



Intent

Reading

At Burnt Tree Primary School, we believe that the ability to read is fundamental to our pupils succeeding; enabling them to access the next stage of their education and beyond. Our daily phonics programme in EYFS, KS1 and KS2 ensures that children are equipped with decoding skills that enable them to become fluent readers. We use a range of exciting, high quality and ambitious texts that serve to nurture a love of reading and foster children's reading pleasure. We encourage an ever-widening vocabulary to be sought where children's spoken and written language is enriched through the texts they use.

Writing

We aim to nurture children's love of writing as we believe that writing is fundamental to our pupils succeeding; enabling them to access the next stage of their education and beyond. Our high quality, captivating and engaging text-driven English curriculum, has been designed to ensure that pupils develop a love of reading and writing. We ensure there are plentiful opportunities for children to write with enthusiasm for a range of audiences and purposes, enabling them to achieve their full potential.

Speaking and listening

"The way we communicate with others and with ourselves ultimately determines the quality of our lives." (Tony Robbins) Our intention is for children to:

Express their opinions, articulate feelings, and listen to and respond appropriately in a range of situations;

Participate with different groups of children to present ideas with confidence, valuing the views of others;

Speak audibly and confidently before an audience (for example when presenting work or ideas in class or when performing in school plays or class assemblies).



Implementation

Reading

EYFS and KS1 are taught early reading and phonics daily following the RWI programme. Assessments are vigorous, with children assessed at the end of each half term and placed in the appropriate ability groups. Children read books at home that are matched to their phonic knowledge and ability, this includes a RWI book and an additional home reading book. In addition to phonics, children read individually and in small groups according to year group and ability. The RWI programme is also used within KS2 for those pupils who require it.

In year 2 and throughout KS2, pupils have three taught reading lessons a week. High quality texts are studied over a term and the children access a physical copy of this text. The National Curriculum reading domains are covered through small, mixed-ability guided group reading sessions where the children are supported and challenged through age-appropriate texts. During lessons, pupils gain a thirst for reading; exploring the language used by different authors and the impact the written words have on the reader. They also use books to research and gather new knowledge to extend their understanding across the curriculum.

Children across school take reading books home that are matched to their reading ability whilst also providing challenge. Children make their own choices of text within their reading band.

All children are read to at the end of each day, encouraging engagement with longer texts as well as the enjoyment of reading. Children also have time over the week to visit our school library and spend time reading and choosing books in there.

Writing

English skills are taught progressively following the National Curriculum. Children experience a wide range of writing genres. In KS1, alongside phonic sessions, the children use a text as a stimulus for writing, which then supports the language development and sentence construction, as well as beginning their journey into the purposes for writing.

In KS2, there is a consistent sequence of comprehension, identifying the features of a W.A.G.O.L.L, vocabulary development, sentences, first draft, edit and improve and then the final piece in the purple polished book. Across the school, high-quality texts and visual stimuli, which spark imagination and creativity, inspire ideas for writing. As the children move through school, they will have built up a bank of high quality texts, which they have responded to, as well as building their knowledge on the main success criteria and focus areas for each of the writing activities, including writing to entertain, inform, persuade, entertain and discuss. This is then built upon, and added to as they move through school.



Pupils will learn to write clearly, accurately and coherently, developing a wide vocabulary and a solid understanding of precise grammar rules and terminology appropriate for their age group. Our curriculum design ensures that pupils are able to express themselves creatively and to communicate effectively with others. Through feedback, children know their strengths and areas for development. Children are provided with many opportunities to edit and improve their work. They are challenged to up level their writing and select more sophisticated vocabulary, particularly that gathered through their reading. Our children are very proud of the content and presentation of their final purple-polished pieces of writing.

Children are provided with further opportunities to apply their writing knowledge in other curriculum areas such as science and topic. In KS1, spelling is taught as part of the RWI session. From Year 1 onwards, the children are taught spellings, spelling patterns and tested weekly. This is supplemented by 'The Spelling Shed' online programme. Vocabulary is taught within the context of the topic or theme being focused upon. We have high expectations of our children in terms of their handwriting and presentation of work in their books. No matter what subject or activity, high writing standards are embedded throughout. Letter formation and handwriting are priorities in EYFS, leading into KS1. When children are able to form their letters accurately, they move onto using a cursive script, which is then enforced throughout KS2. Teachers model using cursive script to set expectations for our children.

Speaking and Listening

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning.

Staff model the use of higher-level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work. All staff model and expect children to use full sentences when speaking. Guided reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly. Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Children take part in year group assemblies and present to their key stage and their parents.



Impact

Reading

Teachers use a combination of oral and written feedback based on assessment for learning during lessons. This formative assessment informs next steps within and across a sequence of lessons. Teachers adapt lessons to suit the needs of the children and ensure children make good progress. Interventions or 'catch up' sessions take place to ensure gaps in learning are filled.

Progress is measured more formally across the year using a range of tests. All data is monitored by SLT and discussed during pupil progress meetings.

- Reception complete the Reception baseline assessments and RWI entry assessments in the first half term, followed by half termly RWI assessments at the end of each half term.
- Y1 complete RWI assessments half termly and the phonics screening in June. NTS assessments are completed at the end of the spring and summer terms which give children a standardised score.
- Y2 complete RWI assessments at the end of each half term if they are still on the phonics programme. Y2 and Y6 complete previous SATs papers throughout the year to prepare them for the end of Key Stage assessments in the summer term. They also use termly NTS assessments to ascertain a standardised score.
- Y3 – Y5 complete NTS assessments which give them a standardised score each term.
- Wellcomm assessments are used at the beginning and end of nursery and at the beginning of reception for children who have not been assessed across school where the need arises and the programme is delivered with those children that require it.

Our children are confident and independent readers who are able to articulate their reading, understanding and opinions of texts. They are able to make use of their reading within their spoken and written language. To be 'reading ready' for the next part of their education is fundamental and all adults strive for this to be so.

Writing

Children are engaged and thoughtful in lessons, and have developed the skills to become competent and independent in their writing. They apply taught writing skills, including phonics, to write for a range of purposes and audiences. Children know more, and remember more, and have the skills to equip them to progress from their starting points. They make strong links between reading and writing, and understand how texts and stories can inspire them to become writers.

Writing is high-quality, and presented in different ways, across the curriculum. Children use aspirational vocabulary in their writing. Teachers use a combination of oral and



written feedback based on assessment for learning during lessons. This formative assessment informs next steps within and across a sequence of lessons. Teachers adapt lessons to suit the needs of the children and ensure children make good progress. Interventions or 'catch up' sessions take place to ensure gaps in learning are filled. Progress is measured more formally across the year using a range of tests. All data is monitored by SLT and discussed during pupil progress meetings. Teachers assess writing on a termly basis using appropriate age related standards (Target Tracker).

Speaking and Listening

In a safe and encouraging environment, children develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence. Children recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings can be addressed and relationships enhanced.