What makes me a reader and writer?



Be ready, respectful and resilient

Lambley Primary School: Reading & Writing subject audit

Date	1	2	3	4
1:immediate action needed—add to action plan, 2: underdeveloped, 3: planned and beginning to be embedded (time is needed to fully embed), 4: fully embedded in my subject				
Quality of Education				
Intent				
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?				x
Does your unique Reading and Writing curriculum meet your pupils' needs & meet N.C standards?				Х
Curriculum coverage allows all pupils to access content & make progress				Х
Clear identified targets are shown through the Curriculum Development plan			Х	
Implementation				
Teachers can explain what children learn/why it's important in your subject's curriculum				Х
Subject leader's review / quality assure LTP and Unit Plans and check against in book looks to ensure implantation of intent			Х	
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through support given to teachers				Х
Book looks, working walls and pupil voice show that your subjects' curriculum is implemented fully				Х
Teachers organise and sequence learning appropriately – shown in unit plans and LTPs				Х
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject				Х
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown				Х
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum				Х
Use of the locality are maximized to provide first-hand experience within your subject.		Х		
Pupils use appropriate resources for your subject to build knowledge and skills				Х
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit				Х
Opportunities for all staff to moderate/ share / feedback on work				Х
Impact				
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)				Х
Children have progressed in different strands of your subject and this is clear from book look and pupil voice				Х
Subject books show children voice, learning and progress through examples of work, images etc				Х

Why is Literacy important at our school? (Vision Statement)

Literacy plays a significant role in both education and in society as a whole. People with advanced reading and writing skills have more opportunities within school and also professionally.

At Lambley we believe that understanding language helps all pupils to access the whole curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can respond and communicate back. Reading allows pupils the chance to develop culturally, emotionally, spiritually and socially. Through reading a wide variety of texts pupils acquire new knowledge and build on what they already know.

In order to participate fully as a member of society, all the skills of language are essential.

Intent

At Lambley Primary School we aim to:

- Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.
- Ensure that all pupils read easily, fluently and with good understanding of the text.
- Develop the habit of reading widely and often, for both pleasure and information.
- Ensure that all children acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language.
- Encourage children to appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation - The English Curriculum

Reading

At Lambley we aim to foster a love of language and reading and, therefore, attach great importance to enabling our children to become fluent readers who are able to discuss a text with confidence and understanding.

Phonics is taught through a highly structured programme of daily lessons in Reception and Year 1, using the Little Wandle approach to early reading. All children, no matter their attainment level, are included in the lessons and we use 'Keep Up' interventions to make sure no child falls behind. Children with a SEND are given additional support during the lesson and extra 1:1 lessons planned to match their point of development using the Foundation for Phonics programme or the LW SEND programme. In Reception and Year 1 we timetable Reading Practise Groups three times a week. Each group, of up to 6 children, spends 20 mins with a highly trained adult exploring how to decode the book in the first sessions, how to read with fluency and expression in the Prosody sessions and finally checking their understanding of the text in the Comprehension sessions. Parents are invited to watch a phonics workshop at the beginning of the year to encourage an early partnership between home and school and to prepare the parents for listening to reading at home. All children are given scheme books that match their phonic ability and enable them to be successful at reading, and a reading for pleasure book to enjoy at home with their families. This approach helps develop not only their skills but their love of reading for pleasure. Throughout the year, the EYFS and KS1 curriculum revolves around quality texts and become the vehicle for the learning in Literacy and in the continuous provision. There is also a daily story time to introduce children to a variety of books and genres, to develop their enthusiasm for reading and enhance their vocabulary.

For children that need that extra bit of support we have invested in the Rapid Catch-Up programme which helps close the gaps for children in the spring term of year 2 and above. Any child identified as not meeting ARE in Reading is assessed on the LW Rapid Catch-Up Assessment and entered onto the programme if needed. This involves group and 1:1 sessions to close the gaps in their grapheme knowledge and support them in meeting the expected standard for their year group. Any child with a SEND, who would struggle with cognitive overload from the pace of the Rapid Catch-Up programme, is assessed on the SEND assessment and the best SEND pathway and planning is selected for them accordingly.

In year 2, children who did not pass their phonics screening in year 1 have Little Wandle support to bridge the gaps in their phonological awareness and understanding. Topics are planned predominantly around a core text and all work done throughout English, be it reading or writing, is based on the text.

Reading is taught daily and incorporates shared whole class reading and verbal question and answers. During the spring term the amount of reading increases and a variety of written skills are incorporated, in preparation for the year 2 SAT's

In <u>KS2</u> children will experience a wide range of authors and text types and will regularly hear books being read to them. Independent reading takes place on a daily basis to encourage a love of books and reading for pleasure. Children are encouraged to talk about their favourite authors and recommend stories to others.

