



ENGLISH

Weaving a Journey as a Reader and Writer at Kiveton Park Meadows Junior School

Our Vision Statement

“Reading and writing cannot be separated. Reading is breathing in; writing is breathing out.” Pam Allyn

If we want to attract children like bees to the idea of writing, we must treat our classroom as a field and fill it with the sweetest of nectar - good literature (Young & Ferguson 2020)

At Kiveton Park Meadows Junior School we weave our English learning journey throughout a broad and balanced curriculum. We follow the National Curriculum and our overall aim is that children leave our school as confident readers and writers.

We know that reading and writing must weave together in order to develop children who are confident and fluent readers and writers. When teaching writing, reading still remains at the heart of learning and children are engaged and immersed in a wide range of high-quality texts that inform, entertain, and help children to make sense of themselves and the world around them. Our English curriculum will promote a lifelong love of learning, creating children who are enquirers and creative and who are prepared to face the ever-changing world around them.

At Kiveton Park Meadows Junior School, we want all children to embrace the power of the written word. To write well means to be able to communicate effectively with a range of different audiences and for different purposes. Our aim is to enable pupils to become competent, confident and creative writers who use writing to express their feelings and to communicate with others.

The National Curriculum for English is broken down into the key areas of phonics, reading, writing and speaking and listening.

At Kiveton Park Meadows Junior School, reading is at the heart of our ‘Learning Means the World’ curriculum. Children are given a wealth of experiences which are woven into their journey. We promote a love for reading across the school and our aim is to develop each young person as a confident, lifelong reader.



Staff sharing and being enthused about books has helped us to create a culture of reading for pleasure across the school. We have created interesting and inviting book areas in all classrooms and in our reading corner in the main school hall. Our reading spine includes our core texts, books staff read aloud to children, and a range of books we use when teaching the wider curriculum. In addition to this, we have a Protected Characteristics Reading Spine.

Learning to read is one of the most important life skills a child will achieve at school. We are passionate about making sure that every single child learns to read well, whilst also enjoying the stories, poems and information books that we have built into our curriculum.

Intent

Reading begins at the earliest stage when children enjoy looking at books and hearing stories being read to them. We work closely with Kiveton Park Infant School where the children are taught to read using Sounds Write which is an accredited synthetic phonics scheme. Phonics provides the foundation for reading and writing. The intention is for all children to have grasped phonics to be confident readers and spellers. At Kiveton Park Meadows Junior School, we want all children including disadvantaged and those with SEND to be able to apply phonological skills to decode unfamiliar words in order to achieve reading accuracy and fluency.

Our main priority is for children to enjoy reading, so they can not only widen their knowledge, vocabulary and sentence structure but also gain enjoyment. As well as this and in line with the National Curriculum, they will learn key skills in deduction and inference allowing them to answer targeted questions about fiction, non-fiction and poetry texts.

We interlink the skills of reading and writing which provides developmental teaching and learning sequences for both. Transcription and composition skills are taught in a sequential, progressive manner therefore children learn to write with accuracy and coherence across a range of genres. We place great emphasis on 'reading like a writer' so pupils have many opportunities to explore high quality texts and understand author voice, stylistic techniques and grammatical structures within excellent literature. This knowledge contributes to pupils' ability to write with fluency.



Through our creative 'Learning Means the World' curriculum, we ensure that the children have a strong sense of purpose to their writing in order to motivate and inspire them to produce writing of a high standard. Pupils know that writing is a vehicle for recording knowledge and learning in many subjects. Pupils learn the skills of editing and improving pieces and presenting final drafts which showcase their achievements.

Presentation is highly valued and pupils learn to take pride in their work.

English lessons at Kiveton Park Meadows Junior School, include reading, spoken English, spelling, grammar and punctuation (GPS), writing practice, handwriting and writing for different styles, purposes and audiences.

Writing is a complex process that is given a high priority at our school, and we mindfully endeavour to ensure that our pupils develop a lifelong, healthy and enthusiastic attitude towards writing.

We base our teaching of writing on the National Curriculum, teaching pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Reading and writing are heavily intertwined and we aim to provide our pupils with rich opportunities to use the language and vocabulary skills that they have acquired in reading in writing sessions.

Our intent is for our young people to enjoy writing and become successful and enthusiastic writers. Writing lessons are spent teaching children about the craft of writing.

