



Vision: 'Skilled communicators with a rich vocabulary able to comprehend, perform and describe with imagination, creativity and passion'

Intent			
<p>English is at the heart of our curriculum; it is the foundation on which every subject is built. We value reading and writing as key life skills, and are dedicated to enabling our pupils to become lifelong readers and writers, ensuring children read fluently and widely when they leave. The reading and writing journey begins in the Foundation Stage, where a multitude of learning activities are available for children to experience books, mark making and phonics, igniting a passion for these skills at an early age. As the children's journey continues into KS1, the teaching of phonics continues and there is a greater expectation that this knowledge will also be applied to their written work. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination, which is then transferred to writing. We believe reading is key for academic success and so we ensure that there is a holistic approach to the teaching of reading. In writing, we want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style and we want our children to understand how to use literary techniques across different genres - creating their chosen effects. We aim to expose our children to a wide range of vocabulary so that they can decipher unfamiliar words and then use them when speaking and writing both informally and formally.</p>			
High Expectations	Modelling	Fluency	Vocabulary
<p>It is our intention that all children will succeed by working at the correct level, gaining confidence and knowledge, and then make progress by being stretched beyond it in a sequenced, well-planned and enthralling curriculum.</p> <p>Texts chosen will challenge, engage and interest pupils and will build reading confidence and passion in the pupils enabling them to launch their own reading journey.</p>	<p>All staff model good spoken English and model a passion for the enjoyment of reading and writing. Staff will share their passions for books, stories and authors with the children and show passion for the texts they choose.</p> <p>Modelling is integral to teaching pupils to master writing techniques. Within lessons, teachers' excellent subject knowledge will be shared with pupils and time will be allocated to analyse writers' choices so that a deep mastery is developed over time.</p>	<p>High quality synthetic phonics takes place daily to ensure a mastery of letters and sounds at the earliest stage of reading. Daily interventions take place in order to ensure that gaps are filled quickly and readers progress quickly.</p> <p>Home Reading is planned so that early readers access phonically plausible books at the correct level to build confidence and fluency. Each book contains a bespoke-made activity card, focussing on fluency, plot and high frequency words, is attached to each book so that parents can help their child in the best possible way.</p> <p>Pupils then follow the book banded scheme until they confidently achieve 'Turquoise' level. After that, they will phase-transition onto the REN Accelerated Reader scheme.</p>	<p>Children will be immersed in a vocabulary rich environment with the expectation that this new, acquired knowledge of words will be applied in different situations.</p> <p>Vocabulary will be prioritised across the 'Learn, Grow and Shine' curriculum in all subjects and will be the rock that learning is built upon.</p>

Implementation

<p>Phonics We follow the synthetic phonic scheme of Letters and Sounds and explore this through sound families. We use the Jolly Phonics actions to support early phonics. Letters and Sounds is a method of learning letter sounds and blending them together to read and write words. The children read decodable books that match their phonics level.</p>	<p>REN Learning Accelerated Reader Children complete fun quiz questions based on the book they have read the quiz questions will help the children practise their comprehension skills. Children are encouraged to read for meaning and re-read sections of the book to ensure that they understand the content. They are encouraged to collaborate with parents in order to do this.</p>	<p>Guided Reading From Reception to Year 6, children take part in guided reading. During these sessions, children are exposed to age related texts, introduced to new vocabulary, staff use echo and/or choral reading to support fluency and expression, children are supported with guided questions and active reading is differentiated.</p>
<p>Cross-Curricular (Vocabulary) Reading and writing, in collaboration with aspirational vocabulary, are taught during English lessons with the intention that skills acquired are then transferred to other subjects across the curriculum. Vocabulary is explicitly taught across the curriculum.</p>	<p>Interventions If a child appears to be falling behind or has a specific reading or writing need, then swift interventions are introduced ensuring that needs are met and gaps in learning are closed.</p>	<p>Writer of the Year This is a whole school initiative using a text-based approach throughout the school. Over a week, a "hook" for learning, immersion in a text through "Book Talk" and creative activities, inspires high quality writing outcomes.</p>
<p>Reading Zones We are currently developing reading zones for the children to access with the class teacher and for Key Stage Two to access independently throughout break and lunch times.</p>	<p>English Cycle The cycle of English sessions reflects the reciprocity between reading and writing. A "hook" excites and engages the children, predictions, "book talk," and comprehension work allow the exploration and analysis of the text. WAGOLL's (What a Good One Looks Like), modelling and shared writing by the teacher, scaffold the learning for excellent quality writing inspired by the chosen text. A 'Reading to Writing' process is followed in English lessons using texts that stretch pupils and link to each term's topic.</p>	<p>Whole School Events and Authors We celebrate National Poetry Day, Roald Dahl Day and World Book Day. We also plan whole school competitions. These events unite the whole school to concentrate on one theme. We regularly invite authors to work with children in class in order to help inspire the love of reading and writing.</p>
<p>Reading for Pleasure This is when the staff read to the children modelling the excitement and expression that story telling brings. This could take the form of a different book each time or a novel for the children to enjoy. We regularly update our books, with the pupil's guidance' in order to allow pupils the opportunities to find their favourite texts as their reading progresses.</p>	<p>Assessment for Learning Self/peer assessment Use data to bridge gaps and plan interventions Assessment for learning is an on-going process by the teacher, pupil, and peer reflecting throughout a lesson. Collaboration, through sharing of work, allows editing (in the form of a red pen) and improvement to take place "in the moment of learning." This may then lead to group or whole class intervention accordingly.</p>	<p>Early Talk Boost / Speech and Language Early Talk Boost is a targeted intervention aimed at three and four-year-old children with delayed language helping to boost their language skills and to narrow the gap between them and their peers. The intervention lasts for nine weeks with a baseline and end assessments taking place, aiming to improve their communication skills by six months during the programme. The 'NELI' speech and language booster programme has also been adopted in the Early Years.</p>

Impact

Assessment

EYFS/ Key Stage One: Half termly shared writing focus pieces are completed by pupils and used to moderate progression throughout the phase.

Key Stage Two: Weekly 'short write' writing opportunities are delivered to pupils during Friday's English lessons. The same stimulus is used for each weekly write and this is then used to moderate progression across the key stage. Specific writing success criteria is linked to the year group's objectives. This gives pupils an opportunity to write more autonomously - adopted styles they have learned through lessons or wider reading.

Moderation

Moderation takes place half-termly across the school. Shorter moderation sessions take place during weekly key stage planning meetings. Inter-school moderation takes place within our cluster annually.

Progress

The progress of pupils is measured from their starting points within each year group and pupils working 'At' and 'Above' are measured against other year group standards and cluster schools.

Pupil Voice	Evidence in Knowledge	Evidence of Skills	Breadth and Depth
<p>Through discussion and feedback, children talk enthusiastically about reading and different genres of writing, thus understanding the importance of this subject. In addition, they can talk about books and authors they have enjoyed, can make connections with their own experiences, and make reading recommendations.</p>	<p>Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.</p>	<p>Children are taught reading and writing progressively and at a pace appropriate to each individual child.</p> <p>Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.</p>	<p>At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention to ensure that they 'catch-up' as soon as possible.</p>