

Intent:

Believe

All children will have the chance experience a range of texts from different cultures and genres. Their experiences will enable them to develop into imaginative and competent writers.



Achieve

Children will foster a love of all things English, learning which authors they love and enjoy reading for pleasure. Children will confidently write for different purposes and a range of audiences.



Aspire

Children will have the knowledge and understanding to go into the next stage of life with the ability to accurately read and comprehend a varied range of texts. As well as the ability to write successfully and accurately.



Throughout all lessons at St. Buryan Academy children will learn to be resilient when faced with new vocabulary, have the confidence and communication skills to question and explain what they have read, be reflective when improving their answers, show enthusiasm for the novels they read and show empathy for the characters.

- **All children** will have access to a range of quality texts to enjoy and cherish.
- Objectives (balance objectives which have been chosen to enhance the NC framework) are carefully sequenced to build on prior knowledge and challenge to move forwards. These are detailed in the curriculum overview.

Reading Approach

- Timetabling for Whole class reading sessions (45 minutes in KS2 daily/ 30 minutes twice weekly in KS1) where a class novel is studied in depth alongside shorted extracts and texts linking to the topic or other curriculum areas.
- Phonics sessions are daily for EYFS and Year 1.
- Children are challenged through high quality texts, texts that are depth driven which teaches them new vocabulary and how to comprehend a quality text.
- Reading is valued throughout all areas of the curriculum, e.g. Our humanities lessons might involve Atlas exploration and reading a range of historical sources, whereas our science lessons might involve reading up about a famous scientific discovery.
- All children have access to a range of quality texts from the class book corners and the reading area to ensure they have books to share with their families at home.
- Home reading books are carefully matched to individuals according to their phonic knowledge and stage of reading throughout the school.
- EYFS begin the day with a story exploring a range of authors, genres and cultures, KS1 have daily shared reading time.

Key Priorities:

1. High expectations typical in all writing/reading sessions.
- 2.

Implement:



Reading coverage:

- We follow a novel study approach which allows children to become immersed in a high quality texts. We dive into the language, characters, sequence and themes within a story.
- Expectations are delivered through CPD sessions to ensure all staff are providing quality provision.
- Children gain an understanding of the world through reading a range of text topics.
- Home reading is valued and monitored to ensure all families understand the importance of sharing reading, this is recorded in individual reading records or logs..
- Children use self-marking to reflect on their own learning and enhance answers where necessary in KS2.
- Interventions focus on gaps in children's learning identified through assessment (see below).

Assessment:

- Summative assessment in guided reading sessions.
- Formal assessments termly in reading and writing.
- Phonics screenings and individual records of phonic knowledge.



Writing Coverage:

- Writing involves lots of talking, planning and editing allowing the children to orally rehearse compositions or even shorter sentences to check for accuracy.
- Writing is carefully sequenced and allows for contextualised grammar sessions, making learning more purposeful for the children.
- Children are taught to thinking about the purpose, audience, formality and tone of what they are writing.
- Quality texts are used for writing to provide children with high level models to base their own writing on.
- Grammatical choices made by authors are looked at and discussed, ensuring their understanding leads to the inclusion of such techniques in their own writing.

Monitoring:

- Writing moderation takes place termly within school and once yearly across the MAT.
- Subject leads carry out learning walks and discussions with children related to their learning.

Impact:

Data :

KS1	
EXS Reading	
EXS Writing	
GD Reading	
GD Writing	
Phonics	
KS2	
EXS Reading	
EXS Writing	
GD Reading	
GD Writing	

Teacher CPD/monitoring:

- Teachers constantly monitor to ensure children's gaps are identified and interventions put in place. Children can reflect and improve their own learning.

Community links:

- The community enjoys events such as the virtual book fayre and families are growing to value reading more in their homes.
- Opportunities for local authors to visit and work with the children.