

Reading continued...

We do not use one single structured 'reading scheme' in our school, but believe in guiding and supporting children to read 'real books' with text of an appropriate level of difficulty. For this reason our books are colour-coded to indicate their level of difficulty. Alongside ensuring that children read books of progressive difficulty, we do not deny children access to books which interest them but which may be too difficult for them to read independently. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. Teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need. Guided reading sessions are teachers' key opportunity to assess children's reading and to plan which skills they need to develop next. We believe that well-planned guided reading activities are more effective in developing children's reading skills than simply ensuring that every child reads aloud from a 'reading book' every day. We do, however, give all children the opportunity to read aloud regularly, to an adult, and encourage parents and carers to support this activity at home. Parents and carers have a key role to play in helping to promote a love of books and reading at home, and we regard sharing books and support for reading to be one of the most important aspects of 'home school learning' which parents can provide.

### Writing Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and differentiate their planning for groups. Teachers employ a range of generic teaching strategies. Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Literacy is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements literacy teaching and learning. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

### Aims

Children should learn to:

Write in different contexts and for different purposes and audiences

Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling

Plan draft and edit their writing to suit the purpose

Use ICT as a literacy medium for presenting work and manipulating text

Form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

### Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

### Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.