

# English Strategy

## Ashlands Primary School



**English Lead:** Richard Hunt      **Phonics Lead:** Georga Dicken

Sections
<a href="#">Part 1: Phonics</a>
<a href="#">Part 2: Reading</a>
<a href="#">Part 3: Writing</a>

# Ashlands Primary School Phonics Strategy [contents page](#)

## Intent

We strive to give our children the best start in establishing secure foundations in reading by ensuring that all children become fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete systematic phonics teaching combined with a language rich curriculum. Our primary intent is to create avid readers, which we believe is the foundation for any greater depth learner.

## Implementation

### How do we teach phonics?

Phonics at Ashlands is taught following the Read Write Inc (RWI) phonics programme. This is a systematic, rigorous phonics programme which is taught daily in Reception and Key Stage 1. In addition to this, children in Year 3 who still require phonics teaching will also take part in a daily RWI lesson. The overarching goal of RWI is to help all children learn to read fluently and at speed so that they can focus on developing their skills in comprehension, vocabulary, and spelling. RWI also aims to teach children to spell effortlessly so that they can put all their energy into composing what they write.

At Ashlands, we aim for all children to move into KS2 as well-rounded readers who can:

- Decode words and use this skill to read accurately.
- Read red words (common exception words) by sight.
- Demonstrate sound comprehension skills which support children to fully understand what they are reading and what is read to them.
- Spell unfamiliar words using their phonics knowledge to segment sounds.
- Write letters that are formed correctly.

### ***Phonics in Nursery***

Children begin their phonics learning in nursery with the ultimate goal being the development of their speaking and listening skills. The children are taught in fun, practical ways which focus on following their own interests. This in turn keeps their learning relevant, engaging and interesting.

As the children progress through Nursery - and prior to Reception - Read Write Inc is introduced. At this point, children will begin to learn the initial sounds in preparation for starting Reception.

### ***Phonics in Reception***

Once children move into Reception they begin learning the Set 1 sounds in a daily RWI lesson. Set 1 sounds are the initial sounds. These are referred to as 'Speed Sounds' because the aim is for children to read these quickly and effortlessly. Children are taught to say, read and write each sound. This then forms the very beginning of their life-long love of reading.

All children have daily opportunities to apply their learning independently through an array of reading and writing activities available to them through high quality provision inside and outside of the classroom.

### ***Phonics in KS1***

All children in Year 1 continue to receive a daily RWI phonics session. Children continue to build upon their learning in EYFS and this is completed through the use of:

- 'special friends' (two/ three/ four phonemes which join together to make a single sound)
- 'Fred Talk' (segmenting and blending sounds together to read),
- 'Fred in your head' (blending sounds to read a word), green words (words which they read often that can be blended).
- Red words (words which cannot be sounded out).

These activities are practised and their learning applied alongside a reading book.

Partner work is extremely important and the children share the book with a partner as this provides them with opportunities to improve their communication skills whilst embedding the skills they are learning through frequent high-quality opportunities to practise. Using a book to consolidate learning means that children's comprehension skills are consistently being visited and that the teacher of each group is able to hear the children in their phonics group read often. In addition to this, the children write, compose and edit simple sentence applying the phonics they have learnt.

### **How do we support home reading?**

#### *RWI Book*

We feel that giving children opportunities to read physical books at home is extremely important and therefore children take home a weekly RWI Book Bag Book. This is a book, that through our assessment system, the children have shown they will be able to read mostly independently. This helps to further improve reading confidence, develop their reading for pleasure and enables them to focus on building the fluency of their reading.

#### *Library book*

In addition to this, children will bring home an independently chosen book from the much-loved school library.

#### *Oxford Reading Owls*

From Reception to Year Two, children have access to online phonetically decodable books that have been read in school. This is to ensure success is shared with the family and that children are experiencing a high fluency rate. In this way, we can be sure that reading is taught and practised at school, and deliberately practised further at home.

### **How do we support children who are not keeping-up with the phonics programme?**

Where children are identified to be struggling to remember phonetical knowledge in line with expectations, RWI interventions are used alongside daily discrete sessions in order to ensure our 'keep up, not catch up' approach. These children also access additional 1:1 reading with an adult to support their blending and decoding.

