



English

INTENT, IMPLEMENTATION AND IMPACT

What makes a Dore Primary reader and writer?



INTENT

At Dore Primary School, it is our intention that children receive high-quality reading and writing teaching that enable all children to experience different texts in a way that is engaging, inclusive and exciting. We aim to stimulate and encourage children's enthusiasm for English: to read and write for pleasure; perform via readings, recitals and drama; and to develop the skills to get the most out of their life choices. We recognise that empowering children with excellent literacy capabilities, enables them to reflect on their world; establish powerful personal values; and make positive spiritual, moral, social and cultural responses.

We strive to encourage children's **creativity**, using their imagination to generate original ideas. Each child at Dore primary is respected as an individual and stimulated to develop their own 'voice'. They are given the independence and **resourcefulness** to best share their ideas and opinions. We enable children to take pride in their learning and have the **resilience** to reflect on, and improve their reading, writing and drama to the highest standard. Supporting each other, enjoying a multiplicity of texts by a diversity of authors helps ensure children develop their worldview and **kindness** to the communities to which they belong.

At Dore Primary School, we aspire to help children develop into excellent readers and writers by building progressively each year on the following key concepts:

Reading

1. Read words accurately
This concept involves decoding and fluency.
2. Understand texts
This concept involves understanding both the literal and more subtle nuances of texts.

Transcription

1. Present neatly
This concept involves developing an understanding of handwriting and clear presentation.
2. Spell correctly
This concept involves understanding the need for accuracy.
3. Punctuate accurately
This concept involves understanding that punctuation adds clarity to writing.

Composition

1. Write with purpose
This concept involves understanding the purpose or purposes of a piece of writing.
2. Use imaginative description
This concept involves developing an appreciation of how best to convey ideas through description.
3. Organise writing appropriately
This concept involves developing an appreciation of how best to use organisational devices to guide the reader through a piece of writing.
4. Use paragraphs



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	This concept involves understanding how to group ideas so as to guide the reader
5.	Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.

Analysis and presentation

1.	Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.
2.	Present writing This concept involves learning to reflect upon writing and reading it aloud to others.

IMPLEMENTATION

How do we implement our English curriculum?

Reading

1.	Reading is woven into all aspects of life at Dore Primary School and every classroom has a reading space. EYFS have carefully curated Story Sacks. KS1 and KS2 have well-stocked libraries and banded book shelves.
2.	All children in KS2 have at least 15 minutes quiet reading time every day. All pupils across school are read to every day, with a high quality story time.
3.	All EYFS and KS1 children have a daily phonics lesson in which they also learn tricky words that cannot be decoded by sight.
4.	EYFS and Y1 children have a 1:1 reading practice session with a trained adult where they develop decoding, prosody and comprehension skills, at least once a week. Some children read more frequently if they need to catch up quick.
5.	Children in Y2 read aloud to a teacher as part of group reading practice where they develop decoding, prosody and comprehension skills. Some children read daily with an adult 1:1 if they need to catch up quick.
6.	Children in KS2 all participate in Book Study. During a Book Study session, the teacher reads a high-quality text with the whole class, and then leads a discussion, focusing on a specific reading skill (see VIPERS below).
7.	Children in KS2 are taught to recognise reading questions using the VIPERS mnemonic: (Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise).
8.	Children's individual decoding, prosody and comprehension skills are taught during reading activities; especially during one-to-one reading, group reading and book study. A teacher assessment grid is used to record attainment of each target for each skill in each year group and to track progress.
9.	In EYFS, KS1 and for children in KS2 who are still securing key phonetic knowledge, the 'Letters and Sounds' structure is used to teach phonics systematically, using the Little Wandle programme. Children are assessed on their grapheme recognition, word reading, fluency, ability to retell and comprehension of the text. When a child is successful in all of these aspects, the child will be ready to begin the phonics-phased book for their stage of assessment. The assessment shows that the child is ready to enjoy books within their learned phase; it does not move them onto the next phase.
10.	Structured reading assessments at all ages ensure children access to texts that enables all children to practice key skills. In Y1, children complete the national phonics assessment to determine if they have met the required standard. If not, a programme of support is put in place. In KS2, a formal reading assessment is carried out four times a year, using age-appropriate assessments.



