**English – Reading & Writing**

Intent:

We are passionate about creating a language rich environment at Holy Trinity School, in which children’s literacy can thrive. We believe in using creative approaches to teaching literacy, putting quality children’s literature at the heart of all learning. We use the Power of Reading Scheme to ensure all children have access to high quality texts. In addition whole class guided reading is used which also ensures a broad range of genres is taught to most children where appropriate. Children begin their school reading experience by following the Read Write Inc comprehensive phonics programme, whilst children in Key Stage 2 engage in grammar lessons. Additionally, all children have specific spelling lessons that cater to a wide range of learning styles. We aim to provide our children with a rich learning experience through the use of our inspirational school grounds and creative approach to teaching and learning.

Implementation: How we plan and teach for Reading

At Holy Trinity we use the CPLE’s “Power of Reading” strategy for children’s writing which also supports their development of reading. In addition through Early Years and KS1 we use the Read, Write Inc scheme to support their development of phonics and reading skills which includes an appropriate level book to read at home. Alongside this scheme children will also have a colour levelled reading book aligned to their phonics level across a range of genres. These children will also have access to a free choice book from either their class rainbow books or the school library.

In KS2 children have an appropriate levelled book from the Tree Tops scheme which are regularly assessed and changed. Children also have an independent choice from their class reading corner and school library. As children become independent readers further up in the school, they record their book choices to ensure they read a broad and exciting range of books.

Guided Reading is taught throughout the school from Year 2. Where appropriate whole class guided reading is used (for example in year 6 guided reading is set up to facilitate group work for assessment purposes and procedural knowledge development). This includes using high quality texts which are read and discussed as a class. Follow up work is the based on this focussing on developing key reading procedural knowledge such as comprehension, inference, vocabulary development etc. In addition children will continue to read in groups with an adult using further high quality texts to individually develop these. All children are read to by an adult every day where possible e.g. a short story, chapter from a longer book, a poem etc.

Individual needs are identified quickly and addressed through various interventions across the school to support less confident readers. These include: One to one reading, the Lexplore intervention programme, buddy reading, SEND teacher etc.

Implementation: How we plan and teach for Writing

At Holy Trinity we use the CPLE’s “Power of Reading” strategy, which uses language rich, high quality texts to engage all children. This forms an intrinsic part of our English curriculum by immersing all children in carefully chosen texts. We use a range of creative strategies to draw out the children’s responses and engender an enthusiasm to write in a range of genres and for different purposes.

Through text-based, whole-class teaching, we provide opportunities for: word reading, grammar and punctuation, comprehension, vocabulary development and spelling, handwriting, spoken language, discussion and writing. We use partner and group discussions to help build children’s procedural knowledge by imitating language and adopting high quality language in their speaking and listening.

Teachers plan and deliver lessons that cater for the needs of all pupils through careful scaffolding, vocabulary planning and precise questioning. The Power of Reading strategy is adapted to achieve this by considering the needs of all children. We choose and use different texts to suit the needs of specific year groups and cohorts each academic year.

To facilitate planning, long term planning of writing genres and Year specific National Curriculum SPAG topics has been developed for all year groups to ensure for consistent and precise coverage using Classroom Secrets where appropriate.

Individual needs are identified quickly and addressed through various interventions across the school to support less confident writers. These include: Procedural knowledge based lessons on specific areas of writing e.g. grammar, sentence construction, and consolidation of targeted areas, Funky Fingers and Jump Ahead for fine motor skill development, editing techniques for specific areas.

Impact

Through our rich and varied English curriculum we ensure that by the time the children at Holy Trinity leave our school, that:

* Learning is monitored through various formative and summative assessment tools
* Schools marking policy provides pupils with immediate feedback within lessons
* Moderation is used termly to benchmark across levels within the school and exemplars will be kept for each level for each year group for the Holy Trinity Power of Reading texts
* Produce high quality work showcasing a deep understanding of the main techniques involved in reading and writing which involves a good level of stamina
* Demonstrate their understanding of this in cross-curricula subjects

We have high expectations of achievement and progress in English and monitor this using;

* Child and peer assessment
* Teacher assessment
* Marking
* Questioning and discussion
* Verbal feedback
* Book scrutiny
* Feedback on planning
* Pupil voice
* Data analysis