

John Randall Primary School and Nursery

Statement of Intent for Reading

Intent

Why do we teach this? Why do we teach this in the way that we do?

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At John Randall Primary School, we believe that ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond. Reading is a top priority and at the heart of everything we do and forms the core of our curriculum. We intend to foster a love of reading for all and aim to equip our children with the necessary skills to read fluently, and with confidence, both for pleasure and for purpose. We intend to encourage all pupils to read widely across both fiction and non-fiction in order to: develop their knowledge and understanding of both themselves and the ever-changing world in which they live; develop an appreciation and love of reading; to gain knowledge across the curriculum and to develop their comprehension skills. We are committed to providing vocabulary rich reading material across the curriculum.

At John Randall, we use a synthetic phonics programme called 'Read Write Inc. (RWI) produced by Ruth Miskin. RWI is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

All children will have Quality First Teaching. Any children with identified special educational needs and disabilities (SEND) or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

What do we teach? What does it look like?

The systematic teaching of phonics has a high priority throughout Foundation Stage (EYFS) and Key Stage 1 (KS1). At John Randall Primary School, we use a synthetic phonics programme RWI produced by Ruth Miskin. Our staff teach

learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the RWI phonics programme, reading is developed during guided reading, using high quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum.

Whole class guided reading sessions take place across the school daily for between thirty and forty-five minutes. Each session focuses on a single Assessment Focus skill and class teachers plan their sessions using a high quality, challenging text each week. Teachers follow a set timetable to ensure that the full range of Assessment Focus skills are taught through a rolling programme as well as ensuring that a breadth of reading genres are covered. The timetable covers the following reading genres: fiction (include novels, classic novels and fairy tales) non-fiction, song and poetry.

In school, we have a range of fiction and non-fiction decodable reading books which are used throughout school to support children in learning to read. We take a combined approach to matching appropriate levels to the books children read which focuses on not only their decodable ability with words, but also an individual's ability to read fluently and fully understand the books they read. The schemes used include:

Oxford Reading Tree (Floppy's Phonics, Songbirds, Traditional Tales)

Phonics Bug

Project X

In EYFS Reading is taught through shared reading, using large print books and picture books. As soon as children start in our Nursery, we begin the teaching of phonics and start to develop children's love of books by modelling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the Read Write Inc. phonics programme our pupils are taught the initial sounds.

In the EYFS and KS1, each child is sent home with a fully decodable book containing the letter sounds and tricky words they are currently learning in their phonics sessions. The intention is that our children will be able to read books more confidently, using the phonemes they have learnt; this will also help parents to be more informed about the phonemes their child can recognise and use. Therefore, these books are selected by a trained teacher or teaching assistant to ensure books are pitched appropriately for each child. Once a child has reached the end of the RWI phonics programme, they will be able to select their own reading books as they will be able to fully decode and are ready to apply these skills to more challenging texts.

In Key Stage 2 (KS2), we teach reading through a whole class approach. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. In KS2, children progress through banded books before being allowed to choose their own reading books. The reading bands they are selecting from are monitored regularly by the class teacher, using assessment and through listening to children read.

In KS1 and 2 we aim to teach grammatical terms and concepts. We do this by making sure at least one guided reading session has a SPAG focus where an extract of the guided reading text is used and its grammatical content identified and analysed. In this session AF2, 3 and 5 (retrieval, inference and choice of language) questions are incorporated into this to help maintain the children's skill level in these areas.

Individual Reading – All children will have the opportunity to read to a trained adult at least once a week. Children requiring additional support with their reading, will have extra reading sessions with an adult or will be in a reading intervention led by a teacher or teaching assistant to address the required skills for them to make appropriate progress.

Class Readers – As a school, we are passionate about helping children to develop a love for reading. We believe this love for reading is a stepping-stone to becoming an enthusiastic learner and a confident reader, writer and speaker. We also know how important it is to have good ‘role models’ in reading and that a great deal of enjoyment can come from listening to stories as well as learning. For this reason, we ensure our teachers read to our children daily. To promote this love for reading, each class reader is selected by the class teacher in line with their main teaching topic for the half term.

Reading across the curriculum – In order to teach the children that reading is a transferable skill in all National Curriculum subjects, we make sure every half term that the KS1 and 2 children complete comprehension exercises in our Foundation books and Science books linked to the main topic of learning. We also have weekly ‘Guided Reading for Maths’ sessions where we teach the children how to read mathematical questions carefully, identify key words within problems, research and create mathematical definitions and identify synonyms for mathematical words.

We strive to create a stimulating and exciting reading environment that encourages a love for reading. Every classroom has a reading corner/display which celebrates reading in the classroom and children have access to a reading area in which they can choose and borrow engaging and high-quality texts.

Throughout the year, we lead several initiatives that help to build up a stimulating and exciting reading culture throughout the school. These include: bedtime stories for younger children, author assemblies, book fairs, world book day and the town library summer reading challenge.

Support Reading Interventions – In our diverse and inclusive school, children who are identified as needing to close the gaps in areas of their reading are put on Intervention Programmes in order to close those gaps as quickly as possible. Across the school children are engaged with extra Phonic lessons, Code-X, Fresh Start, Toe by Toe and daily one-to-one reading sessions.

At John Randall Primary School, we understand that reading is important and that parents and carers have a vital role to play in helping children to enjoy and gain success in reading. Reading and sharing stories at home is one of the most important ways that parents can help their child to succeed. We encourage all parents to take the time to hear their children read and talk about the books with them. By showing children that reading is both important and enjoyable at home, this has a positive impact on their attitudes and beliefs and will instill in children the love of reading. All children are expected to take home a ‘reading book’ and read at least three times a week. Reading is to be recorded in a reading diary which is shared as a link between home and the class teacher. All teachers are expected to check children’s reading diaries at least once a week.

