

St Chad's Patchway CE VC Primary School

English Policy Statements – reading and writing

“Learning to love, loving to learn.”

Writing

Rationale

To enable children to develop confidence and skill as writers.

Aims

- to appreciate and develop the knowledge about writing that the children bring from home
- to develop a writing curriculum which enables the children to be real writers with a sense of purpose and audience
- to help the children to develop the ability and confidence to be independent writers
- to develop the essential presentational skills of spelling and handwriting, in a range of formats, in order to communicate effectively
- to raise standards in basic literacy
- to develop children's creativity as writers and nurture a sense of enjoyment

Principles of Practice

- The writing curriculum will be developed according to the EYFS Curriculum and Revised Primary Framework, supplemented with any appropriate activities deemed necessary by the teacher. Extended or short burst writing will be used at the end of each phase of the learning journey and the end of each unit. These opportunities will be used to re-visit previous genres and build up children's writing stamina.
- Pupils will be given regular opportunities to write, and on average once a week will be given an extended writing task.
- From the earliest stages, the attempts children make to communicate in writing will be recognised and valued. They will have support and encouragement by adults in their efforts to write. Children's literacy work will be displayed as part of the learning journey and other displays as appropriate.
- In EYFS children will be encouraged to be confident mark-makers through a range of play experiences alongside teacher led writing activities and it will be hoped that most pupils leaving EYFS will be able to write a coherent sentence (or more).
- Units of genres taught will be as specified by the English Curriculum. Objectives will also originate from the framework but will be differentiated and refined to suit the needs of the children. Unit and phase outcomes will be planned according to the needs of the children.
- ARE (Age Related Expectations) assessments will be used to assess children's writing and will be used to identify the children's learning needs, informing lesson objectives. Children's levels based on ARE evidence will be reported at the end of terms 1, 3 and 5. The EYFS Profile will be used to assess children in EYFS and will be reported at the end of terms 1, 3 and 6. Formal assessments (end of year optional SATs and previous SATs style questions) will be used to provide evidence for ARE.
- ARE will be used to identify next steps and set targets. Targets will be discussed with the children and displayed in the classroom. Children will know what they need to do to achieve their target.
- High quality class texts will form the basis of the units of teaching, these texts where possible will be linked to the wider curriculum and will always be of the highest quality.
- The children will have experience of modelled, shared and guided writing in order to become aware of the variety of purpose and audience.
- Through using writing in meaningful and familiar contexts, children will be made more aware of the importance of writing conventions, in order to make this form of communication successful.
- Punctuation, grammar and writing conventions will be taught discretely and will be encouraged and reinforced through all the children's written work across the curriculum.
- Handwriting will be taught as a separate skill and will be based on the school handwriting policy. Letter formation in the EYFS is based on open letter shapes. Emphasis will be placed on good presentation in all work. Joining of letters will begin in year one.

- In the EYFS and KS1 handwriting will be taught alongside the acquisition of letter sounds through Letters and Sounds scheme.
- Spellings will be taught in a systematic way based on spelling patterns. See the specific spelling policy for more information.
- Where appropriate, ICT will be used to aid the development of the skills of drafting, editing and publishing work and to support children's individual needs.
- Monitoring of the provision of writing will be carried out regularly by the English Coordinator, English Governor and the Headteacher.

Reading

Rationale

Children need to develop the ability to read in order to make sense of the written word in all its forms. Reading is a life skill, which allows meaning, understanding and pleasure to be derived from the world around us. It is a crucial tool for independent learning and enables children to fully access all areas of the curriculum.

Aims

- * to equip the children with essential life skills
- * to promote the pleasure of reading
- * to encourage enquiry and imagination
- * to raise standards in basic literacy skills
- * to ensure equal access to the written word in all its forms

Principles of Practice

- * Reading is at the heart of what we do in St Chad's. Pupils will be exposed to high quality texts on a daily basis and supported to be able to access the best texts they are able to do given their age and ability.
- * The school will develop the knowledge and skills that children bring from home by providing a wide range of experiences and resources necessary to allow the development of readers.
- * Children in EYFS and KS1 follow a reading scheme which is adapted to the needs of the individual child. Where appropriate for individual children a scheme will continue to be used in KS2. As children develop greater independence as readers, they are encouraged to select a book from a range available in the classroom. Where appropriate, children are given some guidance in their choice of books.
- * The children's progress in reading will be recorded in their personal and guided reading records which will be used to inform ARE.
- * Individual reading will take place throughout EYFS and KS1 and to support less able readers throughout the school. Appropriate support and training will be provided to voluntary "Reading Supporters".
- * Each classroom has a book area containing quality story books, poetry and some non-fiction texts, which are supplemented by the more comprehensive range in the library. Other reading materials will also be available such as leaflets, posters and newspapers.
- * Reading skills will be developed during English lessons following the English Curriculum, during guided reading and in accordance with the EYFS Curriculum. Opportunities will also be provided for reading in other curriculum areas. Formal comprehension activities will be included.
- * Parents/carers will be expected to take part in their child's reading development by sharing a book with them and making appropriate comments in the child's home/school reading log (See Homework Policy). Parents will also be encouraged to read to their children to encourage a child's love of reading.
- * Guided reading will be provided during a session outside of the daily English lesson (for example while the rest of the class are silent reading). Copies of an unseen text will be used to promote reading skills appropriate to the group's stage of development. Teacher assessment during these sessions will inform ARE and future planning. Leaders of guided reading sessions are aware of questioning and activity resources linked to ARE. Follow up activities to guided reading will regularly include an element of formal comprehension.
- * ARE will be used to assess children's reading and will be used to identify the children's learning needs, informing lesson and guided reading objectives. Children's levels based on ARE evidence will be reported at the end of terms 1, 3 and 5.
- * ARE will be used to identify next steps and set targets. Targets will be discussed with the children and displayed in the classroom. Children will know what they need to do to achieve their target.
- * Monitoring of the provision of reading opportunities and resources will be carried out regularly by the English Co-ordinator, the English Governor and the Headteacher.
- * Reading assessment will be carried out on all children in the school, at least 6 times a year and more regularly with the younger children and those children who need extra support in reading.
- * Reading assessments can be carried out by the class teacher, support staff and the SENCO.
- * Appropriate resources, including ICT, will be used to boost and extend children's reading skills.
- * Reading for pleasure will be encouraged through a range of activities and forms the heart of our reading teaching.