We recognise that children who are making the transition from Year Two to Year Three can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met through RWI interventions.

### **How is progress and attainment monitored?**

#### *Reception*

Assessments are carried out at the end of each teaching phase beginning with the initial Set 1 sounds. The children are then grouped based on the phonics they have attained allowing cohorts to be taught alongside those of a similar ability. These groups are fluid.

By the end of reception children are expected to be able to say a sound for each letter in the alphabet and for at least ten digraphs. They should then be able to use this knowledge to read words consistent with their understanding. This supports children to access books with simple sentences; becoming independent readers.

#### *KS1*

In KS1 children are assessed every half term by the RWI leader. The RWI leader will then review this data and then rearrange groups according to the data for the following half term. Like in reception, these groups are fluid. This data, alongside teacher and support staff feedback will also be used to highlight any concerns where children do not appear to be making progress. This means that where possible, additional support can be put in place for these children.

### *Phonics Screening Test*

Near the end of Year 1, all children complete a 'Phonics Screening Test'. This is a test that children complete one-to-one with the phonics leader. The intention of this test is to check a child's ability to decode words. During the check the children are asked to read 40 words. Half of these words are real and the other half are pseudo-words, referred to in school as 'alien words'. The inclusion of pseudo-words is to check that children are using their decoding skills and not just relying on their memory of words they have read before.

The children will have encountered these tests many times over the course of the school year and will be familiar with the structure and expectation by the time they sit the check. If a child does not meet the expected standard they will retake the screening the following year and continue to have phonics support to give them the best chance of passing.

## **Impact**

### **The impact of phonics teaching and learning will be evident through the following outcomes:**

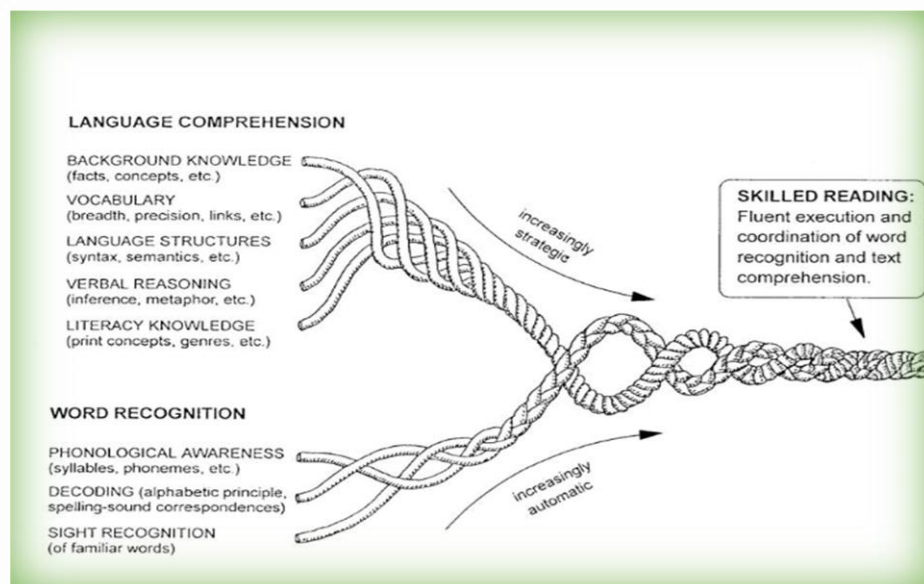
- Internal monitoring, including learning walks, lesson observations, pupil conferencing and book scrutiny will ensure teaching and learning is of high quality and consistent across the school.
- Results of the Phonics Screening Test will be in line with the national average each year.
- Children will develop a love of reading, talk enthusiastically about reading and confidently attempt to read unfamiliar words independently.
- Confident writers who enjoy writing for a variety of different purposes.
- Phonics assessments will be carried out half termly by the reading lead and this data will be analysed and used to group children into their phonics group for the following term. These groups are fluid and can change during the course of the term if needed. The reading lead will be able to measure the progress of each child and will investigate concerns when children have not made sufficient progress.

