



## Reading, Writing and Phonics at St Dunstan's

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### Reading

#### Intent

At St Dunstan's, the teaching of English is coherently planned to instil a love of speaking and listening, reading and writing that will last a lifetime. We believe that Reading is a core skill and a key to succeeding in life. By the time children leave St Dunstan's we want them to be competent readers who have developed a love of the written word, in all its forms. We strive to create a community of readers that share, enjoy and promote reading as a valuable skill and desirable past time.

#### Implementation

As ambitious practitioners, we adapt our curriculum to meet the needs of all our pupils so that they are all able to develop fluency, confidence and independence regardless of ability. We embed a reading culture into the heart of all that we do with quality literature that underpins our curriculum.

The use of key texts immerses our children in a variety of genres and the work of famous authors to enhance the ambitious and broad curriculum that we teach. We strive to offer our children a range of experiences that will lead to rich language development, which will enable them to become successful speakers and writers and confident and enthusiastic readers.

Across the school, our children have opportunities to read independently and aloud as well as time to discuss and recommend books that they have read to their peers. Thus, promoting a love and thirst for reading. We believe that reading a wide range of texts linked to our cross curricular topic opens new worlds for children and gives them the opportunity to explore new ideas, visit new places and times, meet new characters and develop a better understanding of a range of cultures and the world around them.

We are dedicated to ensuring our children are exposed to high-quality literature throughout the school; our English curriculum is delivered through Cornerstones, which places books at its heart. Reading is taught through a variety of means; including carousel teaching, whole class guided reading, close text analysis,

discrete phonics teaching, shared, peer and 1:1 reading. Children are explicitly taught comprehension skills within Guided Reading sessions. These, from September 2021, will be using VIPERS (Vocabulary, Infer, Predict, Retrieve, Explain, Sequence/Summarise). Furthermore, all classes have dedicated story time throughout the week when they share a class book. These activities help to promote reading as a desirable pastime and something that should be valued and treasured.

All classrooms contain a range of high quality fiction books for children to enjoy at school and at home. Furthermore, non-fiction books are readily available in classrooms as part of the class' topics. We use fully decodable books to support our early readers to help them practise letter-sound patterns taught in our synthetic phonics programme, Little Wandle. Once our children become more fluent readers they use Oxford Reading Tree book bands to support their progression. To ensure consistency we expanded the book banding system into Key Stage Two to help ensure all pupils are accessing books that are suited to their current needs and help scaffold their reading progress. All children are encouraged to take a further book home either from the library or the class library, promoting reading for pleasure.

### Impact

The impact of our reading curriculum is evident across the school through children and staff talking about their love of reading; sharing and discussing of books with each other; the quality of texts the children are accessing in lessons and as home readers; the quality of teaching across the school; and the achievement of broadly in line with national end of KS1 and KS2 reading results.

### **Early Reading**

#### Intent

At St Dunstan's, we believe that systematic phonics provides children with the foundations of learning in order to make the transition into fluent readers and writers. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.

#### Implementation

Phonics at St Dunstan's is taught using the Department of Education approved programme, Little Wandle. It is based on the original Letters and Sounds but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum.

In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in Reception and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. Children are then able to tackle any unfamiliar words that they might discover. At St Dunstan's we also model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. Additional interventions are delivered to support and meet children's needs.

In Nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is on daily oral blending and language development through high quality stories and rhymes

In Reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.

Phonics starts in Reception in week 2 to ensure the children make a strong start. By the end of Reception, children will have been taught up to the end of phase 4. By the end of Year 1, children will have been taught up to the end of phase 5. Reception lessons start at 15 minutes, with daily additional oral blending – increasing quickly to 30 minutes. Y1 lessons are 30 minutes long.

Reading practice sessions.

Children across Reception, Year 1, Year 2 (and beyond if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session. These sessions are 15 minutes long and happen three times a week. There are approximately 6 children in a group. The sessions follow the model set out in Little Wandle Letters and Sounds Revised. The children then take the same book home the following week to ensure success is shared.

