



THOMAS'S FULHAM LITERACY POLICY STATEMENT

This document is a statement of the aims and principles for the teaching and learning of literacy skills at Thomas's, Fulham.

The curriculum follows the requirements of Key Stages 1 and 2 of the National Curriculum as well as requirements for senior school entrance examinations at 11+ and some elements of 13+.

What is Literacy at Thomas's Fulham?

Literacy is an umbrella term for the skills of Reading, Writing, Speaking and Listening. These skills pervade all areas of modern society and can therefore be considered fundamental to the educational, social and personal progress of the individual, and their ability to participate fully in 21st Century society.

Literacy is the ability to use language purposefully and skilfully in different situations, and for different purposes. It is for this reason, that literacy remains a key focus within all subjects. Pupils are provided with opportunities to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Children in Years 1,2,3,4 and 5 are taught literacy through both discrete lessons and an enquiry-based approach which incorporates Maths, History and Geography. However, Year 6 are taught Literacy as a discrete subject in order to effectively prepare them for their senior school entrance examinations.

Within these lessons, the children are provided with thorough coverage of the National Curriculum English objectives and are exposed to a variety of text types and genres. This has also come to include the use of digital communications technology as we prepare children to meet the needs of a globally connected world and the changing pathways of communication.

Literacy teachers at Thomas's Fulham acknowledge that children learn, achieve and progress at different rates and in different ways. In turn, staff prepare differentiated lessons to ensure that all children achieve according to their individual abilities. All planning, teaching and learning is created with a view to the school's SEND, EAL and Most Able Policies.

AIMS

Our aims in teaching Literacy are to equip all children:

- to develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.
- to be able to speak clearly and fluently.

- to be able to listen to the spoken word attentively and with comprehension, pleasure and empathy.
- to be able to read a range of materials with developing fluency and with understanding for information and enjoyment.
- to be able to write effectively for a range of audiences and purposes.
- to understand the way in which the English language is constructed as a means towards enhanced communication.
- to have the foundations of an awareness of the rich heritage of the English language and its literature.
- to expand the concept of literacy to include all forms of media.
- to access, analyse evaluate and create multimedia texts.

Principles of Teaching and Learning

Literacy is important because:

- it is the basic language of communication in our society.
- its mastery enables children to articulate their ideas and opinions.
- it is essential for independent learning and most aspects of daily life.
- it is the foundation of successful communication in other subjects.
- it provides an opportunity to discuss and develop understanding of social and moral issues and to articulate informed opinions.
- it is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into three attainment targets: Reading, Writing, Speaking and Listening.
- English is an examination subject for senior school entrance and Common Entrance.

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.

- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Digital Learning

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Media literacy, Information Literacy and Digital Literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 4–6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas's Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas's Fulham's Learning Circles)*

See also: [Curriculum Policy](#), [EAL Policy](#), [Most Able Policy](#), [SEND Policy](#), [Fulham Phonics Policy](#), [Fulham Teaching & Learning Policy](#)

This policy will be reviewed annually			
Reviewed January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest Review: January 2019	By:	Susannah Bell, CDH, Danielle Taylor, T&L	Changes made
Next Review: January 2020	By:		