Impact

What it will look like? By the time the children leave our school they will:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of KS1. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of KS1 and 2. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

John Randall Primary School and Nursery

Statement of Intent for Writing

Intent

Why do we teach this? Why do we teach this in the way that we do?

At John Randall Primary School, we believe that the ability to write with confidence and accuracy is an essential life skill. Wherever possible, writing will create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a real purpose and for different audiences. We are dedicated to deliver an exciting, innovative English curriculum which enables and empowers children to become articulate speakers, inspired writers and avid readers. English is not just a daily discrete lesson but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children are exposed to a rich, creative and continuous English curriculum which will develop creative writing, purposeful speaking and listening and foster a love of writing for all.

All children will have Quality First Teaching. Any children with identified SEND, or in receipt of pupil premium funding, may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

What do we teach? What does it look like?

We believe that, in order to write high quality texts, children need to read high-quality texts. It is our intention to immerse pupils within a text for them to fully understand the vocabulary and structure of the story.

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage (EYFS) Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the National Curriculum in Key stage one and two (KS1/KS2).

The EYFS curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of four specific areas which include the development of essential skills and knowledge and is made up of the two aspects: reading and writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

In Reception writing is taught through well organised activities which are either teacher led or child initiated. The learning environment promotes writing through a range of resources which enable our pupils to practice writing for different purposes and audiences. The pupils also participate in daily phonics sessions following our phonics programme: Read Write Inc. (RWI).

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of co-operative learning structures. Teachers model these skills on a regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

In Year 1, pupils follow the Read Write Inc. programme which supports the teaching of phonics whilst providing pupils with opportunities to apply their phonics knowledge to their reading and writing. Pupils are taught in ability groups based on their needs. The pupils write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practice handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read. As pupils become secure in their phonic knowledge, they are provided with more opportunities to write at length in their Literacy lessons.

All Pupils are provided with opportunities to apply and practice their writing skills in other subjects including: Science, History and the impact of curriculum will be that we aspire for all pupils at John Randall Primary School to not only achieve the age appropriate standard at the end of KS2, but are also enabled to:

- write with confidence, clarity and imagination
- understand and apply their knowledge of phonics, grammar and spelling accurately
- understand how to write for a range of purposes and audience, in a range of genres (including fiction, nonfiction and poetry), using the appropriate style, structure and features
- plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria
- develop a technical vocabulary through which to understand and discuss their writing
- develop their imagination, creativity, expressive language and critical awareness

Writing is taught in blocks which typically last between two to four weeks. Pupils write a range of text types across the year groups.

At the start of every genre of writing in KS1 and 2, we aim to have skills lessons based on practicing age-appropriate punctuation and sentence types from the punctuation ladder as well as examining a good example of that specific genre of text. The remaining lessons are then based on teaching the children the specific skills needed to plan write and edit a piece of work in that genre independently which is then assessed by the class teacher against the criteria in the child's assessment folder found in the back of their English book.

We believe the stimulus and purpose for writing can come in many different forms from objects, challenges, food from around the world, videos, letters and the outside environment to name but a few. We are always looking for different ways to stimulate the interest and desire to write. Writing is often linked to the main topic and Foundation lessons and extended pieces of work can sometimes be found in these topic books and used to contribute to the children's assessment in writing too.

In KS1 and 2, we have devised punctuation ladders which show the children the range of sentences and punctuation types they are expected to use within their writing. These are on display in class and children will often stick a miniature version of these ladders in their book to annotate during extended pieces of work whilst they are writing. Teachers use these as a basis for assessment alongside assessment folders found in the back of their English books. This enables staff and the children to measure their writing progress, piece by piece, helping them all to identify their strengths as well as their next steps. Peer and self-assessment by the children is also used regularly with references to punctuation ladders and assessment folders to guide the children when making judgements.

Writing is an important part of our curriculum and is an integral part of all of our lessons. At John Randall Primary School, writing can be taught in a range of ways:

- **Modelling Writing:** The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.
- **Shared Writing:** This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

- Supported Composition: The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.
- Guided Writing: Pupil groups are needs led and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to that groups needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. Misconceptions, gaps in learning and common errors will be addressed through targeted group work.
- Independent Writing: Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work on that particular genre.

Spellings and Handwriting are taught daily alongside punctuation practise. The spellings being learnt by the children are taken from the National Curriculum and cover all the spelling conventions, statutory spellings and common exception words that are required to be learnt throughout KS1 and 2. These spelling lists are also sent home for homework and then tested each week.

Tier vocabulary is used to enhance the language used by the children. In any aspect of their learning and in any subject the children are taught to identify Tier 1 (basic and simple vocabulary which could be considered everyday language), Tier 2 (improved and better synonyms for everyday words which might not be considered everyday vocabulary) and Tier 3 (subject specific vocabulary i.e.: terminology linked to one subject for example 'transparent'). This language is identified and written on displays in the classroom and revisited on a Friday where the children will attempt to use these newly learnt words in their writing.

At John Randall Primary School we teach specific Grammar and punctuation sessions which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through other subjects.

Impact

What it will look like? By the time the children leave our school they will:

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness can then be addressed in teachers' planning.

Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing punctuation ladders and assessment folder criteria. Teachers will have at least ten pieces of work through the academic year. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children's work is regularly assessed and monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

The impact we aspire to for our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper KS2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Children leave John Randall with an extensively improved vocabulary, a passion for writing and high aspirations to continue to grow and develop throughout their education.