Children in Year 1 complete the statutory Phonics Screening Check in the summer term. Children identified in Reception, Year 1 and Year 2 as in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – these sessions follow the Little Wandle Letters and Sounds Revised programme.

Children in Year 2 recap any gaps in their phonics knowledge in the autumn term. Children who do not meet standard in the Phonics Screening Check in Y1, will complete this in Y2. Support continues to be put in place for these children. Over the past two years, Year 2 have continued to teach phonics and have the Little Wandle reading practice sessions where a need has been identified.

In KS2, children continue to receive support where there are gaps in their phonics knowledge. Little Wandle 'Rapid Catch up' programme is being introduced this year to assess and support children. This programme is designed for children aged 7+

For further information on Little Wandle go to:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

### Impact

Through the teaching of systematic phonics, our aim is for children to be engaged and enjoy learning phonics so they can become fluent readers and confident writers by the end of Key Stage One. We aim for children to be able to confidently read and spell the tricky and common exception words. This way, children can focus on developing their fluency and comprehension as they move through the school.

## **Writing**

### **Intent**

The intent of writing at St Dunstan's Primary School is to enable all our pupils to communicate their knowledge, ideas and emotions in a coherent, engaging and effective manner through the written word. The way in which we deliver the curriculum aims to inspire and facilitate ambitious writing across a range of text types and purposes and allow all pupils to develop their writing skills and abilities.

At St. Dunstan's, high-quality teaching of writing takes place across the school. The curriculum is coherently planned to ensure that all skills are initially taught in the year group stipulated in the National Curriculum (2014) and are revisited and re-applied, with increasing depth of understanding, in subsequent year groups. The stimulation and inspiration for pupils' writing takes place through a range of devices, often linked to the creative topics from our Cornerstones Curriculum. This includes storybooks, non-fiction texts, poetry, historical texts, experiences, short films etc.

The writing process begins with a stimulus and a gathering and exploring of vocabulary and ideas. Following relevant and impactful modelling from the teacher, pupils will plan, write, proofread, edit and often publish their writing, over a series of lessons. As pupils progress through the school, their writing shows an increased awareness of the purpose, audience, relevant features, tone and context of the writing. All written work is underpinned by secure skills in grammar, punctuation and spelling, which are taught in context or discretely and then incorporated throughout all other lessons.

Cursive handwriting is taught throughout the school and the children are encouraged to take pride in the presentation of all the written work they do.

### **Implementation**

Our Nursery and Reception classes deliver the Early Years Foundation Stage curriculum whilst Key Stages 1 and 2 deliver the 2014 National Curriculum knowledge and skills for writing: transcription; composition; and vocabulary, grammar and punctuation.

The teaching of writing at St Dunstan's is delivered through Jane Considine's 'Write Stuff' approach to writing. The unit plans followed from Year 1 to Year 6 are stimulating and inspiring, allowing pupils to be taught the core writing skills through teacher-modelled writing, before then applying these skills to their independent writing. This approach allows pupils to 'lean' on the modelled texts where they need to and develop their own style and flair as writers across a wide range of genres. The unit plans used are chosen to link with the half-termly topics being studied by each year group. Where published unit plans do not fit with the topic, teachers are able to write their own units, in a similar style, to best fit the needs of the pupils and topic. Our Reception classes use the writing symbols associated with this approach to support the teaching and learning of writing skills.

The units of work comprise experience lessons (used to stimulate and inspire ideas), sentence stacking lessons (where writing techniques are taught/revisited/applied in context), independent writing lessons (where pupils plan, draft, proofread and edit their writing) and publishing lessons (where pupils publish their work to go on display or into their individual published writing folder). These units may take up to 4 weeks to complete.

Through the sentence stacking lessons, pupils are exposed to a wide range of vocabulary, phrases, grammatical and literary techniques which they are then able to use in their independent writing.