Implementation

When children join our school in Year 3, our teachers work closely with the Year 2 teachers to identify those children who will benefit from more intensive phonics intervention. Although children will have undertaken the phonics screening check at KS1, we complete thorough checks on entry to identify any gaps and seek to address these through a robust and thorough phonics programme.

We teach reading through two dimensions – word reading and comprehension. It is essential that teaching focuses on both dimensions and different kinds of teaching are needed for each. Our reading spine offers high quality, supportive and enriching literature for the children to enjoy, moving on from the Sounds Write phonics programme. This in turn creates positive, fluent readers, who engage with different types of texts. Across school, whole class reading lessons develop the children's understanding of texts by developing their knowledge and curiosity through working collaboratively in both class discussion and shared reading.

During comprehension, children build on knowledge learnt in previous years with the difficulty of the text increasing throughout the school. We want to create a

communal approach to reading which allows the children to enter discussions about characters and events in the text relating them to other books they have read and their own lives. Reading throughout the curriculum gives our young people the opportunity to expand their vocabulary. WhISK sheets identify key vocabulary from wider curriculum subjects and we use these to support retrieval.

Independent reading books support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils. We use a variety of different materials and stimulus to enable our children to develop a love of reading.

Teachers use books and texts to expose children to a wide range of literature which enhances the children's language, imagination and their excitement for writing. In English lessons, we use a rich variety of texts ranging from modern (newly published) fiction to classic novels, poetry and information texts.



Writing is taught daily across the whole school.

Reading and writing are placed at the centre of our 'Learning Means the World' curriculum and provide rich and real experiences and reasons to write. Through this, children are able to develop authentic personal voice, style, stamina and range as a writer.

Each year group studies a different high-quality text which may last for a week to a half term depending on the text type, length of text and the year group. It is through these well-chosen texts within lessons which provide rich language models and structures from which children can learn how writing works and the effect it can have on a reader.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches and opportunities.

A systematic approach to modelled writing makes the expectations for independent writing explicit and makes clear the grammar and vocabulary that children will be expected to apply. Grammar and punctuation learning is taught within the writing lesson. Our teachers give direct instruction and scaffold children's understanding through demonstration, resources, sharing self-written exemplars and discussion. Teachers often use the novel they are reading aloud to their class to teach children about literary techniques. Children are given 'mentor texts' which match the genres for the writing. Often, teachers write short texts or extracts to share with the children so they are visibly 'writing teachers' as well as a teacher who reads.

Whilst the technical, grammatical structures of writing are fundamental to developing high academic success, at Kiveton Park Meadows Junior School we also believe that developing a love of writing is imperative. Whole-school creative writing projects are planned to encourage excitement and a love of writing across school; children are also given opportunities to engage in their

own personal writing projects in class. Families are invited to join their children in specific reading and writing projects throughout the year.

Children are taught to independently write and redraft their work. Teachers and teaching assistants hold small group conferences to give feedback within the lesson. Within the writing process, editing skills are taught. Children learn and apply editing skills at word level (this may be correcting spellings using a word bank or dictionary), at a sentence level (this may be correcting or putting in punctuation) or at a whole text level which could be editing paragraphs to improve cohesion.

End of writing unit final outcomes provide an opportunity to assess how well children have embedded the knowledge and skills taught in the unit.

A Writing Club at lunchtimes is offered for children to engage in personal writing projects where they can experience the power of their written words and find their own writer's voice.

Impact

The impact of these strategies will ensure children will be able to spell and read confidently using their phonological understanding. They will be able to blend and segment words independently when reading and spelling and apply this across the wider curriculum.

At Kiveton Park Meadows Junior School, we want to ensure that children leave our school with a love and enthusiasm of reading and writing of which phonics skills are the foundation.

Pupils will be equipped with a strong command of the written word and will amass a varied vocabulary which they can use across the curriculum and use correct spelling and grammar in their work. As all aspects of English are an integral part of the curriculum, cross curricular writing standards are high and skills taught in the English lessons are transferred into other subjects.

By the end of Year 6, children are well-prepared for the secondary curriculum and leave us as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning. Children will have made good progress from their own personal starting point.

Children will enjoy writing and view it as relevant and purposeful, and as a vehicle to communicate their ideas across a range of subjects.

At Kiveton Park Meadows Junior School, pupils are proud of their writing and have opportunity to see it on display, shared with others in the school and with their families. We want the children of Kiveton Park Meadows to leave us as confident, fluent readers who begin their time with us by 'learning to read' and leave us 'reading to learn'!