

Intent, Implementation and Impact Statements for English (Reading and Writing)

Reading

Curriculum Intent

At Highters Heath Community School, reading is a top priority and is a key driver for our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction texts to:

- develop knowledge of themselves and the world in which they live.
- to establish an appreciation and love of reading.
- to gain knowledge across the curriculum.
- to develop their comprehension skills.

We are committed to providing vocabulary rich reading material across the curriculum.

Curriculum Implementation

EYFS and Key Stage 1

The systematic teaching of phonics has a high priority throughout EYFS and KS1.

At Highters Heath we use a synthetic phonics programme called Read Write Inc. produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All children in Reception, Year 1 and Year 2 have daily phonics sessions in small sized ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

Staff are trained to deliver RWI and receive regular training updates to maintain high quality delivery. As well as whole staff training, those delivering RWI daily, are supported and mentored through regular drop ins and team teaching by the RWI Reading Leader MAT RWI Lead and MAT RWI Consultant.

Trained staff use observations and continuous assessment to ensure children are challenged, and to identify those children who may require additional support. Teachers also complete regular RWI assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics each half term.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. When children are ready to move away from the RWI programme, reading is developed through whole class reading, using quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which are in some cases are linked to their curriculum themes across the curriculum.

All children read aloud daily during their phonics or whole class reading sessions. In addition to this, they read with teachers and teaching assistants weekly. We focus on the lowest 20% to provide further support.

Reading at home is encouraged and promoted through parent workshops and reward schemes. Children working on RWI take home a 'book bag book' matched directly to their current phonics level.

Key Stage 2

Children are taught the skills of reading through whole class reading sessions. High quality texts are carefully selected to expose children to a range of books and genres written by both classic and modern authors. Selections are carefully made to engage and challenge our learners. Where appropriate, texts also linked closely to our curriculum themes. This allows further opportunity for children to increase their knowledge and understanding.

Teachers deliver a series of structured reading lessons. Children read as a class, with a partner and individually to further develop their oracy skills. Building on the phonic foundations established in Key Stage 1, there is a firm focus on the understanding of vocabulary and text analysis. Class discussion and weekly comprehension sessions allow teachers to assess the children's understanding and provide differentiated support.

Children are further exposed to a range of texts through book studies. These texts are carefully selected under categories identified as 'The 5 plagues of the developing reader' by Doug Lemov. By reading these text types, children will be able to navigate reading with increasing confidence.

Children who still require additional support, read to an adult one to one. This facilitates additional phonic practise and one to one questioning to improve their comprehension skills.

Reading at home is actively encouraged at KS2. All children take home a book which is banded and matched to their reading ability.

With the overarching aim to produce learners with a love of reading at Highters Heath, we actively encourage reading for pleasure. This is promoted through:

- daily reading for pleasure;
- access to a wide range of books from the school library;
- access to books through individual classroom libraries;
- teacher led story times;
- school reading competitions;
- participation in events such as World Book Day.

Children are also able to share the enjoyment of listening to a book being read during story time. Storytime also provides another opportunity to make close links with curriculum theme related texts.

For children in Year 3 who did not reach the necessary standard in their phonics test, the RWI Fast Track intervention is in place each afternoon.

Curriculum Impact

Key Stage 1

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and then again at the end of Year 2 for those children who did not achieve the required standard at the end of Year 1.

We give all children the opportunity to enter the magical words that books open up to them. We promote reading for pleasure as part of our reading curriculum.

Key Stage 2

Attainment in reading is measured by weekly comprehension, the use of 'optional' standardised tests such as the NFER tests and the Key Stage 2 SATs tests.

By the end of Key Stage 2, children should be competent readers who have a thirst for reading a range of genres. They can actively engage in discussions about books and are able to evaluate language and discuss the effect on the reader. At Highters Heath we aim for children to have developed a love of reading and actively engage in the inspirational experiences that reading can provide.

Writing

Curriculum Intent

Our aim at Highters Heath Community School is to encourage children to be independent, creative and confident writers who can write for a range of audiences and purposes across different text types, using appropriate grammar, punctuation and spellings. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality challenging texts.

