

Subject on a Page- Reading

Intent – we aim to...

Teach skills that progress from year 3 to year 6

Support children in becoming confident, fluent readers.

Develop our core 5R Values - Resilience, Respect, Reflection, Relationships and Responsibility

Provide high quality texts and authors that feed pupils' imagination and inspire wonder, joy and curiosity

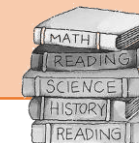
Develop children's understanding of language and vocabulary so that they can share their understanding confidently using appropriate vocabulary choices

Ensure reading is embedded across all subjects

Develop a culture of reading for pleasure across the school.



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Implementation – How do we achieve our aims?

Planning

In year 3/4, children have access to whole novels which are used for guided reading, twice a week. Over the two years, teachers have access to 8 novels to choose from, each year covers 3 novels. The other three days a week, include the use of Cracking Comprehensions and Reading Detectives. This allows time for the teaching of skills and some independent work. These sessions are taught as whole class reading.

In year 5/6, we alternate per term between whole class reading and guided reading. With whole class reading, we use Cracking Comprehensions. Children have taught sessions where we discuss vocabulary and look at how best to answer questions, as well as independent work using a different text;

In guided reading, the children have one guided session with the class teacher. In this, we use one text over two weeks (from Reading Detectives). The first week we focus on reading and understanding the text and vocabulary within it whilst the second is based on comprehension skills. Children also have access to a book where they work independently reading, answering questions and completing follow-up tasks to show their understanding.

Assessment

Children are regularly assessed formatively using our online 'EAZMAG' system. They will also have 2 specific reading weeks throughout each term when key skills will be taught and assessed against. Children also complete assessments weekly when working independently on Cracking Comprehensions.

SEND

Children with SEND receive support in a number of different ways in reading. These include IDL, Rapid Reading and RWI. These are delivered in small groups supported by both teachers and teaching assistants. Our aim is to support and improve their reading fluency and comprehension. The children have access to reading materials appropriate for their stage of learning. We have a whole school reading scheme which allows progress across the school. Children who are the RWI intervention programme have access to supportive reading materials from RWI in order that they have a phonic levelled reading book plus another to share at home.

Reading for Pleasure

In year 3/4, teachers encourage reading for pleasure through sharing short stories in class treasuries of books. These treasuries provide children with a wide range of stories from different authors about a range of different topics.

In year 5/6, teachers share whole class novels which is used purely to support and inspire a love for reading through a variety of novels chosen specifically as books to read for pleasure.

Vocabulary

Understanding the rich and varied vocabulary across a wide range of texts is a priority for our children, As such, discussion of key vocabulary is a focus within our planning. Children are provided with the opportunity to discuss and understand the vocabulary within their texts. This enables the children to increase their understanding and then use this wider vocabulary within their own writing.

Values

Resilience – children are encouraged to build their stamina when reading a range of books

Reflection – children reflect on the text and respond appropriately to a range of comprehension questions

Responsibility - children are expected to take responsibility for their learning, participating actively in lessons and always trying their best

Relationships – children share work and ideas with their peers in a supportive environment

Respect – children will respect each other and allow for all children to work to the best of their ability by helping to support and positive learning environment.

Impact – How do we know if we've achieved our aims?

Children will progress through primary school prepared for the next steps in their reading journey

Children can read at a speed that is appropriate for their age and stage. They will use intonation to demonstrate their comprehension.

Children will be able to explain how their use of the school values helped to achieve their goal in reading.

Children develop their imaginations and actively engage with a range of different texts enthusiastically

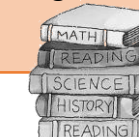
Children talk confidently about their learning in reading using appropriate and technical vocabulary

Children confidently apply their reading skills across other areas of learning

Children develop a love and passion for reading through shared high quality texts



R



Subject on a Page- Writing

Intent – we aim to...

Teach skills that progress from year 3 to year 6

Use and embed key punctuation and grammar to support coherent writing

Develop our core 5R Values - Resilience, Respect, Reflection, Relationships and Responsibility

Develop a stamina for writing through our Journey for Writing

Write for a range of purposes and recognise the importance of writing for a specific audience

For children to develop the skills to become independent learners in English (using taught skills to support reading such as spelling rules and patterns)

Develop an environment which encompasses a rich and varied vocabulary.

Implementation – How do we achieve our aims?

Planning

We currently use Talk 4 Writing as a tool to plan our English topics. This involves a series of lessons leading from supported to independent writing following a theme. Each term will involve a T4W plan as well as a shorter write topic using a range of techniques. Teachers use a range of texts and visual literacy as a stimuli to engage the children and promote interest and enthusiasm. Children are introduced to a range of genres throughout the academic year.