Spelling patterns and set words are explored and investigated through both discrete lessons and as part of the sentence stacking lessons. The spelling/phonics requirements of The National Curriculum are taught across the school and evidence of correct spelling is gathered through independent writing and dictation activities. Writing opportunities also occur across many other curriculum subjects.

Handwriting at St Dunstan's is cursive, with lowercase letters beginning on the line. EYFS and KS1 pupils write in pencils. Once a teacher believes that a pupil can write fluently and accurately with a pen, they are able to do so - using a blue ink/handwriting pen.

### **Impact**

The 'Write Stuff' approach to the teaching and learning of writing was introduced across the school in November 2020. The introduction of this approach to writing has raised the profile of writing across the school and created an exciting and coherent style of writing lesson across all year groups. High quality writing from a variety of genres can be seen in pupils' published writing folders and in other areas of the curriculum. Pupils talk about their writing and the skills they are applying with increasing confidence and pride.

### Writing School Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	'Pip' - narrative; 'Beegu' – Postcard; 'Grandpa's Island' – narrative	'The Queen's Hat' – narrative; Great fire of London – non-fiction	'Little Red Riding Hood' – traditional tale; 'Wombat goes Walkabout' - narrative	'We're roaming in the rainforest' – Narrative and non-chronological report	'Our trip to the woods' – recount; 'Tidy' - narrative	'When I am by myself' – poetry; 'Pip' - narrative
<b>Year 2</b>	'Pip' - narrative; 'The day the crayons quit' – letter; 'If I was in charge of the world' - poetry	'Pirates' – non-chronological report; 'My Christmas Star' - narrative	'George and the Dragon' – narrative; 'How to build a bird feeder' - instructions	'A Crow's Tale' – narrative; 'Plants' – non-fiction	'Hibernation' –non-chronological report; 'The owl who was afraid of the dark' – narrative.	'This is how we do it' – letter; 'Stardust' - narrative; 'Pip' - narrative
<b>Year 3</b>	'Pip' - narrative; 'The true story of the three little pigs' – narrative; 'The Magic Box' - poetry	'Recipes' – instructional text; 'The Incredible Book-Eating Boy' - narrative	'The Secret of Block Rock' – narrative; 'The Street Beneath our Feet' – explanation text	Secrets of a Sun King' – diary;	'How a robot dog work' – explanation text;	'Theseus and the Minotaur' – narrative 'Pip' - narrative
<b>Year 4</b>	'Pip' - narrative; Escape from Pompeii' – narrative; 'Roman Diary – The Journal of Iliona' - diary	'Once Upon a Raindrop' – factual script; 'The River' - poetry	'Digestion Explanation' – explanation; 'My Strong Mind' - instructions	'Anglo-Saxon Battle' – persuasive speech; Viking speech	'Holiday Brochure' – non-fiction;	'The Creature' – newspaper report; 'Pip' - narrative

Year 5	'Pip' - narrative; 'I am Pestilence' – speech; 'Letter to King Richard'; 'The Highwayman' - poetry	'One Small Step' – narrative; 'Mars Transmission' – non-fiction journal	'Kensuke's Kingdom' – narrative; 'The Explorer' - narrative	'Letter to Henry VIII' – persuasive letter; 'Sinking of the Mary Rose' – newspaper report	'The Nowhere Emporium' – narrative	'At the allotment' – narrative; 'Plant Story' - narrative; 'Pip' - narrative
Year 6	'Pip' - narrative; 'Spy Story' – narrative; 'Goldilocks/computer related newspaper report'	'Letters from the Lighthouse' – non-fiction recount; 'Just a War?' - poetry	'Penguins/Polar Bears' – non-chronological report; 'Hansel and Gretel/polar animal traditional tale'	'Change of Identity' – narrative; 'Is screen use making children lazy?' – balanced argument	'Change of Identity' – narrative; 'Is screen use making children lazy?' – balanced argument	'Holes' – narrative; 'Pip' - narrative; 'Our Time at St Dunstan's' – creating written pieces for use in our end of year service/celebration.