Small School. Big Hearts. Big Ambitions

English Statements for Reading, Writing, Speaking and Listening

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

Reading

Why we teach Reading

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr. Seuss

At Dry Drayton we value reading as a key life skill. We are dedicated to enabling our pupils to become lifelong readers who have a developed a passion for reading. We believe reading is key for academic success across the curriculum; if pupils learn to read, they can read to learn. We are also committed to the notion that reading provides an important contribution to well-being as it enables pupils to immerse themselves in books. Additionally, we believe readers to be critical thinkers, again, a fundamental skill with which we aim to equip our pupils. We feel that reading develops empathy and we aim to immerse the children in a diverse range of texts.

How we teach Reading

Our reading curriculum is delivered through the following:

- Systematic synthetic teaching of phonics
- Reading opportunities planned across the curriculum
- Accelerated Reader
- Group interventions and whole class reading fluency lessons
- Purposeful, planned teaching of key vocabulary
- Library well stocked with a broad range of exciting and diverse books
- First news
- Science magazine
- 100 must reads reading challenge
- Dedicated daily story time
- Celebration days such as World Book Day and National Poetry Day

We provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will enable them to:

- Gain a life-long enjoyment of reading and books

- Read accurately, fluently and with understanding
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- To read with prosody, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar
- Read and respond to a wide range of different types of texts
- Develop a deeper level of emotional intelligence and empathy
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

Assessing Reading

The impact of our whole school reading curriculum is that all of the children become confident and able readers who can use their reading skills throughout their lives to both access written information and also to enjoy the written word.

Impact is monitored through assessment of children's reading and discussions with them to assess both their enjoyment and understanding of the process of reading.

- Assessed against National Curriculum statements
- Reading levels/ages assessed using Little Wandle phonics assessments. AR Star Reading test, FFT reading assessment and NFER reading tes

Writing

Why we teach Writing

At Dry Drayton we view writing as a fundamental part of the curriculum. We aim to produce pupils who see themselves as writers and are able to use their skills in all aspects of writing across the curriculum. We promote the consistent use of accurate subject specific terminology in this writing. Our intention is that children are able to express themselves clearly and creatively through the written word and that they develop a love of writing. We want our pupils to be confident in their use of SPAG and to have the skills required to re-read and edit their work. We set high expectations in terms of presentation and encourage pupils to take pride in their work. We teach them to aspire to write in neat, joined cursive handwriting.

How we teach writing

We use the four phases of 'Immersion, Imitation, Innovation and Independent Application' in the planning of writing, and ensure children are aware of the 'purpose, audience and text type' when writing. In addition, children will have opportunities to write through:

- Newsletter
- Writing competitions
- Planned opportunities for writing across the curriculum
- Handwriting awards
- Half termly extended independent writing opportunities

Assessing Writing

The impact of our whole school writing curriculum is that all of the children become confident and able writers who can use their writing skills throughout their lives in both a personal and workplace environment. They will be able to communicate effectively using the written word whenever they need to do so.

Children's writing is assessed against national curriculum expectations across the curriculum and in discussions with the children about their experiences of, and knowledge about, the writing process.

Speaking and Listening

Why we teach Speaking and Listening

We aspire for our pupils to be confident speakers who are able to articulate clearly their opinions, thoughts and feelings in a positive way. We teach them to be aware of their audience and to speak in a manner appropriate to the situation. We want them to be active listeners and to value and respect the views of others. Developing oracy is a key focus.

How we teach speaking and listening

- Partner talk with clear expectations
- Reading aloud to group, class, school
- Reading fluency lessons
- Presenting work to group, class, school
- Speaking in Collective Worship and Church services
- Leading Collective Worship (year 6)
- Nativity/KS2 plays
- Opportunities to take part in local and in house public speaking competitions
- Use of stem sentences where relevant across the curriculum

Assessing Speaking and Listening

The impact of our whole school commitment to teaching confident speaking and active listening skills is that all of the children become confident and able speakers who can use their skills throughout their lives to communicate effectively in a range of settings. They will have the necessary skills to be active and attentive listeners. These qualities will facilitate effective communication in all aspects of the children's lives beyond school.

Children's speaking and listening skills are assessed across all areas of the curriculum and in other settings such as the lunch hall and during break times. Voice 21 progression documents provide a guide for assessing speaking and listening.

We aim to ensure that all aspects of the English curriculum are fully accessible to all children. Appropriate differentiation and support will be provided for SEND and EAL pupils both within the classroom and through targeted intervention in small groups or on a 1:1 basis so that all pupilshave the greatest possible opportunity to achieve to the very best of their potential.