Assessment

Children are regularly assessed formatively using our online 'EAZMAG' system. In English, we are currently following Talk4Writng. As such, the children are also assessed through their work on both their cold task and their final piece of work the hot task.

Handwriting

Teachers follow the Handwriting scheme of work which teaches the different joins. Children have one dedicated handwriting session weekly where they have the opportunity to learn our cursive style. Children will also complete handwriting assessments at the end of a term. Children can be awarded a handwriting pen when they consistently show good use of our handwriting scheme.

SEND

All children have access to an engaging writing curriculum through effective provision and differentiated provision. Through clear assessment of the needs of the children, we also offer specific intervention programmes for those children needing more intense support in order to develop their writing skills Rapid Writing is used to support these children. Our aim is that all children will be supported to develop their writing skills during their time at BJA.

Impact – How do we know if we've achieved our aims?

Writing will show progression in skills content between year groups.

Children will show a clear understanding of the key punctuation and grammar skills

Children will be able to explain how their use of the school values helped to achieve their goal in writing.

Children are able to maintain a clear and sustained focus on longer pieces of writing which maintains a coherent flow from the beginning to the end.

Children will use the skills and vocabulary in a range of text types which are appropriate for that purpose.

For children to develop the skills to become independent learners in English (using taught skills to support reading such as spelling rules and patterns)

A wide range of descriptive and genre specific vocabulary will be obvious in children's writing.

Our writing Journey

Through our Journey of Writing the children will work with a range of genres, each beginning with an engaging stimulus to inspire the children to engage with their writing, either through the use of a high quality text or visual literacy. The children will be taught the skills required to achieve success. Initially, they will work with the initial text closely before working independently on a final piece of work. They will work through Planning, Drafting, Re-drafting before 'publishing' their work – presenting their final piece. They will also evaluate their finished piece.

Vocabulary

Vocabulary is an integral part of the writing process. During our Journey for Writing, children are introduced to high quality vocabulary and encouraged to develop these skills in their own writing.

Values

Resilience – children are encouraged to build their stamina when completing longer writing tasks.
Reflection – children regularly draft and edit their own work, reflecting on the use of the key skills required.

Responsibility - children are expected to take responsibility for their learning, participating actively in lessons and always trying their best

Relationships – children share work and ideas with their peers in a supportive environment

Respect – children will respect each other and allow for all children to work to the best of their ability by helping to support and positive learning environment.

Subject on a Page- SPaG

Intent – we aim to...

Teach skills that progress from year 3 to year 6

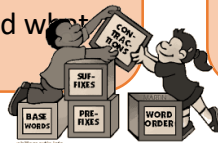
Develop our core 5R Values - Resilience, Respect, Reflection, Relationships and Responsibility

To provide children with the skills required to develop grammatical understanding in both what they read and what they write and what they say.

To provide children with a clear progression of punctuation, which will enable them to develop those skills and use them in all writing across the curriculum.

To give children the knowledge and the strategies required to become confident writers and accurate spellers – understanding the English language and importance of grammar

R



Implementation – How do we achieve our aims?

Planning

There is a one hour lesson per week when SPaG is taught. The children are split into different sets for SPaG in order for children to achieve successfully. As part of each SPaG lesson, children will be taught a specific spelling rule. We use Rising Stars spellings in order to assure that all rules will be taught progressively from year 3 to year 6.

Across the school, all children have access to their own personalised spellings. Each term begins with a 'Big Spell' where the children are given a spelling test depending on the level of the child. Once completed and marked, children will have a copy of the sheet and these will show them the spellings they need to learn. Children write down their weekly spellings (5 spellings for year 3/4 and 7 for year 5/6 per week) A Big Spell is completed once every big term.

Spaced Learning Spellings

Assessment

Weekly formative assessment and marked off on EAZMAG
The Big Spell spelling test is completed once a big term. Once marked, children may need to repeat some of the previous spellings as the idea of Spaced Learning is to enable children to embed spellings in their long term memory

SEND

Children are taught in sets in order to focus the learning for them. Some children, who are still working on phonics, have interventions using Rapid Reading, Rapid Writing and RWI. We have chosen to invest in RWI as a specific phonics focus as it is the programme used at our local Infants School. For the children who are still struggling with their phonics knowledge, it means they come to us in year three and are faced with a familiar learning programme.

