

# Literacy across the curriculum

Making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning. It can enrich the curriculum and support achievement and enjoyment.

Communication is identified in the National Curriculum as a key cross-curricular skill and opportunities for developing this skill should take place in English and in pupil's use of language across the curriculum.

Learning and teaching literacy across the curriculum has three major aims:

- to broaden and enhance children's command of literacy skills by providing them with a range of different contexts in which to use and practise these skills
- to locate the teaching of the literacy skills which are central to the language of a particular subject within that subject
- to enhance the learning of the subject itself and the attitudes of children towards that learning.

Additionally, work across the curriculum provides a rich source of experience, language and stimulation to support the development of speaking, listening, reading and writing.

## Key principles

- Speaking and listening are key skills in their own right and as tools for other learning. As such they must be developed both within the specific context of the English National Curriculum and across all aspects and areas of learning.
- Successful readers and writers work with a wide range of texts on paper and on screen. Reading and writing opportunities using a range of media should occur not just in literacy lessons but across all areas of the curriculum.
- Literacy learning is most effective when it is part of a cohesive piece of work and not just a 'one-off'. For example, the exemplified Year 3 non-fiction unit can be linked to a science-based unit of work on teeth and eating.
- Opportunities to practise and apply literacy skills across the curriculum in order to give context and real purpose to reading and writing should be encouraged. For example: 'What were the differences between rich and poor people in Tudor times?'
- Literacy skills are enhanced and developed in specific subject areas as part of learning and teaching processes but also subject knowledge from a range of areas of learning can and should be used to inform and develop literacy teaching.
- Children should learn how a skill or concept can be applied to other learning, or in another curriculum area. For example, empathetic skills learnt in literacy could be used in history: 'What was it like to be an evacuee?'
- Opportunities to apply literacy across the curriculum should extend beyond non-fiction. For example: 'Use poetry or story to describe what it was like to live here in the past'.
- Application across the curriculum gives children opportunities to make informed choices and decisions about form and purpose when writing.

Knowledge and experiences across the curriculum can provide a rich source of experience and stimulation and real purpose to support literacy learning, for example, a visit to a stately home linked to a history topic can support the development of language and vocabulary relevant to adventure and mystery writing as well as enhancing historical language; responding to natural phenomena such as trees or water during science studies can provide a stimulus for poetry writing; considering the benefits and disadvantages of eating junk food can support the development of persuasive or argumentative writing.

# Resources to support the development of literacy across the curriculum in Year 3

Grammar for Writing (Ref: 0107/2000) Y3 teaching units pp 34-71

Examples of embedding aspects of literacy and mathematics in other subjects at [www.standards.dfes.gov.uk/schemes3/](http://www.standards.dfes.gov.uk/schemes3/)

Case studies, including plans, and showing links between literacy and other subjects (including an example for Year 3) at [www.standards.dfes.gov.uk/literacy/prof\\_dev/case\\_studies/403685/403701/](http://www.standards.dfes.gov.uk/literacy/prof_dev/case_studies/403685/403701/)

Writing in context on the QCA website maps the links between literacy objectives and QCA schemes of work to show purposeful writing activities [www.qca.org.uk/ages3-14/subjects/English.html](http://www.qca.org.uk/ages3-14/subjects/English.html)

Non-fiction Flyers – six flyers showing examples of linked units of work and aspects of progression in KS2

Speaking, Listening and Learning; working with children in KS1 and KS2 (Ref: 0623-2003) Nov 2003 [www.standards.dfes.gov.uk/primary/literacy/818497/](http://www.standards.dfes.gov.uk/primary/literacy/818497/)

Other useful support resources on the Standards website are:

- Teaching Writing – Support materials for Text Level Objectives [www.standards.dfes.gov.uk/primary/literacy/63353/](http://www.standards.dfes.gov.uk/primary/literacy/63353/)
- Boys Writing Flyers [www.standards.dfes.gov.uk/primary/literacy/1128197](http://www.standards.dfes.gov.uk/primary/literacy/1128197)
- Raising Standards in Writing – Achieving Children’s Targets
- [www.standards.dfes.gov.uk/primary/literacy/1160811/](http://www.standards.dfes.gov.uk/primary/literacy/1160811/)
- Understanding Reading Comprehension [www.standards.dfes.gov.uk/primary/literacy/1160815/](http://www.standards.dfes.gov.uk/primary/literacy/1160815/)

For further information on building cross curricular links, see:

- Excellence and enjoyment: learning and teaching in the primary years: Planning and Assessment for Learning: Designing opportunities for learning (Ref: 0520-2004)
- Understanding how learning develops: Learning to Learn, Key Aspects of Learning across the Curriculum (Ref: 0526-2004)