are confident in discussing texts, understand how to edit and improve their writing, and possess the skills to access the broader curriculum and future learning. Assessment data and ongoing teacher judgement reflects strong progress and attainment, and the positive reading culture within our school is evident in classroom displays, pupil voice, and engagement with texts across all year groups.

## **Our Literacy teaching and learning supports the following school aims:**

- Enable children to become **independent** and **confident** learners; **well-rounded** characters who are **self-aware**, **reflective** and **resilient** individuals.
- **Care for and about each other**, be **courteous** and **empathetic**, showing **respect** and **understanding** towards everyone.
- Create a **safe and stimulating** place where children are **happy** and **enthusiastic** learners, where they learn how to keep themselves **safe and healthy**, able to **communicate** & work in a **team**, developing **confidence** and **life skills** together.
- Encourage everyone to have **high expectations** of **themselves and others**, **supporting** and **challenging** everyone to **achieve** their best, developing a strong **work ethic**, **self-motivation** and taking **pride** in their achievements.
- Enable children to develop an **understanding of the wider world** through learning and exposure to a **variety of cultures**, **ideas** and **beliefs**, **respecting** and **recognising individuality** and **diversity**.
- Provide a **wide range of interesting and exciting learning opportunities** to **enthuse** everyone to be lifelong learners, through engagement in a curriculum that instils **values for life** and **prepares pupils** for wherever their journey takes them as adults.