# Ashlands Primary School Reading Strategy [contents page](#)

## Our Reading Strategy: *the skilled reader.*

*Active Learners, Successful Communicators and Considerate Citizens*

WORD RECOGNITION	LANGUAGE COMPREHENSION
<p><b>Phonological Awareness / Decoding / Sight recognition:</b></p> <p>High quality, daily phonics lessons for all children until they have mastered the alphabetic code.</p> <p>Matched decodable books for every child in Reception, Year 1 and Y2.</p> <p>Reading practice sessions for all children accessing decodable books.</p> <p>Bespoke keep up and catch-up sessions: we believe every child can succeed at reading.</p>	<p><b>Background Knowledge / Vocabulary / Language Structure</b> <b>Verbal Reasoning / Literacy Knowledge:</b></p> <p>A text rich curriculum, including core texts that tempt and well-resourced reading spines.</p> <p>Class novel: reading out loud to children every day</p> <p>Whole class wider curriculum reading sessions three times a week in Key Stage Two to focus on fluency as well as providing contextual vocabulary and making learning links.</p>
<p><b>Inviting reading spaces across school: library, outdoors, in classrooms.</b>  <b>Teacher knowledge of books and promoting a love reading.</b>  <b>Independent reading for pleasure.</b></p>	



## *From reading, our children grow to become:*

### **Active Learners, Successful Communicators and Considerate Citizens.**

Our curriculum is built on a root foundation of rich, diverse and wonderful books. No other skill is more important than reading; it is the gateway to all other knowledge.

At Ashlands, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide children with a range of reading opportunities and strategies in order to do this:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI daily phonics programme (including Year 2 and Year 3 where needed.						
Books to develop fluency: Oxford Owls						
Fluency: 1:1 reading			Fluency: Whole Class Wider Curriculum Reading sessions x3 week (decoding / prosody / comprehension / contextualised vocabulary / making connections / pre-visits and re-visits.			
Book Club: recommendations, pupil to pupil, teacher to pupil, pupil to teacher (x1 week)						
Story Time: being read to						
Independent reading: Class Library Collections						
Reading Scheme						
Reading Spine of texts leading the writing English Curriculum (daily)						

## **Intent**

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While phonics and fluency will be emphasised in the early teaching of reading, immersive **Whole Class Wider Curriculum Reading sessions** later take precedent using challenging texts and extracts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency, comprehension and increase children's vocabulary whilst focusing on the contextualisation of language.

We also promote a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that by the end of their primary education, all of our pupils will be able to: read fluently, with confidence, in any subject in their forthcoming secondary education; drawing on their knowledge of quality literature to further drive their passion for reading and writing and continue on their journeys as life-long readers.

# Implementation

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- Write letters that are formed correctly.

## How do we support children who are not keeping-up with the phonics programme?

Where children are identified to be struggling to remember phonetical knowledge in line with expectations, RWI interventions are used alongside daily discrete sessions in order to ensure our 'keep up, not catch up' approach. These children also access additional 1:1 reading with an adult to support their blending and decoding.

We recognise that children who are making the transition from Year Two to Year Three can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met through RWI interventions.

## How do we support SEND and the Lowest 20%

*"Teachers should aim for all pupils to keep up with the school's chosen phonics programme, ensuring teaching time is sufficient for the content to be taught within the timescales the programme sets out."*

*P.66 DfE: Reading Framework 2023*

We have a determined approach that all children will meet or exceed the expected standard in reading primarily through our approaches in quality first teaching; offering a systematic reading curriculum where first, phonetical knowledge is developed and deepened to build fluency and later, immersive, ambitious and challenging reading sessions support comprehension and contextualisation.

