

English

From their entry into school children are taught and experience English every day.

Reading:

In the EYFS, reading is taught through a 'Phonics First' approach in which children are systematically taught synthetic phonics, through Read Write Inc, to enable them to decode new words. They are also taught common exception words for both reading and spelling.

Early comprehension is developed through twice daily story-time, a book-based approach to planning for Literacy, role-play, story sacks and small world. Our approach to comprehension is by 'Read Aloud Think Aloud' to develop children's listening comprehension.

Children also receive 1:1 reading support to develop their decoding skills and fluency.

In key stage 1, English is taught during daily lessons of an hour. These also follow the Read Write Inc. scheme of work and resources.

In addition, story time is timetabled and we continue to read aloud to develop children's listening comprehension. In key stage 1, two additional reading lessons are planned to coincide with English Medium Term Plans, developing comprehension and providing opportunities for personal response.

In key stage two classes, a daily reading lesson is planned for. The purpose of these lessons is to teach the skills of reading, including in reading and post reading comprehension and covers a range of reading objectives from the 2014 National Curriculum for reading.

In addition, Literacy planning across the school follows a text based approach to develop children's access to and love of literature. The reading lessons support the English lessons by using the same texts, ensuring that children are able to complete a whole text.

Reading is assessed using Standardised Tests and the school's own assessments linked to National Curriculum objectives and KPIs.

Writing:

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Once children are confident with their understanding of Set 1 Sounds, we teach writing through Red Ditty and Storybook lessons. Children read books closely matched to their phonic ability and use their knowledge of these books to write simple sentences.

In key stage 1, children continue to read and write through daily Read Write Inc. lessons. These lessons are supported by whole class reading sessions and a written response.

In year two and key stage 2, we teach writing using the school's own Medium Term plans. These follow a book-based approach, through which teachers use a range of texts to develop children's reading and writing skills. Additional opportunities for writing are included across the curriculum.

The cycle for teaching of writing is:

- Identify text features, including grammar, sentence types, writer's purpose etc.
- Teach and practice the features

- Plan for writing
- Write first draft
- Edit and improve

Writing is assessed used the schools own targets linked to the National Curriculum objectives and KPIs.