At Highters Heath Community School, we believe that success in writing is partly determined by your experience of reading. A child who has heard many stories and is familiar with a wide range of conventions in different text types will be able to draw on them in their own writing. We aim to provide and explore a wide range of high-quality model texts and a rich vocabulary, that pupils can accurately apply and creatively innovate from. Furthermore, we aim to provide frequent, purposeful, and varied opportunities to write across the curriculum, enabling the children to make judgements concerning the tone, style, format and vocabulary appropriate to the audience.

Implementation

Based on the National Curriculum, We encompass a three-stage pedagogy: ‘Immersion’ (where pupils learn and internalise texts, to identify transferrable ideas and structures), ‘Sentence Work’ (where pupils focus on developing their knowledge and skills of sentence structures), and ‘Independent Writing’ (where pupils use the skills taught to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

There are four purposes to writing (to entertain, to inform, to persuade and to discuss). In Years 1 and 2, only two text types are focused upon. The number of text types studied however builds up over time (see below) and over the course of their time at our school, our pupils experience the full range of these. The content of writing lessons is nearly always linked to the curriculum themes that our pupils are studying in their history and geography lessons. This allows our pupils to develop further and to consolidate their 'topic' knowledge within these curriculum areas.

				
Years 1/2				
Years 3/4				
Years 5/6				

Text Type Coverage Overview and Links to Curriculum Themes

During the week, writing is taught through focused lessons on the development of handwriting (using the Letter Join Scheme); spelling (using lessons from Spelling Shed); vocabulary, grammar and punctuation (VGP) and composition (covering the writing elements identified in the previous paragraph) Please see the structure of a week below.

	Monday	Tuesday	Wednesday	Thursday	Friday			
Years 1/2	Handwriting	Spelling	Spelling	VGP	Composition	VGP	Composition	
Years 3/4	Handwriting	Spelling	VGP	Composition	VGP	Composition	VGP	Composition
Years 5/6	Handwriting	Spelling	VGP	Composition	VGP	Composition	VGP	Composition

At Highters Heath, we have reduced the number of writing objectives each year group has to complete in a year to approximately 20. These are taught and embedded throughout the year. The expectation is that 100% of pupils, use these 100% accurately, 100% of the time by the end of the year. This is achieved through precise teaching, repeated practise of the skills and effective feedback.

Grammar, Punctuation and Spellings (GPAS) mental starters

GPAS skills are explicitly delivered during short mental starters at the beginning of writing lessons in KS1 and KS2 using Classroom Secrets. These generally link with the current days learning and may also be used to address common errors from previous learning.

Spelling

From Years 1- 6, children have access to the Spelling Shed online learning platform. This engaging resource is used to promote and encourage spelling through a range of age-appropriate activities and quizzes carefully selected by the class teacher. The programme focuses on the spellings and spelling rules required for children to become confident spellers by the end of Year 6. This is also used to set differentiated learning to provide targeted support and challenge for learners where required.

Handwriting

Using Letter Join, children learn pre-cursive handwriting (with lead ins and lead outs) and letter formation as part of their weekly English lessons. In Year 1, children start to use cursive handwriting. Cursive handwriting aids fluency and speed, helps to eliminate letter reversals, supports spelling and improves presentation. We aim for children to be using joined handwriting during KS1 and be accurate by KS2. We award pen licences to children who can prove that they can form letters accurately and legibly across a range of subjects and genres.

Assessment

Regular progress meetings are held and there is particularly close monitoring of children making slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and additional support is provided to enable them to keep up.

Half termly, children complete a writing assessment using a text type they have been practising. This is recorded and assessed against Year group standards by class teachers. These allow teachers to identify common strengths and gaps as children work towards their end of year standards. They can then adapt the focus of their planning accordingly.

Impact

Writing assessment is ongoing throughout every writing lesson and across the curriculum to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing.

The impact will be measured through:

- Book scrutinies - showing clear progression in application of skills and knowledge, cross curricular links being made, correct use of vocabulary and appropriate differentiation.
- Lesson visits - demonstrating children's enthusiasm about and engagement with their learning.
- Pupil Voice - evidence children's enthusiasm for the subject, aspirations for English based career choices and children's abilities in recalling and applying their English knowledge to a range of contexts.
- Parent voice - evidence an understanding of the English learning their child/ren is/are exposed to as well as the vocabulary they have been introduced to.
- Assessment data – demonstrates the systematic acquisition of reading and writing skills and knowledge assessed through practical application and recall.