The following interventions are used in addition to quality first teaching in order to support those children who are working below the expected standard in reading:

- Flashcards used to develop automaticity with High Frequency Words
- Speech and Language intervention: NELI / Blacksheep
- RWI intervention for children in KS2
- Year 2 children joining Year 1 phonics sessions.
- 1:1 reading with an adult for identified children.
- Where the need is identified children will access 1:1 or small group fluency sessions on a more regular basis: these sessions develop children's fluency, automaticity and basic comprehension.
- Purchase of dyslexia friendly texts / books.
- Precision teaching.
- Parental involvement through the Portal access to Oxford Reading Owls.
- External agencies such as SALT.
- IDL dyslexia programme.

## How do we develop fluency?

*"Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words and sentences and making connections across the text. As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it."*

*P.60 DFE: Reading Framework 2023.*

Teachers are constant models of fluency across the curriculum; they build deliberate fluency practise into their shared reading sessions as well as the wider curriculum through but not limited to: modelling fluency, re-reading, re-casting, echo-reading and development of reading with expression.

### *Fluency in the Early Years*

In Early Years, through quality first teaching, children are given the opportunity to read and re-read a text through the rigorous and systematic teaching of the Read Write Inc (RWI) phonics programme. This is supported through *Oxford Owl*, where pupils can access the same text online from home. The lowest 20% of pupils are read to 1:1 daily.

In nursery, the repetition of rhymes and songs are used to develop vocabulary so that children are familiar with a range of vocabulary. Likewise, texts are read three times so that children develop an understanding of the text, whilst combining successful decoding to develop fluency.

### *Key Stage 1*

In addition to phonics sessions, all of our children (Reception to Year Two) are taught to read and develop their fluency through daily English lessons and being listened to read at least once a week. These sessions provide children with frequent opportunities to apply the phonics they have learned to reading phonetically decodable books. Children first work on their decoding and automaticity; then on prosody (reading with understanding and expression) and finally on comprehension.

### *Key Stage two: Whole Class Wider Curriculum Reading sessions.*

*"Reading across the curriculum supports the knowledge and vocabulary to be learnt each subject. Each subject has its own purposes and will need different types of texts. They should be accessible and written at an age-appropriate interest level to encourage pupils to learn more about a subject."*

*P.104 DFE: Reading Framework 2023.*

We use a bespoke Ashlands approach to practicing fluency within our **Whole Class Wider Curriculum Reading sessions**. Children first work on their decoding and automaticity; then on prosody (reading with understanding and expression) and finally on comprehension.

Reading material is chosen because for its appropriateness and link with the wider-curriculum. These can fiction or non-fiction texts. Sessions help to develop fluency, comprehension and increase children's vocabulary whilst focusing on the contextualisation of language.

The texts for these reading sessions can be more challenging than a pupil might be able to understand independently because the teacher is there to support comprehension, explaining the meaning of words and phrases or elaborating on key ideas.

**Whole Class Wider Curriculum Reading sessions** create readers. They allow our pupils to engage with a wide range of human experience: why characters make the choices they make, and why they feel what they feel. It gives them the chance to consider ideas beyond their own experience, and encounter concepts that might never occurred to them before, as well exploring universal moments.

### **Whole Class Wider Curriculum Reading sessions: Pre-visits and Re-visits**

Whole Class Wider Curriculum Reading sessions allow for pupil to *pre-visit* up-coming curriculum work prior to an area of learning being taught – allowing them to access key vocabulary in context and to gain a 'foothold' with new learning; it can also be used as a tool for *re-visits*, where children can access previous learning in order to establish secure knowledge.

### **How do we support home reading?**

From Reception to Year Two, children have access to online phonetically decodable book that has been read in school. This is to ensure success is shared with the family and that children are experiencing a high fluency rate. In this way, we can be sure that reading is taught and practised at school, and deliberately practised further at home.

Our younger children also take home a 'book to share' to be read with or by an adult. This is because we believe it is vital that children experience a wide range of quality children's books and that all families should have access to these.

The important distinction is that these books are being shared with the children, but they are using fully phonically decodable books to practise their independent reading. For example in Reception class pupils have the opportunity to take home a 'rucksack' of books ranging from those which highlight cultural differences, a rhyming book and a familiar story. These are accompanied by a comfy blanket and treats to share between the adult and child; experiencing a love of books together.

