

Intent, Implementation and Impact

English - Reading

Intent

Being a good reader is crucial and an essential skill for all children; the more a child reads, the more they will learn.

Reading encourages a thirst for knowledge. Not only does a great deal of learning come from reading around particular topics, but enables children to learn from the whiteboard and from the teacher's feedback in exercise books.

Reading develops a child's imagination, creativity and language development. In addition, we aim for children to enjoy reading for pleasure. It can promote relaxation and also stimulates excitement and enthusiasm for plots, characters and authors.

Implementation

Learning to read:

- Continuation of phonics and early intervention where appropriate through RWI phonics
- Revising recognition of high frequency words
- Strategies for decoding unfamiliar words (e.g. syllables, words within words, using the sentence context)
- Regular reading with adults

Reading comprehension:

- Questioning to develop locating information, inference and deduction skills when reading individually
- Group/Whole class shared reading comprehension texts
- Individual reading to accurately assess and provide next steps
- Accelerated Reader book quizzes to test book understanding as well as STAR Reading tests
- Teaching explicit reading skills such as retrieval, inference and deduction through use of PIXL resources.
- Reading question stickers for reading record to aid parents in their questioning and list of useful questions within reading record.

Language and vocabulary development:

- New or unfamiliar words are emphasised and meanings discussed
- Children are encouraged to use new vocabulary in a sentence and then in longer pieces of writing.
- Vocabulary quizzes from Accelerated Reader to test word knowledge from the books being read.

Promoting reading for pleasure:

- Accelerated Reader provides children with specific reading range to ensure all children can read books that are enjoyable as well as challenging for them
- Word count for children presented in assemblies each week, with stickers, badges and certificates given to class and year group winners.
- World Book Day celebrations annually.
- Summer Reading challenge links with the local library

Impact

Reading

- Data from Accelerated Reader completed in Autumn term 2022 has shown excellent improvement in reading across all year groups:
- 65% of children believe that Accelerated Reader has made them a better reader
- 62.5% say that it has been them more interested in reading
- 81% say that they are confident in finding books appropriate to their level of reading
- 65.6% say that Accelerated Reader has made them read more books than before they started the programme in December 2021
- 74% of children said that they read mainly because they enjoy reading

The image below shows the participation of each year group from September to December 2022:

Learning To Read / Participation
West Byfleet Junior School (School year to date / Years)



English – Writing

Intent

Writing is a vehicle for both communication and creativity. We encourage and enable children to express themselves and share their thoughts and ideas in a meaningful way.

Creative writing experiences foster children's imagination and gives children the opportunity to take control, choose the path of their writing and consider possibilities. It is also an opportunity to explore and express feelings and can provide children with the chance to give their opinions.

We are keen for our pupils to recognise that writing is an important, practical life skill and that tasks will require them to write clearly and organise information effectively. Therefore, structuring writing, using accurate grammar and spelling correctly is a significant part of the teaching of writing.

We teach our pupils to reflect on, self-evaluate and edit their writing in order to correct errors and make improvements.

Developing good cursive handwriting remains an essential skill. It helps children to spell (motor memory of spelling patterns) and in the future will support note-taking speed and with written assessments. Neat handwriting aids children to read their own work and makes it easier to spot any mistakes.

Implementation

Creative and Non-fiction Writing:

- Cross-curricular writing opportunities
- Teaching and regularly revisiting different genres of writing
- 'Talk for Writing' units (fiction and non-fiction) – this includes drawing a text map; learning a text from memory; recognising the key vocabulary, conjunctions, openers and punctuation required; adapting the original text and then using the skills learnt in another context. The unit supports children with 'imitating' a text type, 'innovating' the text and then 'inventing' their own
- 'The Write Stuff' units (fiction and non-fiction) – this includes modelling and teaching specific writing skills, children practising those skills and then using them in context. This takes place three times within a lesson. There is a strong focus on grammar, sentence structures and use of exciting language and vocabulary
- 'Power of Reading' units to be taught using high quality texts to inspire children's writing
- Writing genres are introduced and revisited through the school.
- Writing genres are mapped out over the year using 'Writing for a Purpose' scheme outlining the four purposes of writing – to inform, to entertain, to persuade and to discuss.
- Teachers to plan using recent Greater Depth writing training
- Use of 'Non-Negotiables' on Success tickets for longer pieces of writing

Grammar:

- Grammar is mainly taught and revisited throughout writing sessions and during other writing tasks (e.g. for Topic or RE)
- New grammatical concepts are often taught through specific grammar lessons and are then revisited during subsequent writing sessions
- Use of grammar starters using PIXL resources at the start of English lessons

Spelling:

- Weekly spelling lists focus on specific words and spelling patterns as specified in the National Curriculum
- Children practice spellings using the RWI spelling programme on a daily basis for regular repetition of words.
- Some children have personalised spellings as appropriate
- Spellings are taught and practised daily through a variety of games and activities
- Spelling words are practised in dictated sentences
- Children are encouraged to use a dictionary to check the spelling of unfamiliar words.
- Children to record their own glossary of words they are regularly misspelling in their spelling or English books to refer to at ease and practice

Editing and self-evaluation:

- Children are taught to edit their writing using 'editing stations', which helps pupils to focus on different areas such as spelling, vocabulary, sentence structures including conjunctions and openers
- Children set their own targets in Year 5 and 6 to give them ownership over their progress
- 'Purple polishing pens' are used for pupils to clearly demonstrate the editing they have done independently

Teachers use a marking code and next steps feedback to help pupils identify areas for improvement

Handwriting:

- Children are taught and practise the agreed cursive handwriting script with the correct letter formation and joins

- Handwriting packs are given to children when intervention is required to practice in small groups or at home
- Handwriting is modelled by adults in the school in children's exercise books, on classroom whiteboards and on displays
- Handwriting licences are awarded when children have developed a neat cursive handwriting style and are ready to use pen.

Impact

- Children are enthusiastic about their writing topics and produce high quality writing
- Children are given ample opportunities to write for different purposes and understand the different audiences for their writing
- Cross-curricular links give children some real life context into their writing fuelling purpose and outcomes.
- Children are able to apply their new grammatical knowledge to their writing
- See books for evidence
- See grammar scores on English assessment spreadsheet
- RWI spelling scores have shown that the regular repetition of spelling practice is having a positive impact on spelling test scores
- See books for purple pen editing and improvement, correction of spellings and punctuation
- Self and peer evaluation success tickets are used enabling children to work independently and with peers to reflect on their work