

***Intent, Implementation, Impact***

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All children will learn to love books

'Where imagination scrapes the skies of opportunity'

"Where imagination scrapes the skies of opportunity.  
the forests of what-could-be stretch beyond the horizon,  
and friends of fact and fiction make believe all  
night long under the milky stars of possibility.

It's your home when you want to learn.  
Or you need a friend.  
Or you just want to be alone on the highest  
mountain on the furthest planet in the universe."

David Miles (Book)

As a school we will ensure that all children learn to read so that they can choose to read. We will make sure that children read for a myriad of purposes but their reason to read is a love of reading.

Books open minds, encouraging:

- Imagination-Entry into a world that only you can imagine
- Possibility
- Learning
- Search for truth
- children who chose to read becoming readers for life
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Through reading we reinforce our values:

- Encouraging friendship
- Supporting mental well-being through revisiting books, investigating difficult themes
- Developing Empathy

## **The teaching of reading**

When teaching English we use a range of carefully chosen texts to provide a basis for work, both in English and in other areas of the curriculum.

In EYFS and Year 1 children's learning is through a balance of synthetic phonics, based on RWI, along with knowledge of context, grammatical knowledge, word recognition and graphic knowledge.

A rigorous intervention plan ensures children who struggle with word-reading receive further support in Y2 and Y3.

In year 2 and Key Stage 2 English lessons in the mornings are centred on children using texts which are carefully matched to their ability. This ensures that they can develop their fluency of reading and comprehension of the text. Decoding and comprehension lead into engagement and response.

There is a clear understanding that word recognition and comprehension need to develop alongside each other.

The method used is a combination of: paired reading, to encourage discussion; and group work, to reinforce a collaborative approach to learning.

The assessment of reading is undertaken by teachers during reading focussed sessions, independent reading comprehension activities.

## **The monitoring of teaching and learning**

- Subject chairs observations
- Book/work scrutiny through CIA meetings
- Data collection and interpretation

## **The resourcing of reading**

- RWI for Reception and KS1
- Good quality fiction and non-fiction
- Class readers for KS2
- Class sets of novels etc
- Reading room

## **Implementation**

Medway Community Primary School's English curriculum focuses on the core skills of oracy, reading and writing.

Oracy is recognised as being at the heart of all teaching and learning throughout the school. This focus ensures that children develop the knowledge, skills and experiences needed to have the confidence in the power of their own voice; thus, they go forth to make meaningful changes to their own lives, and as a collective, within society. It enables them to access the wider curriculum through discussion and collaboration.

As a school we ensure that all children learn to read so that they can choose to read. We make sure that children read for a myriad of purposes but their reason to read is a love of reading. We recognise that children who chose to read becoming readers for life. Through reading we reinforce our values; encourage friendship; support mental well-being through revisiting books and investigating difficult themes; develop empathy and realise that future paths are not pre-set.

When teaching English we use a range of carefully chosen texts to provide a basis for work, both in English and in other areas of the curriculum. These texts have been carefully chosen for their richness of theme, language and connections with the wider curriculum.

We ensure that children can develop their fluency of reading and comprehension of the text. Decoding and comprehension lead into engagement and response. There is a clear understanding that word recognition and comprehension need to develop alongside each other. The method used is a combination of paired reading, to encourage discussion, and group work, to reinforce a collaborative approach to learning.

Teachers are expected to develop their own understanding of these texts and the wider context into which they fit, for example through their understanding of the links across the whole school's curriculum. It is this emphasis on deeper understanding and the level of discussion with SLT which enhances the curriculum.

The oracy driven, collaborative approach to reading helps to develop the children's writing. There are clear purposes for writing which draw upon the children's oracy and reading. The teaching of writing clearly follows the progression maps which ensure the coverage of concepts. There are high expectations of the outcomes produced and an understanding of the clear links with the levels of oracy within the school.

Moving forward, we will continue to develop the children's access to rich non-fiction texts and further develop the embedding of writing across the wider curriculum.

## **Impact- English review**

Returning to school after Covid there was an emphasis on developing handwriting and the overall presentation of work. Children had to develop their stamina in writing again and restore or develop their skills in handwriting and presentation.

In oracy we have continued to play a role in Voice 21 and their recent audit reported: Oracy is at the heart of the schools literacy approach. The literacy lead reviews planning to ensure that oracy is being explicitly taught, with the expectations that it features in every lesson. She reflected that the focus on oracy in this area has developed student confidence as they have greater amount of time to practice what they have said.

During CIA discussion with EYFS they reflected on how early years accelerate oracy through:

- Meaningful conversations
- Ensuring basic vocabulary
- Remodelling
- Building sentence structure
- Rehearsing of sentences

During Reading CIA there was discussion around the book choices made by year groups and how these feed into the development of the character of the child. This happens through the characters children read about who demonstrate aspects of personality such as: resilience, bravery, independence, making the right choices. The texts chosen also connect with other books read and the topics covered in foundation subjects. The texts chosen encourage children to reflect upon the world around them and how it has developed.

There was also a wide range of interventions and methods used to address the lower 20% in reading. These reflect a view that there is not a one size fits all approach and that a range of strategies are needed to ensure all children receive the best reading teaching. Approaches included: 1-1 reading support/paired reading/cross age paired reading/small group.

Through CIA meetings Writing in English and foundation subjects has been reviewed. The work shows that handwriting, presentation and sentence structures were good. The level of writing in foundation subjects reflects the knowledge and understanding of teachers in those subjects. In UKS2 children used cultural allusions within their writing mostly reflecting their reading experience.

In development of marking and the impact it can have on a child's progress RM directed study of Y2 20% lowest writers. This showed the impact of minimal marking through the use of specific stamps and the use of conferencing with children to develop their understanding of achievements and next steps.

Report in November after a Learning Walk visiting Y1-6:

In all classes there was a feeling of purpose, children were settled and calm. The thread of learning that runs through planning could be seen reflected in the work that was taking place. It is evident that oracy is at the heart of all learning from the youngest to the oldest. There was also a focus on paired, shared collaborative work. The children were supportive of each other. There was evidence of scaffolding through grammatical structure, vocabulary and learning behaviours. There was evidence of the oracy and reading underpinning the writing that was produced and the use of prosody. There was also evidence of a variety of sources for learning, e.g. i-pads, texts, videos, sound recordings, pictures, photos.

Next steps being implemented:

When writing

- ensuring children are secure in their understanding of which subject they are covering
- the use of ambitious vocabulary through development of art vocabulary sessions

In marking:

- picking up whole class issues to support and inform teaching
- the continued use of conferencing to support individuals and groups of children in their understanding of the next steps in their learning