

Reading. Each class has a selection of books appropriate for the ages and abilities of the class. We are currently developing our school library so that it has a broad selection of fiction and non-fiction books aimed at all ages and used to support topic work and children's own interests. We use the County Library Service to provide excellent sets of 'topic boxes'. The Library bus calls each term and pupils are involved in choosing books for their classroom.

Phonics: This is taught as the first approach to decoding text. In each class, Phonics is taught daily for around 20 minutes. Children are taught in groups according to which 'Phase' of the Letters and Sounds Programme they are working at. To ensure that reading is learnt as a meaningful activity we teach phonics alongside spelling and writing and of course reading! Children continue with phase 6 of the Letters and Sounds programme at Key Stage Two with provision made for children who need further phonic work and targeted support. Children then follow the No Nonsense Spelling Programme which builds upon the spelling patterns already taught and places more emphasis on grammar.

Grammar and Punctuation: This is taught throughout the school following a careful progression to ensure children develop a secure understanding. The No Nonsense Grammar materials are used. Explicit activities linked to current content are planned in English lessons to make the learning interesting and relevant.

Listening and responding: The Class Teacher will read books from all genres poetry/fiction/non-fiction to the children and may share a class novel over a period of time.

Shared reading: This method is used with Reception and Key Stage One children; reading is modelled and shared with the children, by a teacher with a large book or onscreen text.

Guided reading: This is when children read multiple copies of the same text in a group of similar ability. Books can be part of the reading schemes or novels as the children get older and grow in ability.

In Reception and Year One, the teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word and sentence structure. As children progress, the focus turns to comprehension and looking at different styles of writing, opinions and aspects, layout of text, use of language etc.

Individual reading: in **Reception**, children are given carefully graded books (from a selection of reading schemes - Oxford Reading Tree, Storyworlds, Rigby Star, Ginn. The books are colour coded. These books are kept in a book bag and sent between home and school each day with a reading record for parents, teachers and adult helpers to make comments. Parents are asked to listen to their child read every day and this support from home is of huge benefit to the children. At school the Class Teacher will listen to individual children read and swap their books twice a week.

In Key Stages One and Two, the child can change their own reading books from the colour band box as often as they need to. Teachers and adult helpers will listen to children read individually, but the emphasis is placed on guided reading every week. Once children reach a good level of fluency and can read independently, they can choose from class library books.

Quiet Reading: children read books of their own choice or from a selection available to them. They may read in pairs or share books with an adult. In Reception children are

encouraged to choose books as one of their self-planned activities. Children are encouraged to enjoy reading for pleasure.

Comprehension and book study: From Year Two onwards, as part of English lessons children are taught to analyse texts, to research and answer questions about them. They will have opportunities to do comprehension activities, write reviews, use books as a starting point for their own writing and to read to enhance their knowledge and learning as well as for enjoyment.

Writing

Writing is woven through each curriculum area. Skills are taught explicitly in English lessons but we endeavour to create as many stimulating and meaningful opportunities for children to write.

Writing begins in the EYFS; In the mark-making area children are shown how to hold mark-making implements with a secure tripod grip and provided with materials and ideas to encourage them to draw, colour and write letters, words and letter like-shapes. They are encouraged to use emergent writing in all areas of their play including outdoors.

Throughout school writing is taught in conjunction with Spoken Language and Reading. Children learn to write in a range of styles for different purposes. This becomes progressively more complex. They learn about the different features of types of writing and apply it in their own work

Currently each class studies topics in Science, History, Geography, R.E and Art. We aim to make meaningful links between subjects where possible and to incorporate and extend children's reading and writing skills within and across other areas of the curriculum. We place the same expectations on children's writing within all curricular areas.

Handwriting

Children develop the physical skills required to form letters by access to a wide range of activities designed to promote fine and gross motor development.

From the start children are shown how to form each letter correctly in a printed style. We follow the Nelson handwriting scheme. In Year 1 children are introduced to writing joined script and handwriting is taught and practised throughout the school. By Year 2 children should have developed a fluent and efficient joined-writing style and be using this consistently in Year 3 and beyond.

Spoken Language

Speaking and Listening are essential in all areas of the curriculum; effective communication is a key skill for life; it is vital that children can express themselves clearly and confidently, and that they are able to listen attentively to others.

We offer as many opportunities as possible for children to use, apply and develop these skills through a range of planned and meaningful activities. These include:- drama, role play, taking part in productions for 'real' audiences, Church Services and Assemblies, debating, discussion, circle time, and hot-seating.