



Quality children's literature
at the heart of all learning

Intent

As a Power of Reading school we are committed to engaging and inspiring our learners. We strive to enable our children to become enthusiastic independent readers, confident storytellers, poets and writers through access to high quality texts. We provide opportunities to develop their English skills through reading, writing, drama, questioning and research. It is our aim to enhance the vocabulary of all children and reduce the word gap throughout school.

Reading:

Our aim is for all children ;

To enjoy reading for pleasure as a choice and to value books.

To be exposed to a rich and varied vocabulary.

To have access to high quality texts in all classrooms for all lessons.

To have access to vibrant, well stocked lending libraries.

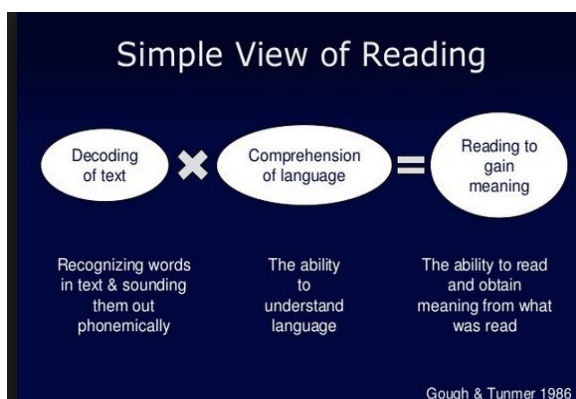
To have the opportunity to explore and enjoy our library.

To take part in our reading challenge and 100 books challenge.

To enjoy being read to by an adult.

To be memorably engaged in their literacy lessons.

To dive deep into a text through drama and role play and express themselves creatively and imaginatively.



For our children the development of reading will take place through the **Simple View of Reading (Gough and Tunmer).**— **Decoding x Language comprehension = reading Comprehension.**

Implementation

Teachers will teach the reading strategies from the CLPE reading scales in daily 30 minute ERIC reading sessions where they will listen to children read 1-1 from EYFS to Y6. **The Scarborough Reading Rope** will support teachers to know how reading develops and how this in conjunction with the CLPE reading skills will help them to facilitate children with their learning.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*



Power of reading texts will be chosen carefully to offer optimum opportunities for language comprehension. They will link to the current termly topic and help to build a broad and rich vocabulary that will enable children to have a better understanding of their topic. Children will experience a variety of text types and will read, be read to, rehearse, perform, debate and enjoy.

All children will have daily Power of Reading literacy lessons and will develop their language comprehension skills through quality texts and enthusiastic knowledgeable teachers. Children still working on their decoding skills will have extra support to enable them to access all activities.

Teaching assistants will listen to children read their school reading book during ERIC time.

Teachers will read a quality class novel to children daily. Each teacher will display what their class is reading outside the classroom.

Impact

By the time our children leave us in Y6 it is our aim that they will be confident fluent readers and performers. They will have acquired an enriched vocabulary and will have a deeper understanding of the meaning in the texts they read. Children will choose to read for pleasure and enjoyment

Our assessment of reading will be based upon the CLPE reading scales and activities designed that demonstrate children's ability to answer questions, make predictions, summarise and declare authorial intent. In Y2 and Y6 SATs analysis will inform assessment. Each year group will use the PIRA reading test once a term to monitor progress.

We aspire to ensure our children leave us as confident, accurate readers with the skills to equip them for the next chapter of their journey through their school life.

Early Reading and Phonics

Intent

At Welholme Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure this our pupils begin to learn to read effectively and quickly using the Read Write Inc. Programme.

Read Write Inc 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. 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.

Implementation

The Read Write Inc. programme is for children from Foundation to Year 2 and some children from older years who may need to catch up quickly.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight
- understand what they read
- read aloud with fluency and expression
- acquire good handwriting.

Teachers also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation or problems with blending. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Foundation we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – ‘tricky words’.

We 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. We promote reading for pleasure as part of our reading curriculum and 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.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the ‘tricky words’. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

We assess all pupils on the *Read Write Inc.* Sound and Word Entry Assessment and we use this data to assign them to their group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

Intent

Our writing curriculum is designed to turn enthusiastic readers into writers who keenly express their thoughts, ideas and analyses into texts across a range of genres. Our children are taught to write for a purpose and use vocabulary, grammar and punctuation to enhance the meaning of their work. Writing is taught using Power of Reading books and high quality topic related texts. Teachers plan exciting lessons using rubrics. Lessons are delivered with enthusiasm and confidence from a love of the texts.

Writing:

Our aim is for all children;

To experience a rich and varied genre of texts to respond to.

To have the skills to use the tools to write for specific genres.

To be able to let their imagination run away with them to produce their own narrative.

To recognize themselves as authors.

To become a poet.

To use non-fiction texts for research into a topic question.

To spell most words correctly .

To write using a neat, legible cursive style.

To use the rubric to set themselves aspirational targets

Implementation

Teachers use Power of reading texts to teach writing . Each text will have a grammar, punctuation and spelling focus. Teachers will also teach these elements in discrete lessons to consolidate learning.

Writing for a purpose will be taught through ;

Narrative

Recount— experiences, diary, police report, sports report

Non-chronological reports

Letters

Persuasion— purpose: advert, leaflet, argument

Balanced Argument—purpose: speech, essay, letter

Newspaper

We want our children to love poetry and to become poets. During their time in Welholme they will experience and write a range of poetry styles.

FS—Nursery Rhymes, Rhyming Couplets

Y1—Acrostics, Calligrams, Riddles

Y2— Diamantes, Haikus, Free Verse

Y3—Clerihews, Limericks, Free Verse

Y4—Kennings, Cinquain, Free Verse

Y5—Senyru, Renga, Free Verse

Y6—Ottava Rima, Ode, Free verse

Impact

All children will be resilient writers. They will be able to write for a range of purposes and use grammar and punctuation effectively. They will be confident editors, reflecting on how to improve their work and make it better. Their writing will be enhanced by broad , rich vocabulary choices. Children will show pride in their work and will write using a cursive style that is fluent and legible.

Teachers will assess one piece of writing per half term . Each piece will be from a different genre. Weekly spelling tests will inform teacher’s planning for future spelling patterns. Where required extra handwriting sessions will be put in place.