### **How is the school's Reading Scheme implemented?**

Once children have successfully 'learned to read' by cracking the phonics code and are rapidly developing in their fluency, they progress onto **our reading scheme**. Here, children are able to practise, develop and use their acquired skill in order to 'read to learn.'

### **How do we build pupils' vocabulary?**

Our reading curriculum is largely underpinned through our whole-school curriculum. There is a planned approach for all subjects which ensures children are building world knowledge and understanding the different meanings of language in different contexts.

During our **Whole Class Wider Curriculum Reading sessions** pupils are exposed to ambitious vocabulary within the context of the curriculum subject being studied.

### **How do we support pupils' comprehension of texts?**

During shared reading sessions - either 1:1, group, part of the English lesson or in **Whole Class Wider Curriculum Reading sessions** in KS2 - children are engaged in book talk.

From Year Two (Summer Term) to Year Six, we use teach **Whole Class Wider Curriculum Reading sessions** to support our children in learning to comprehend.

The main focus for teaching reading is through a dialogic approach to comprehension – talking and thinking our way to an understanding with the aim that deep thinking becomes a habit of mind. We want children to feel they are able to contribute meaningfully without the constraints of test-style questioning. The approach teaches children to spot clues and apply strategies in order to understand texts at a deep level: we encourage children to become life-long readers.

The **Whole Class Wider Curriculum Reading sessions** firstly introduces children to a text in order to achieve a basic understanding. It then investigates the text through dialogic talk and reading strategies so that children develop a deeper, richer understanding of the themes that lie at the heart of it. The final phase then gives them the opportunity to demonstrate their independent understanding.

## **The Reading Culture**

*"Engaging pupils in literature gives them access to all the things we can learn from great books and stories. They should read, listen to and talk about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study. All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books should be introduced in English lessons, story times and book clubs, and used to support subject knowledge development."*

*P.87 DFE: Reading Framework 2023.*

## **How do we choose our literature?**

We believe that reading is an entitlement that should enable children to connect with some of the finest words ever written, opening-up a world of possibility, interest and intrigue. It is with this in mind that across all of our carefully created book lists we have hand-picked traditional classics as well as a wide variety of texts which act as windows and mirrors for the children.

Windows in stories support the learning of history, show authentic perspectives and shared experiences. These windows, we hope support the learning children do across our wider curriculum and act as a guiding light to help create better global citizens.

Mirrors in stories allow us to see ourselves. They allow the examination of ourselves and can give us a glimpse of ancestry and heritage. We aim to empower our children through the gift of seeing themselves in the literature they read. These mirrors help us see ourselves in relation to the world and help to build connection and a sense of belonging; showing the reader what is possible.

## **The Reading Spine**

The Reading Spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers and to support writing.

These are our core English texts through which our writing units are derived. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the route they offer into discussing and exploring many social, emotional and cultural issues thus developing the cultural capital of our children.

Reading material also represents protected characteristics, aligned to our PSHE Curriculum such as: age, disability, gender, race, religion.

## **Class Library Collections**

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage. In order to expose our children to a wider range of high-quality literature we have developed a bespoke collection of texts. The class library collections have been carefully created by class teachers and are a range of traditional and modern classics as well as non-fiction and poetry titles.

## **Poetry and Rhymes**

*"Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children's strong emotional connection to language."*

*P.29 DFE: Reading Framework 2023.*

Daily rhymes and poems are built into our school day in Early Years and Year 1: carpet-time, tidy-up time, when we are lining up and are also built into our English lessons. Rhymes can also be taught through our music lessons combining poems, lyrics and music.

Classes have carefully selected poetry books in their book corners. Through our writing curriculum we teach a unit of poetry each half term and including a range of poems in our English reading phase.