The Jason Wade approach to reading is followed across KS2, with the inclusion of short, non-fiction texts to enhance the children's understanding of a whole class story. In UKS2, whole class guided reading sessions take place at least twice a week and last for an hour. In LKS2, whole class guided reading sessions take place at least four times a week, lasting for half an hour each session. A whole class quality text, Comprehension Ninja and other related texts are used to teach the following reading skills: To retrieve information and make inferences from a piece of text; Sharing a text and highlighting key words and information; Understanding the Vocabulary; Filling in the missing word or words in a sentence; matching information; identifying whether a statement is true or false; selecting the correct answer from a range of possible ones; sequencing a set of statements and finding and copying a word from the text.

Whole School

There is a focus across the whole school on developing the children's vocabulary, both within reading sessions and across the wider curriculum. The children in KS2 are encouraged to use dictionaries and thesaurus on a regular basis to extend their knowledge of specific words within a text and there is often a vocabulary focus for part of a reading session.

For our termly reading challenge, children's achievements are celebrated with certificates, badges, book marks and the chance to win a vending machine token. These are given out in our weekly assemblies.

Writing and Spelling, Punctuation and Grammar

Writing is often based around a quality text which is topic related. Children are encouraged to use their knowledge of a text to write for a variety of purposes and wherever possible to publish them for a selected audience. Carefully planned writing units ensure that a wide range of writing genres are taught across the school, including: explanation texts, instructions, diary writing, letters, story writing and poems. Pupils learn to plan, draft, revise, edit and present their work, before evaluating the success of their writing. Feedback from the intended audience will be part of this process wherever possible.

A weekly 'Golden Write', from Year 1 to Year 6, allows the children to write independently, for a longer period of time, with specific targets to be included in that particular piece of work.

An assessed write takes place every half term and is based around a video clip, a picture, or is topic related. This work is then neatly written and added to the child's Golden Write book.

Rainbow Grammar is taught across the school with the children building on previous knowledge every year, as well as constantly being reminded of the terminology and structures which they have already been taught. The children regularly use SPaG Monsters to practise their skills and to show their understanding of the terminology.

Handwriting is very important at Lambley, children are taught to write in a neat, legible style, using a cursive script across the school. Handwriting sessions focus on: correct pencil grip; forming all letters correctly by

knowing the size and orientation of each letter; clear and neat presentation and increasing fluency and speed of writing.

Spelling strategies are taught and tested throughout KS1 and KS2 and children are encouraged to use these in their independent writing. Children also regularly use dictionaries, thesaurus and 'Write Like a Ninja' books to check and improve their work.

Drama and speaking and listening are an integral part of not only English but also the wider curriculum at Lambley in order to encourage self-confidence, imagination and empathy. It is used to stimulate, explore and challenge ideas. Communication is a key feature of many aspects of our curriculum.

Impact

There will be an improved achievement in Reading over time.

Consistency in approach across the school will mean that pupils build on skills year on year.

Pupils actively enjoy reading for pleasure.

The Rainbow Grammar work will have a positive impact on writing (resulting in more children reaching ARE and GDS).

			es Covered Ac	ross KS1 and I	<u>KS2</u>	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Funnybones Narrative writing	Can't you sleep little bear Questions Contractions	Beegu Adjectives Non-fiction	Superworm Poetry	The Secret Sky Garden Letter Writing	Duffy's Lucky Escape Non-fiction
Year 2	Oliver Twist Setting description Character description Narrative Instructions Recount Diary	Scrooge Setting descriptions Narrative Recount Playscript	Traction man Comic strips Character and setting descriptions	Leaf Non- Chronological reports Poetry Persuasion	The boy who grew dragons Newspapers Persuasion Character descriptions	The boy who grew dragons Letters Narrative
Year 3	Diary Entries Myth Writing	Assessed Write (Narratives) Poetry	Instruction Writing Persuasive Writing	Non-Fiction Texts Assessed Write	Chronological Reports Letters	Narrative Stories Assessed Write
Year 4	Setting and Character description Writing a Narrative	Information Texts Poetry	Instructions Fact File	Retelling a Narrative Newspaper report	Setting description Diary Writing	Persuasive Letters
Year 5	Non- chronological reports	Stories with historical settings Poetry (I am a Roman Soldier)	Newspaper Reports Recount	Science Fiction stories	Persuasive Writing (tourist information leaflets)	Greek myths Playscript
Year 6	The Lion and the Unicorn Setting and Character description Diary Writing	Remembrance Acrostic Poems The Lion and the Unicorn Informal Letters	China Information Texts	Chinese Dragons Instructions	The Highwayman Narrative Poetry Newspaper reports	Playscript Memories of Primary School

How will we know the children learn well in Literacy at our school?

How well do children learn in Literacy?	Evidence
Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. They show that they can retain facts.	Child-led Book Looks Pupil voice
Pupils can use knowledge they've learnt and transfer to a structured piece of writing. Showing they can retain facts and show an understanding of their learning.	Book Looks Weekly Golden Write Pupil voice
Pupils use working walls effectively to show how they are building on prior learning and using current knowledge and vocabulary to develop understanding.	Work scrutiny Pupil voice Displays
Use of progression documents allows pupils skills to develop through year groups	Work scrutiny Pupil voice Assessed Writes