



# English

INTENT

## Early Reading

- Pupils will be equipped with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. They will have a secure understanding of letters and sounds. They will confidently orally blend and segment words as well as read a range of on sight words.

## Reading

- Pupils will develop a lifelong love of reading. All children will achieve their full reading potential by the end of Year 4 and are able to comprehend what they read, read fluently and confidently across a wide range of texts.

## Writing

- Pupils will develop the skills necessary so that they are able to communicate effectively through their writing for a variety of purposes.



Implementation	<p>We will provide our children with a consistent approach to the teaching of early reading throughout the school. Children develop a bank of skills to assist them with word recognition, fluency and language comprehension.</p> <p>We teach early reading through systematic phonics lessons following Little Wandle Letters and Sounds Revised, which have a planned structure, are fast paced, engaging and encourage active participation for all. Children in Foundation Stage and Key Stage 1 receive daily taught phonics sessions, sessions are also provided for pupils requiring Phonics teaching in Key Stage 2.</p> <p>Early reading is developed in Reception with the Big Cat Collins books, children read books matched to their Phonic ability to ensure that they are fully decodable. High frequency and common exception words are discretely taught to ensure that pupils develop their skills for reading words that are not decodable also.</p> <p>Pleasure for reading, guided reading, whole class reading and independent reading are used to develop children's range of reading skills and reinforce what has been taught during phonics lessons. We also ensure there are cross-curricular links relating to reading throughout our language rich curriculum.</p>	<p>We will provide our children with multiple opportunities to read across all curriculum areas through 'REAL' time (Read Everything And Learn). Reading is a key life skill and we will embed a culture of reading in everything we do, providing plenty of opportunities for children to read both independently and aloud as well as providing opportunities for them to discuss and recommend books. Reading and quality literature are implicitly interwoven into our curriculum with key texts chosen to ensure our children encounter a variety of genres and famous authors.</p> <p>As children develop their reading skills here at Manor Hill they will then progress through our book banded reading scheme which is made up of a wide selection of texts. All children are provided with a reading book matched to their reading level and we encourage progression through each band. All children in Years 2 to 4 receive a daily whole class guided reading session. We recognise that reading progress is most successful when supported at home with regular reading. We ask that pupils read as often as possible with an adult at home at least three times per week.</p>	<p>We will provide our children with the opportunities to develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. All curriculum areas include opportunities for pupils to express their thoughts in a range of written styles. A range of exemplar texts, from across different genres and subject areas, are shared with pupils to promote ambitious vocabulary and secure expectations of writing across the curriculum.</p> <p>Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in Lower KS1 whilst working towards securing confidence with independent pieces by the end of Year 2. Writing genres are mapped out and revisited to ensure progression in skills.</p>
----------------	---	--	--



Impact				
	<b>PUPIL VOICE</b> Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	<b>EVIDENCE IN KNOWLEDGE</b> Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.	<b>EVIDENCE IN SKILLS</b> Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.	<b>OUTCOMES</b> At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.