Vocabulary

The acquisition of a wide variety of vocabulary is the key to learning across the whole curriculum, whether descriptive or topic-based. Therefore, it is essential that, as teachers, we develop vocabulary, building on children's current knowledge. Our aim should be to increase their store of words and the ability to link these words into their reading, writing and speech, in order that they are able to confidently make links for themselves. Children should be given the opportunity to discover shades in meaning between similar words. This will enable the children to develop their own repertoire of words available to them when they write. It is also vital for children to improve their comprehension skills that they understand the meaning of words they come across in all areas of the curriculum.

Values

Resilience – children are encouraged to build their stamina when learning spellings and completing the Big Spell
Reflection – children regularly look back at their previous learning to support new lessons
Responsibility - children are expected to take responsibility for their learning, participating actively in lessons and always trying their best
Relationships – children share work and ideas with their peers in a supportive environment
Respect – children will respect each other and allow for all children to work to the best of their ability by helping to support and positive learning environment.

Impact – How do we know if we've achieved our aims?

Children will have been taught the skills that progress from year 3 to year 6

Children will be able to explain how their use of the school values helped to achieve their goal in all areas of SPaG.

Children will be able to confidently use the essential skills of grammar both by helping them make sense of what they read and how they write and speak.

Children will be confident when using punctuation when writing across the curriculum, showing a clear understanding for all.

Children will continually develop their knowledge of spellings rules and patterns and become more confident spellers through specific teaching of rules and through their personalised Space Learning Spellings (The Big Spell)

R



Subject on a Page- Speaking and Listening



Intent – we aim to...

Teach skills that progress from year 3 to year 6



Develop our core 5R Values - Resilience, Respect, Reflection, Relationships and Responsibility

R

Allow the children to express their opinions, articulate feelings and listen to and respond appropriately in a range of situations.

I THINK THAT...

Encourage the children to participate with different groups of children to present ideas with confidence, valuing the views of others.

EXPRESS YOURSELF

Encourage the children to speak audibly and confidently before an audience (for example when leading class and whole-school worship; when performing in school plays)



Implementation – How do we achieve our aims?

Listen

Speaking and listening skills are fundamental to children's progress in all areas of the curriculum, and the need for effective oral communication is vital to develop and enhance life skills.

Children are encouraged, through all lessons, to listen attentively and be confident to offer opinions appropriate to what has been discussed, as well as observe and challenge the views of others courteously.

Question

Children will be encouraged to formulate thoughtful questions by listening attentively. Their developing questioning skills should enhance their understanding and, as they progress through the school, they should develop their use of questioning to suit a variety of situations including both open and closed questions.

Vocabulary

Through a range of discussions children will be given the ability to evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. Know that words can have more than one meaning

Justify

Across the year groups, children will be encouraged to offer reasoned justifications for their thoughts and ideas. As they progress through the school, they should be encouraged to articulate their ideas clearly with more complex opinions, elaborating on their ideas as well as taking note of the opinions of others.

Talk

Children are able to confidently use specific vocabulary to express their opinions, making sure the words they use are appropriate to the context of the discussion/lesson, and offer speculations about possible outcomes in a range of situations. When speaking, children should be able to develop complex structures and speak in a fluent and clear manner in a wide range of situations

Public Speaking, Debating and Performing

Throughout the school year, children are given a range of opportunities to use their public speaking skills both formally and informally. In class, children discuss and debate the important issues – especially within PSHE lessons, where they learn to respect the views of others whilst gaining confidence to join in discussions and debates when offering alternate views. If children wish to be school councillors or House Captains, they need to prepare and perform their speeches to their class/ house. Children are also provided with opportunities to perform before an audience though the year 3/4 Christmas shows and the year 5/6 end of year performances. Year 6/s also perform their final leavers show.

Values

Resilience – children are encouraged to participate in a range of different performance and learn their lines
Reflection – children look back on previous performances and look at how they can make improvements in the future
Responsibility - children are expected to take responsibility for learning their lines, writing their own speeches if they want to be a candidate
Relationships – children work closely together to support each other across a range of activities
Respect – children will respect each other and allow for all children to work to the best of their ability by helping to support and positive learning environment.



Impact – How do we know if we've achieved our aims?

Children will have been taught the skills that progress from year 3 to year 6



Children will be able to explain how their use of the school values helped to achieve their goal in all their writing.

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By the time children leave year 6, they will be confident communicators who are able to listen and speak with kindness and empathy and explain their ideas with clarity and confidence.

I THINK THAT...

Children will confidently have participated in a variety of activities including debating thoughts courteously, sharing their ideas confidently

EXPRESS YOURSELF

Children will be given a range of activities in which they need to speak clearly and with confidence in a variety of situations including small-scale assemblies as well as larger performances within school plays.

