

ENGLISH – Reading

Intent

***“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.”
Dr Suess***

At Marcham Primary School our core vision is that ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. We believe that it is vital for children to learn to read confidently for them to become independent learners. We aim to develop a rich reading culture throughout the school through teacher modelling, the school library, vocabulary rich displays and classroom libraries.

We strongly believe that reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens a treasure-house of wonder and joy for curious young minds. We know that it is essential that all pupils can read fluently and confidently, in any subject, to be successful in their forthcoming secondary education.

We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Reading.

Implementation:

At Marcham Primary School, reading is taught in several ways. Children will be given many and varying opportunities for reading which are not restricted to Literacy lessons. These include:

- ✓Independent Reading
- ✓Whole Class Reading
- ✓Shared Reading
- ✓1:1 Reading with an adult
- ✓Guided Group Reading with an adult

At Marcham Primary School, all children from Year R to Year 6 take part in weekly reading sessions and the structure and delivery of these vary depending on the year group. The teaching and learning of 'reading' takes place within whole class and group settings which will be planned and led by the class teacher as well as 1:1 focused teaching, delivered by skilled practitioners to build on the needs of individuals. Through the implementation of our Reading Curriculum, learning should be consolidated and built upon each year, ensuring that the children leave each phase of their learning with the relevant skills and knowledge. All class teachers understand the importance of reading in being able to access the whole curriculum and this is considered when planning and teaching specific reading skills.

*Reading is the most important way to prepare for life.
Lois Lowry*

ENGLISH – Writing

Intent

“A book is always a route into quality writing: a route in but also a route out, as it exemplifies the destination you and your class of developing writers are heading for. You are the guide and you are the navigator, and the children are the explorers of language, both as readers and writers.” (Chamberlain, L. 2016, Inspiring Writing)

The writing curriculum at Marcham School is rooted in quality texts. We believe that carefully selected texts navigate and inspire, providing both instruction and vital stimuli. Texts are carefully selected so that pupils meet the breadth and depth necessary to become competent writers themselves. We seek to promote curiosity and for all pupils to be excited and engaged by the texts that they meet. Over the course of an academic year, pupils will encounter texts from the categories outlined below. Deliberate links are made to the wider curriculum thereby maximising the impact that the text has on pupils, both as readers and as writers:

- ◆ Contemporary Fiction
- ◆ Classic Texts and Modern Classics
- ◆ Picture books
- ◆ Traditional Tales and Twists
- ◆ Poetry
- ◆ Non-Fiction
- ◆ Reflecting Realities
- ◆ Texts selected to build reading stamina

Implementation:

At Marcham Primary School, writing is taught in line with the guidance of the National Curriculum in two distinct areas of study. Firstly, pupils are taught skills associated with **transcription**, focusing specifically on handwriting and spelling. These areas are driven by the sounds and collections of letters that can be used to write these sounds in Reading; in this way, pupils make valuable connections between reading and writing. Competency and fluency in these areas allows pupils to concentrate on the second skill, that being **composition**. Automaticity of transcription enables pupils to articulate their ideas in writing and to structure them with due consideration to the purpose and audience.

Making meaning is central to the teaching of writing. Pupils are taught to consider purpose, audience, form and viewpoint and teachers consider these elements when designing tasks. Pupils are scaffolded in their initial attempts, crafting pieces with the class teacher and in small groups until they are confidently able to apply these skills in their own work. The choices that writers have at word, sentence and text level are explicitly considered and pupils understand the power that they have to make these choices for themselves. Equipped with the skills that they need, pupils are encouraged to be independent writers, choosing and applying the 'best tools for the job' in their own work. At Marcham School, our pupils are taught to reflect on their first attempts, editing and improving writing to ensure that the final published piece, meets its intended purpose.