**Implementation – How do we teach what we teach?**

## Speaking and Listening

We believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively with others and listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

* Use speech appropriately for different purposes;
* Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations;
* Understand the effect of speech on the listener;
* Use talk to develop and express ideas;
* Communicate meaning effectively;
* Listen attentively and derive meaning from what others say;
* Follow verbal instructions accurately;
* Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for;
* Develop the skills of turn-taking, negotiation and reaching consensus;
* Appreciate the role of a “talk partner” and the way in which others can help in the learning process by sharing ideas and being supportive.

Our status as a Communication Friendly School ensures that children get first quality teaching to develop their speaking and listening skills. This supports our high percentage of EAL students within the setting.

Pupils are also given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Opportunities are to be given for the development of drama in a variety of contexts. Pupils are encouraged to use drama to link ideas in literacy through role play, hot seating, tableaux, mime and freeze-frame techniques. In EYFS and KS1, children have access to role play areas and small world activities to encourage conversation and vocabulary.

EYFS and Year 1 pupils are assessed using the WellComm Communication and Language tool three times a year. Pupils who need further support and/or intervention are quickly identified and provided with the relevant provision.

## Approaches to Reading

*Shared reading*

During shared reading, decoding, encoding and comprehension skills are modelled by the teacher. The following materials are used to ensure a rich and varied coverage of the National Curriculum 2014 objectives:

* + Decodable books
	+ Phonics based resources
	+ Classic Novels
	+ Play scripts (including Shakespeare)
	+ Modern fiction
	+ Poetry
	+ Biography/autobiographies
	+ Journalistic writing
	+ Historical novels
	+ Science fiction and fantasy
	+ Discussion texts
	+ Information books
	+ Myths, legends and traditional stories

*Teaching Reading*

Our aims:

* To ensure a consistent approach, to the teaching of phonics, across the school.
* To ensure that children are given opportunities to use and apply their phonics learning.
* To ensure that all children use phonics, as their first approach, when reading.
* To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

EYFS and KS1

**The Read Write Inc Programme is for:**

* Pupils from Foundation Stage 1 to Year 2 who are learning to read and write.
* Any pupils in Year 2, 3 and 4 who need to catch up rapidly.

In Read Write Inc, pupils:

* Decode using letter sound correspondence;
* Read common exception words on sight;
* Develop reading comprehension;
* Read with fluency and expression;
* Spell by segmenting the sounds in words.

The RWI approach is taught considering the 5 P’s:

**Praise** – Children learn quickly in a positive climate.

**Pace** – Good pace is essential to the lesson.

**Purpose** – Every part of the lesson has a specific purpose.

**Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** – A strong feature of R.W.I. lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Year 2 and Key Stage 2

The teaching of reading follows a whole-class approach, focusing on key reading skills taken from the National Curriculum’s content domains for reading. These skills come under the headings: **V**ocabulary, **I**nfer, **P**redict, **E**xplain, **R**etrieve and **S**ummarise; they make up the acronym ‘VIPERS’. Each class in Key Stage 2 has a VIPERS display and resources so that all the children are familiar with the terminology and understand the skills being taught.

VIPERS can be taught through a range of different activities, catering to the different learning styles of the children; teachers adapt the tasks based on the needs of their learners. One text is studied per lesson – this text will generally be linked to the class reader, current text type genre, current class topic, linked to prior knowledge or taken from a current news item.

*Independent and wider reading*

All classes are given the opportunity to be read to, read aloud themselves and also read independently. It is expected that at least two if not all three of these is achieved daily, particularly in Key Stage 2. Each day we have 15 minutes of ERIC time (Everybody Reads In Class) when Key Stage 1 staff share a novel/short story with the class and Key Stage 2 children read independently in silence.

All children take home a decodable book, in line with their RWI groups in KS1, and take home a reading book suitable for their level of reading, providing breadth and depth in all areas.

We ask parents and carers to listen to their child read a minimum of 3 times a week at home. In addition to this, each child has a library session every week where they may choose any book to take home to read or keep in school to read in class. Children also have access to their own class library in school, giving them another opportunity to choose a book; each class library has fiction and non-fiction books available, covering a range of genres (some of which link to the current class topic). Copies of the children’s newspaper ‘First News’ are delivered weekly to Key Stage 2 classes, providing opportunities for children to read about current affairs and look at good examples of journalistic writing.

Teachers and Teaching assistants endeavour to hear as many children in their class read as possible, across the week; staff prioritise the lowest 20% attainers in each class and children who aren’t given the opportunity to read aloud at home.