

English Rationale Support Documentation

“Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” Aristotle

Literacy makes all other learning possible. Children who learn to read, write, and speak with precision become powerful adults who thrive in the workplace. They become confident, independent thinkers. They become lifelong students who achieve their aspirations. They view libraries as places of refuge and exploration. Literacy enables pupils to ask questions about the world and seek plausible answers. Giving children a love of reading allows them to read widely and write with strength and conviction. Adults who have developed a passion for reading challenge and inspire those around them, because they are imaginative. They are resourceful. They are confident questioners of the world, and integral parts of their community. Reading allows our pupils to engage vicariously with new experiences and enter the minds of others. In the words of Albert Einstein, “The only thing you absolutely have to know is the location of the library”

Wider knowledge

Literacy and the study of Literature gives students three out of four 21st century learning skills: communication, creativity, and critical thinking. These skills are vital if we wish our students to be courageous and succeed in a changing world. Pupils learn to write using a range of text types to communicate effectively, for example, narrative, instructional, persuasive. They learn to create their own documents and examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to make meaning more explicit. They become caring communicators by learning to use speech responsibly to inform, entertain and justify a point of view. They learn to participate appropriately as listeners and speakers. Pupils learn that language and literature are creative processes that nurture our imagination and creativity through self-expression. Therefore, we shelve world classics in our library to immerse them in culturally diverse reading text. We teach students critical thinking by teaching them first to answer the who, what, where how and why of topics and how to identify what matters. We teach them to be balanced and reflective by interrogating the information, perspective and conclusions of the writers or speakers. We create reflective learners by teaching them to ask if the perspective is logical, balanced, and fair. We teach them to become moral inquirers by looking for the opposing view and demand the evidence.

Cultural capital is developed through the exploration of how humans think and feel in Literature. We teach pupils about emotions at the heart of text through discussion and critical analysis. Through study of character, they learn about resilience and diversity. Pupils learn about the emotional impact of a choice and its consequences vicariously through exposure to high quality literature from a diverse range of authors.

School priorities and vision

The school’s vision is “enabling the self”, and the attributes of the IB Learner Profile, as developed in all subjects, are at the heart of this.



At the end of their school journey, our pupils will be:

- **Knowledgeable** about language, literacy, speech and advocating and its place in their world.
- **Reflective** on what they read, considering multiple view points of what they read and write.
- **Moral** when considering their impact on the world and how the role of literacy contributes
- Able to **celebrate difference** when discussing how other people might approach a piece of writing or the conclusions they may draw. Using our voice through speech and prose to advocate for all neurotypes, including their own diversity.
- **Thinking** hard about complex topics making connections within our own country and others. Thinking about how we contribute through our voice to the world around us.
- **Caring** by being responsible with our speech and writing.
- Able to **communicate** by learning to use speech responsibly to inform, entertain and justify a point of view
- Able to give a **balanced** view on a debate taking into account evidence.
- **Inquirer** through seeking of opposing views and demanding evidence
- **Courageous** in attempting something new, knowing that learning involves making mistakes.