Literacy

Spiritual development in literacy involves empathy with characters considering their personal situations. Pupils have opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Students explore how choice of language and style affects implied and explicit meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.

Moral development in literacy involves students exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Texts are selected that extend students' ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Students learn to articulate their own attitudes and values through opportunities to talk for a range of purposes including exploration, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments.

Social development in literacy involves students reading stories that offer perspectives on society and the community and their impact on the lives of individuals. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ. Students are provided with opportunities explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English and dialect variations.

Cultural development in literacy involves texts being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.

SMSC examples in literacy at Gayton

In all year groups, pupils learn about the relationships that different characters hold within a story and understanding the dynamics. They engage socially in discussion about their thoughts and opinions about a text with others and compare their different interpretations.

In all year groups, pupils increase their moral understanding by exploring the motives and behaviours of different characters. They also debate on issues questioning right and wrong and understanding that this is not always clear.

In all year groups, pupils explore a range of text types e.g. fairy tales, Greek myths, classic texts, traditional stories, poetry etc. Pupils explore stories from different parts of the world written by authors from different cultures. They also think about similarities and differences of different settings and cultures of different characters in texts.