



At Ferndale we aim to foster a lifelong love of reading and writing regardless of ability or background. Our three key drivers: inspiration, aspiration and inclusion are interwoven into our English curriculum with the children accessing a wide range of texts and authors in their reading and writing lessons. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. Reading is high priority throughout all curriculum areas at Ferndale and, we believe shared and interwoven reading and writing journeys are critical in exposing children to a range of language and sentence structures.

Our reading and writing journeys are carefully planned and interwoven to allow for children to become fully immersed in the text type they are studying. Through drama and activities that promote spoken language, children are guided through a variety of texts using these activities as a vessel for their understanding. During the Autumn term, we follow Place Value for Punctuation and Grammar (PVPg) aimed at giving children the basics needed to succeed in writing. Units of work, which are a balance of fiction and non-fiction, are created upon themes and we strive ourselves on providing children opportunities to write for 'real' purposes alongside creative, fictional writing. We follow Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme and recognise that the learning of phonics is the beginning of children's body of knowledge, skills and understanding- an

essential part of learning to read. In order to read and understand texts, children must learn to recognise and decode words on a page. Reading fluency is a priority at Ferndale, with children assessed termly and interventions implemented for those who require additional support in becoming confident and fluent readers. We celebrate children's achievements in school and promote a love of reading through our reading vending machine, where children can earn books for many different achievements within school. Across the curriculum we promote the use of rich vocabulary through our 'Word Aware', ensuring that children are being exposed to new and ambitious vocabulary within language rich classrooms. Reading Ambassadors, who have been voted for democratically, support the promotion of reading in school by gathering pupil voice on new titles and promoting reading across the school. Kinetic Letters is used from EYFS to Year 6 to develop the core skills and strength required to produce letters of the correct size and height. The family stories and animal holds are used to support children in choosing the correct positions to sit and write and rhymes support children in forming their letters correctly and consistently.

IMPACT

Children will leave Ferndale having been exposed to a wide range of authors, texts and text types allowing them to write for a range of purposes and audiences with confidence. Through our long-term plans and interwoven journeys children build upon their skills in reading and writing year after year from EYFS to Year 6. This consistent approach means children become confident readers and writers who can plan, draft and edit their work drawing upon what they have read to support this process. These skills are then transferred across the curriculum showing the consolidation of skills and a deeper understanding of the use of punctuation and grammar for effect. Children celebrate their achievements in writing by seeing their work on display inside and outside of the classroom.