

Reading

Intent:

At Chantry Community Primary school, learning to read and taking pleasure in the books that we read is fundamental to the development of our pupils and preparing them for their adult lives. Through our literacy lessons, where we use the Power of Reading, the children are exposed to a wide range of high-quality texts where they will have the opportunity to explore books through a range of activities such as role-play and debate. The pupils will use this exploration of their class texts to apply the reading skills that they have learnt such as inference, skimming and scanning and retrieval. By learning and applying this knowledge, the pupils will become, not only confident and capable readers, but also thoughtful readers who can analyse and discuss the intentions of the author and the effects a text has on the reader. As well as this, they will have the knowledge and understanding to view differing opinions and be able to discuss them confidently.

With home reading, our intent is that, through the use of Accelerated Reader, the pupils become independent readers that take ownership of their own reading, selecting appropriate books for their stage of development based on their interests and likes. We want all pupils to develop a curiosity with reading and to be able to talk in depth, not only about what they enjoy or don't enjoy but why authors have made the choices they have.

Implementation:

To ensure that the pupils of Chantry have best opportunity they can to progress with their reading, they are taught in a sequence that then allows them to explore texts through their writing. The pupils are taught the specific knowledge that is required from them to access the learning that they are doing around their class text. Once they are taught how to approach a question or a scenario, they then apply this knowledge to the Power of reading lesson. This allows them to have tools they need to explore the text confidently being able to retrieve information and discuss it.

In helping develop our pupils as readers and to ensure that they are reading and choosing books at an appropriate level, we use a programme called Accelerated Reader. This is where the Pupils take an online 'Star Test', to work out accurately where their reading level is and the books they can choose. Once they have completed the test, they are provided with a ZPD (a number given to them based on their results) which gives them a range from which they can select books. Every class has a good selection of books in their class and book sharing across classes is encouraged. This allows pupils to read at the appropriate level but still be able to select books that are interesting to them and that they will take pleasure from reading. Once they have completed the book they are reading, they complete a quick quiz on a computer which assess how well they have read the book. This also provides the pupils with a word count so they can see how many words they have read. For books chosen at school, the expectation is that they will quiz in school. However, if a pupil has read a book of their own at home, they can access Accelerated reader and quiz at home.

Although pupils are provided with an opportunity to read at school, it is vital that they read at home and we encourage that reading to be with an adult. The expectation is that all pupils in KS1 read for at least 10 minutes, 3x weekly and that KS2 children read for at least 20 minutes, 3x weekly. Although the expectation is 3x weekly, the more days that the pupils read at home the better it is for them. Every time a pupil reads at home, the expectation is that their reading record book is signed. In years 1-4 this should be by a parent/carer and in 5 and 6, the pupils are expected to record their own reading although we do also encourage parents to sign as well.

Impact:

By immersing the pupils in the books that they read and encouraging them to explore all aspects of the text, the pupils gain an understanding and enjoyment from the texts that help them to learn and progress. Through each term, they are taken on a journey with the characters and events that they are reading about enriching how they think and approach unfamiliar situations and challenges. This allows the children to talk in detail about characters, events, structure and the intent of the author. As the pupils develop their reading, they are able to access all areas of the curriculum with more confidence and are able to learn faster and better as they access information and by having the opportunity to choose their own reading books, they can fully discover what reading for pleasure means for them, what genres and authors interest them and which ones they would rather avoid. By Star testing the pupils and monitoring their quizzes, teachers are able to understand where the children are with their reading and what they can do to develop them into confident, able readers. The more that the pupils are able to read at home, books that they enjoy and take pleasure in and the more that they share stories and books, the better their reading development is setting them up for better chances in their later life.

Writing

Intent:

At Chantry Community Primary School, our intent is to create confident, imaginative writers that have developed the required knowledge to be successful with their writing. They will be able to write in a range of genres in both fiction and non-fiction and will do so with neat, cursive handwriting. The pupils will have a secure understanding of English grammar, both from a technical standpoint and from application to their writing, they will be able to use a wide range of punctuation effectively in their work and will be able to use taught spelling rules to be able to spell a wide range of words independently as well as developing a broad vocabulary that they are able to use effectively both in written word and spoken language. Through a range of explorations, the pupils will have a deep understanding of the role of the author and will be able demonstrate this effectively in their work. They will take pride in their writing and will have the confidence to share their visions.

Implementation:

In order to support our pupils to become confident writers, we take them on their writing journey through the 'Power of reading'. This is a method of teaching literacy through exposure to a wide range of high-quality texts that help the pupils to engage with writing through immersion. The pupils constantly have access to the class texts which they read with their teacher and are able to refer to when planning and completing their writing. Pupils are taught the appropriate grammar and punctuation skills for each year group and this is linked to a deep exploration of the class text with a focus on how certain elements are used effectively within different genres of writing. They are taught the grammar that they need to apply and how it works which they then apply to the piece of writing they have been working towards. The class teacher plans a series of interactive lessons that are sequenced to lead to a final writing piece from a variety of genres, that include the knowledge that they have acquired. To ensure that the pupils have the best opportunity to develop their ideas for writing, they explore the texts through a variety of activities with a focus on oracy, providing the pupils with opportunities to talk, discuss and act out scenarios from the class text. This piece is then edited by the pupil so that they can learn to take ownership of their writing, identifying their own mistakes and looking for ways to improve. Along side the Power of Reading, the children are taught to spell using the Twinkl spelling programme. This programme teaches the children the spelling rules and patterns that they need to learn to be able to spell independently. This is delivered through a range of resources and lessons that focus on a weekly spelling rule. Incorporated into this are handwriting activities that are focused around the weekly spellings. The letter formation is taught weekly to the pupils and then practiced through their spellings and applied in their work.

Impact:

By immersing the children in their class text and allowing them to explore characters, settings, plots and delving into what an author intends, the pupils become excited at the opportunity to use their imaginations and write their different pieces. They learn how to vocalise their ideas and form opinions in debates based on evidence. With the pupils linking the reading and exploring the text, gaining the grammatical knowledge to complete the writing in different genres and then editing and improving their written pieces, they learn to take ownership of the whole writing process, demonstrating how they can begin with an idea that can grow and develop into a final piece that they can be proud of. Through each piece of writing that the children complete, the teachers are able identify any gaps in their grammatical knowledge and are to successfully target them as areas to improve.

Useful Websites:

CLPE: Power of Reading

<http://www.clpe.org.uk/powerofreading>

Renaissance

<http://www.renaissance.com/>

Twinkl

<http://www.twinkl.co.uk/>