## How do we promote Reading for pleasure?

*"Setting aside time for pupils to read independently, such as at the end of book club or at another time of the day, helps them to build fluency. It also increases the vocabulary and ideas they encounter, in turn improving their understanding. Putting in the reading miles is important. Class reading time is an equitable activity because every pupil, including those who do not read regularly at home, can learn to appreciate the benefits and pleasure of regular, sustained reading. At its best, class reading time is enjoyable, something on the timetable the class looks forward to. It provides the chance for pupils to settle down and be transported into the world of a good book. To achieve this, however, needs careful planning. Simply asking pupils to find a book and read quietly is unlikely to make the time as valuable as it might be."*

*P.18 DFE: Reading Framework 2023.*

### *Independent Reading*

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure daily through independent reading. Adults in the classroom may also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading.

### *Story Time*

*"As with younger children, reading aloud to older pupils is a key way of supporting their development as readers, 'even though pupils can now read independently'. Teachers should consider providing story time for every key stage 2 class, at least four times a week for 20 minutes."*

*P.31 DFE: Reading Framework 2023.*

We aim for each class to enjoy listening to a class story or poem daily. This is usually taken from the **Reading Spine or Class Library Collections** and is read by the class teacher. This is in addition to English lessons (reading phase) and **Whole Class Wider Curriculum Reading** sessions led by the teacher. These sessions may take place at anytime in the day.

Story Time is a powerful driver for improving pupils' reading and all-round education, as well as having a positive impact on their social and emotional wellbeing. It can also be a time of genuine enjoyment for the whole class, a shared experience sparking reflection and discussion. Pupils are seated comfortably with no distractions. The books read aloud **might be either the same texts studied in English lessons or reading sessions or additional texts.**

### *Reading Buddies*

As part of developing pupils' fluency in the early years of reading we engage in 'Reading Buddies' where older children take on the role of reading mentor, supporting children weekly in 1:1 reading sessions. This not only helps develop younger children's reading fluency but this shared activity offers a social and well-being benefit for all taking part.

What is the purpose of Paired Reading?

- Feeling connected to the rest of the school community.
- Enjoying making relationships with older year groups.
- Reading with fluency and expression, confidence and the feeling of being an 'expert', rising to the responsibility of being a role model in a caring and nurturing role, positive associations with reading and especially reading aloud.
- It is inclusive for all children - careful pairings can support the SEN children and build their reading confidences.
- It is an opportunity for staff to observe and support the children with their reading - listening in for example and making formative judgements around reading fluency.
- It ensures all children read weekly.
- It's a great way to share books.
- A chance for older children to revisit favourite texts.
- Builds a sense of school community.
- Younger children are able to hear stories read to them and talk about books.

- Reading for pleasure.
- Children get to know their 'buddy', building a school community.
- Confidence building, social interaction between the key stages, fun.
- Sharing their love of reading.

### *Classroom Book Areas*

*"The best classroom book areas are like mini bookshops. The challenge is to offer pupils choice, without overwhelming them. Teachers might consider:*

- *choosing books from the main school library and organising these under 'very short reads', 'short reads', 'long reads' and books that the class has listened to*
- *starting the year with a range of 30 to 50 books, with a few copies of some single titles (including favourites from the previous year)*
- *refreshing the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space*
- *putting books at eye level so pupils can see easily what is available*
- *presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.*

*P.89 DFE: Reading Framework 2023.*

In each of our classrooms there is a well-resourced reading area: a place for children to both enjoy reading in comfort and to select age-appropriate reading material. A display of Class Library Collections can be found in each reading area. Classroom libraries are regularly monitored and replenished to ensure they offer a range of appropriate and inviting books.

In Early Years 'story sacks' are used to promote books as well as specific books within the provision linked to the resources e.g Old Macdonald story sack is placed alongside the farmyard set up. There also books provided for the outside areas of learning.

### *Promoting Books*

We facilitate time for pupils to recommend books to each other, as well as for adults to recommend to pupils. In terms of influencing pupils' reading, teachers are the best promoters. Pupils are willing to trust the judgement of a teacher who says, 'I think you'll really enjoy this one,' not least because they feel that the teacher knows them well enough to care about their likes and dislikes.

# Impact

## How do we measure the impact? Monitoring and Assessment of Reading

All children, from Reception to Year 6, have a Reading Record. Children are expected to have their reading records in school and to take them home every day. We maintain high expectations that all children should be reading every day at home. Parents and staff in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating. In KS2, children are expected to gradually take more responsibility and record their own books and responses to books.

