

'Working together, learning together, achieving together'

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

Intent

At Mattishall Primary School, we want our pupils to become confident readers, writers and speakers. Reading is at the heart of our curriculum; our intention is to develop skilled readers who are able to access knowledge and understanding across all subjects. We encourage and support children to develop a love of reading for enjoyment, to explore a wide range of authors/genres and to use ambitious vocabulary in their written work and speech. We would like our pupils to be enthusiastic, lively and writers with a strong understanding of the techniques used to write with expertise. We believe that the exploration of high-quality children's literature is vital in providing a rich, diverse literary experience and in developing a strong reading culture within our school.

We aim for children to:

- read fluently, with confidence and good understanding
- read widely and often for pleasure and to enhance knowledge of the world
- experience diversity through literature
- acquire a wide vocabulary and a strong understanding of grammar conventions for writing and speaking
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- feel confident to participate in discussion and debate; to be able to articulate and elaborate on their understanding and ideas

These aims are embedded in our English lessons and the wider curriculum. We strive to provide targeted support as children follow a clear pathway of progression through school, in order to ensure that all children experience success.

Implementation

Early reading:

Phonics and early reading are taught from the beginning of Reception year using **Read Write Inc Phonics** (RWI Phonics) - a complete systematic, synthetic phonics programme. This is used throughout KS1 and (where appropriate) for children in KS2,

to support developing readers to reach their full potential. Phonics is taught daily, with fidelity to the programme, by trained members of staff. Progress is assessed each half term and children are regrouped according to their reading progress. Reading books are closely matched to children's phonetic ability and are sent home for families to support the reading journey. We identify children requiring additional support and deliver 1:1 or small group Fast Track Tutoring during additional afternoon sessions. Children requiring additional reading support in Years 5 and 6 receive 1:1 RWI Fresh Start support by a trained member of staff.

Reading for Understanding:

On completion of the RWI Phonics programme, children are taught reading/comprehension skills in daily Reading for Understanding lessons, which continue in every class throughout KS2. Sessions are structured around a carefully selected short fiction or non-fiction extract or poem. Reading is modelled by the class teacher and children read aloud in pairs daily. This is followed by in-depth whole-class exploration of vocabulary and meaning (Text Talk) followed on subsequent days by children answering written questions which support them to develop retrieval, inference, prediction, explanations and summary skills (Word Detectives and Thinking Caps). Further text-based comprehension sessions are supported by comprehension resources from Literacy Shed Plus.

Reading for Pleasure:

Children have access to a wide-range of books to read for pleasure on our Library Bus and in classroom libraries. Books in classroom libraries are carefully chosen to offer an inspiring range of age-appropriate fiction and non-fiction, which children can take home to share with parents. Children and their families are involved in the purchase of new books each summer term, when fundraising events are held by each class for the purpose of refreshing their class library, ready for September.

Teachers read from a class book during daily story-time; children are encouraged to sit and relax while they listen to high-quality and engaging stories. We select class readers to excite and engage children, and to expose them to new and varied vocabulary. Books shared with children are age-appropriate and updated as new books are available or recommended; we have an overview of key texts for teachers to draw upon in KS2, but recognise that teachers and pupils may have preferences which are just as inspiring to share. The benefits of reading are shared with children and parents/carers at Reading Workshops/Cafés held in classrooms during the year. A team of volunteers from our local community provides additional targeted support to pupils identified by class teachers and the English Lead, listening to them read and asking open questions to generate enthusiastic book talk.

Writing:

In Reception class, the writing curriculum is supported by the Cornerstones English framework, which supports and enhances children's writing skills across the wider curriculum. These are tailored to age-appropriate literacy objectives and build upon prior learning. From Year 1 to Year 6, the writing curriculum is supported by The Literacy Tree, a structured programme of writing sequences, which are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed

writers. All National Curriculum requirements of grammar, vocabulary, literary language and composition are embedded, leading to a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Working walls are used in every classroom to support the writing journey over the course of each teaching sequence. Children are encouraged to edit and improve their writing in their books and writing is often displayed or performed, as we know that our children are motivated by the opportunity to share their writing.

Spelling:

The teaching of spelling is supported by RWI Phonics and by Spelling Shed, a structured programme which involves the relationship between sounds and written symbols as well as using morphology to help children to spell through meaning. Carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.

Handwriting:

From Reception to Year 3, the teaching of handwriting is supported by Letter-join, a handwriting scheme which enables teachers to support pupils to develop a fluent and legible handwriting style, and to ensure they reach the standard expected at the end of each key stage.

Oracy/drama:

Literacy Tree writing sequences (adapted by teachers) provide frequent opportunities to discuss and debate ideas and issues raised in the core texts. Reading lessons throughout the school allow children to share and discuss ideas. Classes take part in the Big Debate Club several times each half term as part of our Life Skills curriculum; discussions are chaired by our School Council members. Children enjoy opportunities to engage in role play and drama as part of our writing and wider curriculum. End of KS2/Christmas performances provide further opportunities for children to present or perform. We have an annual visit from West End Theatre in Schools, who provide a full day of dance/drama workshops based on an inspiring book, for all classes.

Impact

Our school's literacy curriculum develops a community of enthusiastic readers and writers who are engaged in lessons and who enjoy showcasing their developing skills in reading, writing and speaking. Children are confident about taking risks in their reading and writing, and love to discuss and share their ideas. We are working hard to develop children's writing skills so that most meet the expected standard at the end of KS2 and that some children achieve a greater depth standard. We believe that most children leave our school with a love of reading and equipped with the reading, writing and oracy skills to enable them to succeed at the next stage of their education and beyond.

We have various ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:

RWI Phonics and Fresh Start assessments - half termly

Year 1 phonics screening check

Statutory end of KS assessment

NFER reading/spelling and grammar assessments - end of Autumn and Summer terms

Ongoing teacher assessment

Pupil Progress Tracking meetings

Pupil Passport (SEND)