

How do we teach Writing at Roseberry?

Writing is taught using teaching principles from the Power of Reading, where children are immersed in high quality texts to produce writing of different genres in response to the book they are reading.

All of our books have been matched to the children's current topics so that the skills and knowledge they are learning may be interwoven across the whole curriculum, allowing children to make links, thus making learning more memorable.

Within writing, children are given specific targets to focus upon, resulting in their learning being tailored towards their individual needs and allowing for continuous progression.

In order to implement and embed high quality language and vocabulary, children are encouraged to use vocabulary that extends their writing, and words used are age appropriate whilst offering challenge to extend their thinking.

The grammar content of the National Curriculum is interwoven into English lessons along with a 'grammar focus' lesson each week, which focuses on a specific grammar objective. Children are taught all aspects of grammar (vocabulary, word meaning and spelling) which they apply to their writing, resulting in constantly improving standards.

Spelling is taught using the No Nonsense Spelling Scheme where children are taught different strategies to help them to learn spelling rules that they can transfer to their writing.

Learning walls within classrooms offer support and scaffolds that children use to improve the content and quality of their work; these develop and change constantly depending upon the needs of our children at any given time.

How do we teach Reading at Roseberry?

Reading is taught using the six main reading domains of the National Curriculum, which we feel are the key areas that children need to know and understand to improve their comprehension of texts.

VIPERS is an acronym used to recall these domains and stands for:

Vocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval and **S**equence or **S**ummarise.

VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children become familiar with, a range of questions. They allow teachers to track the type of questions asked and the children's responses to these which allows for further targeted questioning. Children are taught these skills through a range of high-quality texts, videos, and images to promote high level thinking.

We believe that children should read widely and so do not have one specific reading scheme that all children follow once children have graduated from our phonics programme, Read Write Inc (this is usually when children are in Year One but the scheme may be used for children who need additional support to master phonics). A wide range of banded books is available for children to read so that they are exposed to different text types and genres. Once they have completed reading through specific bands, via banded books, children become 'free readers' where they may choose from a vast array of books within our school library. For independent reading, children are benchmarked so that the books that they read are tailored to meet their level of reading competence. We are also mindful that the emotional content of reading material is age appropriate.

Reading is a top priority at Roseberry, as we see it as an important key to the curriculum, and we celebrate reading across the school from Nursery to Year Six - all classes have an

engaging reading area, dedicated reading time throughout the school day
(Everyone Reads In Class) and certificates to celebrate individual children's achievements.