Phonics Assessment: children's phonetical ability is assessed and recorded on a phonics tracking system each term. Results are discussed between class teachers and alongside the Phonics Lead and Head Teacher at termly pupil progress meetings.

Fluency Assessment: Staff keep a regular check on reading logs and children's movement through the reading scheme – ensuring end goals are met where appropriate before the end of the year. Reading progress in the acquisition of fluency is assessed and gaps are addressed quickly and effectively for all pupils – this may be through phonics intervention, increased fluency in reading support or parental engagement request.

When making judgements each term, teachers take into account children's comprehension ability as well as their development in fluency.

## Continuous Professional Development for Staff

We take the continuing professional development of staff seriously and as result ensure our staff receive regular training on how to deliver phonics effectively and how to deliver our reading strategy.

## Class Library Collections

Promoting our reading culture



Nursery Library Collection



Moorlands Learning Trust



Promoting our reading culture



Reception Library Collection

How many have you read?



Moorlands Learning Trust









# Ashlands Primary School Writing Strategy

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## Intent

At Ashlands Primary School, we aim to teach the skills of writing and a love of writing so that our children:

- develop enjoyment and pleasure in writing
- have opportunities to write for a range of real purposes and audiences
- understand their context and developing empathy as a writer, e.g. being a reporter when writing a newspaper article, being a character when writing a diary, being a storyteller
- understand the skills and processes that are essential for writing: thinking aloud and re-reading their writing aloud to check their meaning is clear
- develop stamina to produce a quality piece of writing
- when spelling, have opportunities to practise using both their phonics knowledge and develop independent spelling strategies
- when writing, form their letters correctly and confidently, eventually writing with a joined fluent style by the end of Y2
- know and use grammar terminology and punctuation to be able to talk about their writing and how it helps a reader to understand and enjoy what they have written

**Our teaching objectives cover the five key areas in the National Curriculum:**

1. Composition
2. Vocabulary, grammar and punctuation
3. Spelling
4. Handwriting
5. Terminology

## Implementation

### How is writing implemented in Nursery?

- By the end of their time in Nursery, children can ascribe meaning to the marks they make and know that print has representation.
- We prepare children for writing by working on their gross and fine motor skills, leading to being able to sit correctly at a table and holding a pencil comfortably.
- We use Dough Disco to develop children's fine motor skills.
- Our environment reflects current learning.
- We give children plenty of mark-making opportunities to support with gathering evidence to feed into assessment judgements - this is child initiated as well as supported.
- We regularly model to children how to communicate through writing.

### How is writing implemented in Reception?

- We teach children how to produce writing that someone else can read and enjoy.
- We teach children how to sit correctly at a table, holding a pencil comfortably and correctly and expect all children to be able to do this by the end of their Reception year.
- We use Dough Disco to develop children's fine motor skills.
- We teach children how to form their letters correctly, starting and finishing in the right place.
- We teach children how to write on the line, using it to form letters with ascenders and descenders accurately.
- We teach children letter names as well as the sounds.
- We introduce children to full stops in reading and when modelling writing.
- We have a working wall which we add to regularly and reference which shows the learning journey.
- We give children plenty of writing opportunities in the areas of provision to support with gathering evidence to feed into assessment judgements - this should be child initiated as well as supported.
- We regularly model to children how to communicate through writing.

### How is writing implemented in KS1 and KS2?

- We continue to teach previous year groups' skills and knowledge as well as current year group's learning so that all primary writing skills and knowledge are fully embedded by the time children leave primary school.
- We give children plenty of writing opportunities to support with gathering evidence to feed into assessment judgements. This is writing that has been carried out as part of normal classroom practice - end-of-unit writing that has been scaffolded by the working wall and success criteria (to match the Y2 and Y6 statutory expectations).
- We model to children how to write, how to edit and give them plenty of time to produce a piece of writing.
- We teach children in a clear progression through a writing journey, immersing them in the text/genre/text type and teaching them the skills they need in order to write their final outcome.
- We teach children how to spell through the RWI spelling programme (Y3 - Y6)
- We explicitly teach children alphabetical order and how to use a dictionary.
- We provide children with opportunities for short and long writes.
- We follow the marking policy which includes next steps.
- We give children time to respond to marking either immediately or at the beginning of the next lesson (this could follow some extra teaching around a certain skill, if appropriate).
- In Y2 - Y6 children use a green pen to edit their writing (pencil in Year 2).
- We use verbal feedback to support children's editing.
- We mark writing so that it supports children's editing (in books, children write on every other line for end of unit pieces in KS2)

