

Intent

When our children leave Grangefield Primary School we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a cursive handwriting style. We expose our children to a wide range of vocabulary to enable them to communicate effectively with others and across all aspects of the curriculum. We aim for our children to apply all of these English skills to all areas of the curriculum. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intended Outcomes - by the end of key stage 2, 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

Implementation

We use a variety of strategies to support the teaching of reading, placing emphasis upon ensuring that children master early reading skills and are able to decode fluently through the systematic teaching of synthetic phonics. As a school we promote a love of reading. As part of our early reading provision, children at Grangefield progress through the different levels of Read Write Inc texts. Progressing on from these means moving on to the Accelerated Reading program. Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice.

All children from Reception to Year 6 experience a daily English lesson. English in Reception and Year 1 is taught using the Read Write Inc. Phonics scheme. Other opportunities for writing are planned in throughout the year to enhance writing. From Year 2 to Year 6 is taught using Pie Corbett's 'Talk for Writing'. This is a powerful tool because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular text type orally, before reading and analysing it, and then writing their own version. Writing includes a range of fiction, non-fiction and Poetry.

Cross curricular writing is embedded across all subjects wherever possible. Teachers plan opportunities for writing to support and enhance children's subject knowledge and learning across the curriculum. The same expectations of content, grammar, punctuation, spelling and handwriting exist as they would in a typical English lesson.

Spelling in Reception and Year 1 is taught as part of the daily Read Write Inc lesson. Spelling in Year 2 to Year 6 is taught discreetly using the Read Write Inc spelling scheme which progresses on from Read Write Inc. Phonics.

Children are taught a joined cursive handwriting script using the Write Path scheme. In Reception children are initially taught basic letter formation using the Read Write Inc rhymes and then move onto Write Path when their letter formation is secure. Handwriting is taught daily in Reception and Key Stage one both as a discreet lesson and through phonics. In Key Stage 2 it is taught three times a week in Year 3 and Year 4, twice a week in Year 5 and once a week in Year 6.

Impact

The impact of children's progress and attainment in English will be measure throughout the year. This will be done through the following:

Planning scrutiny: curriculum coverage and progression against the National Curriculum requirements; learning journeys; adaptation to children's needs; range of opportunities and cross curricular writing opportunities.

Book scrutiny: regular analysis of English books from each class to assess learning, attainment, progress, coverage and marking and feedback.

Learning walks: regular learning walks to observe the use of Working Walls in classrooms; handwriting on display, book corners, class reader and to assess whether we are promoting a love of reading and writing.

Data: analysis of data of termly data drops on insight, baseline test in Reception, Pira test, Key stage 1 and 2 statutory test results, Star Reading test scores and moderation.

Children leave Grangefield confident to be able to succeed in everything they do.

Children leave Grangefield being able to:

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