

English



Reading

Intent

Children will have an interest in words, their meanings and a wide vocabulary. They will utilise a full range of reading cues (phonics, graphics, syntactic, contextual) to monitor their reading and correct their own mistakes. Children will read fluently with all the skills and knowledge they need to be confidently literate in life. They will read with confidence, fluency and understanding, orchestrating a range of strategies to self-monitor and correct. They will be able to comprehend texts, with the ability to reorganise, infer, evaluate and appreciate a range of texts. Children will be critical readers, increasingly able to see how texts create effects and meanings and be able to place their own ideas, experiences and values in relation to those of the text. They will have a technical vocabulary which they can use to discuss their reading and have developed their powers of imagination, inventiveness and critical awareness through reading. Children will have a love of books and read with enjoyment.

Implementation

The school subscribes to systematic synthetic phonics programme in EYFS and KS1 which is taught daily. A whole school reading scheme is in place with books changed at least twice a week. In addition, children have access to online reading books. Guided Reading sessions each week use both the class text and extracts from other genres, including non-fiction linked to the class' topic work. The use of VIPERS (vocabulary, inference, prediction, explanation, retrieval and summarising) is used to investigate texts and develop skills such as skimming and scanning for information. Daily reading with an adult for those children in the bottom 20% of readers for their class is in place, using either phonics decodable books or books from the school's reading scheme. For children requiring additional support in word reading, we make use of a precision teaching approach to teach the reading of high frequency words. All classes have at least one class text per half term linked to their topic for the term and this is read in a variety of ways including hearing an adult reading it, shared reading, paired reading and guided reading. Having a weekly class library session where all children have the opportunity to choose a library book to either read in the library or borrow to read in class or at home supports the children's development of a love of reading. Along with this, there are further opportunities to visit the library through the use of Librarians from years 5 and 6 who operate the library at breaks and lunch times. Whole school book week yearly in which children take part in many fun, book-related activities and competitions and which includes a travelling book fair at which children can purchase books further supports our intent for children to have a life-long love of books. Yearly parent sessions are delivered on phonics and reading for all year groups and termly parent workshops in which a particular literacy skill is modelled to parents/carers, with the opportunity for parents/carers to observe the progression across year groups through pupil demonstrations with their teacher.

Impact

Teachers and teaching assistants regularly children in their class read. Guided reading work is marked using the school's marking and feedback policy and monitoring of children's guided

reading exercise books is carried out by the English coordinator. Monitoring of children's reading records is carried out by class teachers and teaching assistants. Termly formal assessments of comprehension are used to evaluate children's attainment and progress. Termly pupil progress meetings are held to discuss assessment results and plan next steps.

Writing

Intent

We aim to deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write. We will support children to express their thoughts and ideas clearly so that they can write independently, with fluency and all the skills and knowledge they need to be confidently literate in life. They will be able to organise their thinking and to communicate the results effectively in writing, express themselves in an effective and appropriate manner to a wide range of audiences and for a wide range of purposes and be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot. They will be able to adapt their language and style for the genre of writing, being able to plan, draft, revise and edit their own writing. Children will have a technical vocabulary which they can use to discuss their writing and have developed their powers of imagination, inventiveness and critical awareness through writing. They will be effective spellers and have fluent, handwriting (cursive in KS2). We aim to create a culture where children love to write and take pride in their writing.

Implementation

Children have access to high quality texts and visual stimuli which spark imagination and inspire ideas for writing. Texts are also used to explore layout and language features of specific genres. Lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons are structured to allow children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time in order to build stamina, and sufficient time is given to ensure quality pieces of work. Teacher guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and publish their writing.

Children are taught to use precise grammatical terminology to discuss and learn from the works of notable authors and to explain their own choices. Grammar is taught in context, although stand-alone grammar lessons are taught when necessary. Vocabulary is explored in texts and collected for writing. Children are encouraged to draw upon what they read when writing and to 'magpie' vocabulary from shared texts. Children can also access dictionaries, thesauruses and word mats.

For children to become fluent, creative writers, they are encouraged to express their ideas through speaking and listening opportunities, including partner talk, role-play, hot-seating and sharing assemblies. These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become successful writers. Drama techniques are explored and repeated to enhance children's spoken language, presentation skills and to use as a stimuli pre or post-writing. In addition, there are opportunities across the curriculum for children to enhance their spoken language, through exploring vocabulary in whole class reading, presentations and taking part in class performances.

Children are set weekly spellings to learn at home, which they are tested in school. Before sending spellings home, the spelling pattern or rule is taught and the meaning of the spelling words discussed together as a class. Children also have opportunities within the school week to practise their spellings. In EYFS, this is spelling of key words and linked to phonics learning. In Years 1 and 2, spellings are linked with phonics learning, as well as key words, sent home weekly and tested in class. In Years 3-6 spellings are linked with class work and word lists set within the national curriculum. A weekly handwriting lesson with additional opportunities during the school week to practise handwriting is delivered using the agreed letter formation. This is a printed style in EYFS and KS1, moving to a cursive style in KS2 (and for some children in Year 2). In EYFS children use fine and gross motor skills to begin to mark make and go onto forming letters and then words in line with our current phonics programme.

Handwriting patterns are taught as well as letter formation in Reception. In KS1 handwriting has a focus on letter formation and, from year 2, cursive writing for those who are ready. In KS2 handwriting has a focus on cursive writing, with support in place for those that need further work on letter formation.

Impact

Writing is developed from good ideas and is imaginative in use of ambitious vocabulary and figurative language. Children know and remember ore and have skills which equip them to progress from their starting points. Writing is high-quality and well-presented in a range of ways. Children's understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations. Communication skills are strengthened and they can articulate themselves well. Children understand the features appropriate to the genre they are writing and take pride in their work by making choices in language and presentation to appeal to the reader.