### How is writing planned in KS1 and KS2?

#### *The Reading Spine*

*The Reading Spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers and to support writing.*

*These are our core English texts through which our writing units are derived. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the route they offer into discussing and exploring many social, emotional and cultural issues thus developing the cultural capital of our children.*

*Reading material also represents protected characteristics, aligned to our PSHE Curriculum such as: age, disability, gender, race, religion.*

- 1) The **writing outcome** is chosen using the **reading spine stimulus** and the **skills** we want to teach the children, identified as part of formative or summative assessment (**using AP's assessment grids**).
- 2) We identify a **hook** into the unit.
- 3) We write our **WAGOLL** based on the main writing outcome, differentiating it where appropriate. The WAGOLLS are always age related and we include examples of grammar we would like children to use, examples of some of the key vocabulary used in context and examples of words using the spelling rules and words from the spelling lists from their year group **and** previous year groups.
- 4) We display our WAGOLL on our working wall at the end of the learning journey and annotate or highlight it – this is our success criteria and gives children the **toolkit**.
- 5) We then plan a series of lessons in three phases, based on the key features of the WAGOLL.

The **Reading Phase** includes hooking children into their writing and familiarising them with text specific features, highlighting and annotating an example. The children then complete an independent write where they try to write a text similar to that shared (this version can be linked to experiences). Using the 7-step approach for teaching new vocabulary children are then immersed in the text, questions linked to the **reading question stems**, prediction, sequencing and drama activities are included (using strategies from Talk Across the Curriculum - **Axis of Emotion, Role on the Wall, Freeze Frame, Babble Gabble, Thought Tracking and Hot-seating**).

The **Toolkit Phase** includes explicit teaching and practice of relevant grammar and punctuation (**all linked to the core text**), using strategies such as - **grammar party bags, fast writing, slow writing and improving sentences noughts and crosses**. During this phase, teachers model how to be writers, talk through their thought processes, and take ideas from children as part of shared writing.

During the **Writing Phase**, children write across a few days, regularly reading their writing aloud to check it makes sense and editing as they write.

- 6) Our **working wall** is a visual representation of the learning journey and shows what the children are learning to write, who they are writing for, some key vocabulary, examples of current and previous spelling learning and our annotated WAGOLL at the end of the journey. The working wall displays the generic headings linked to our three-phase planning – **Reading Phase, Toolkit Phase and Writing Phase**.
- 7) We ensure that the working wall is visible to all children, everything on the working wall is large enough for children to see and that key points from the day's learning are exemplified on it.
- 8) We teach from the working wall every day and model how to use it when writing.
- 9) We expect all children to use the working wall to enhance their learning.
- 10) We use washing lines and flip charts to further exemplify learning.
- 11) Throughout the unit, we include lots of modelled, shared, guided and independent writing to support the children with developing the skills they need to become proficient writers.
- 12) Throughout the unit, we give children writing opportunities which support their main writing outcome.
- 13) We keep focused on the purpose of the children's writing and value it when it is finished, giving them feedback linked to their purpose if possible.
- 14) Each class has a **display or a book celebrating writing**.

#### **Writing assessment**

- We use AP's writing assessment grids to gather evidence of what children can do through writing that has been carried out as part of normal classroom practice, e.g. end-of-unit writing (2 pieces per half term). We use the assessment grids to inform Arbor at the end of every term.

#### **Writing moderation**

- Termly moderation of writing within school.
- The English Lead evaluates writing, using a cross section of pupils' writing from each year group once a term.