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	In Year 2 and Year 6 pupils complete Standardised Attainment Tests in reading. These are used to benchmark children at Dore Primary against comparable schools and national averages.
11.	Children always have a book at home provided by school that is closely matched to their reading ability plus a library book of choice. A dialogue between home and school is supported by Reading Records.

Writing

1.	Following the national curriculum, English Lessons are designed to be progressive and build on prior learning, deepening understanding and introducing more sophisticated concepts.
2.	Throughout school, writing is taught via a regular structure that the children appreciate: Immersion, Analysis, Skills, Plan, Write and Review.
3.	The writing sequence embeds a clear purpose and end-products with a 'wow-factor'.
4.	The teaching of spelling, punctuation and grammar skills are embedded in the writing sequence (skills) so that children make links between text types and appropriate literacy features. It also enables children to use and apply skills in context.
5.	In English lessons, children compose high quality outcomes by planning, writing and reviewing. Staff will provide feedback on how to improve outcomes via marking and verbal feedback. Children are taught to self-assess their writing against a set of success criteria. They are also taught proof-reading skills to improve vocabulary and cohesion. Children are taught to collaborate with peers to support each other to develop their writing.
6.	In line with the national curriculum, spelling is also practised daily in school (using Spelling Shed). It is also encouraged and supported at home.
7.	In upper KS2, practise of specific grammar and punctuation skills are encouraged.
8.	Each year group has a set of 'Non-negotiables' that all children (unless there is a special educational need) should use independently.
9.	From Y1 to Y6, weekly spelling assessments are completed, focusing on a different spelling 'rule'. In KS2, these increasingly incorporate revision of previously learnt rules, grammar and punctuation.
10.	We employ a structured approach to the teaching of handwriting, including: pencil grip, letter formation and joins.
11.	Frequent opportunities are provided for children to demonstrate they have the transcription abilities and communication skills to present their writing with confidence.
12.	When children need additional support and practise in key aspects of learning, this is provided via 'just in time' interventions with a member of staff.
13.	All writing takes place in a 'Learning book' and the same high-standards are promoted and expected in all lessons.
14.	A structured approach to assessment is used throughout school to identify gaps and targets for improvement. In KS2, a formal writing assessment is carried out four times a year. A teacher assessment grid is used to record attainment of a specific target for each writing skill in every year group and to track progress. This is used to develop individual targets for all pupils. In Year 2 and Y6, children complete a Standardised Attainment Test in English grammar, punctuation and spelling. Year 6 pupil's writing is assessed by teachers using the statutory assessment framework. These are used to benchmark children at Dore Primary against comparable schools and national averages.

Reading and writing for pleasure is supported in numerous events and activities across school, these include:

- KS2 – daily 15 minutes of reading for pleasure.
- Weekly library visits with trained volunteer librarians (Book Agents), and an annual Reading Challenge
- Paired reading support via adult volunteers and Reading Rockets (older children reading with younger ones)
- The 'Roving Bookshop' visits twice a year to enable children to buy high-quality texts of their choice
- Participation in book awards, including the annual Sheffield Children's Book Award
- Participation in writing competitions, including the annual BBC 500 Word competition



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	<ul style="list-style-type: none"> • Author visits • An annual celebration of literature for World Book Day
P4C	Skills developed in English activities are used by children in Philosophy for Children sessions: from basic speaking and listening to an understanding of how to formulate a reasoned response and deliver it articulately.
TASC	English supports TASC through development of effective oral and written communication skills. Children employ and develop these skills as they move through the phases of a TASC activity in order to produce a successful end result.
Outdoor Learning	English supports outdoor learning through plentiful opportunities for speaking and listening, teamwork and problem solving. Children will eloquently communicate their own thoughts and ideas.

IMPACT

Reading	
1.	We want all children to read at an age-appropriate level, and to read for pleasure.
2.	To have excellent phonic knowledge and skills.
3.	Be fluent and accurate when reading across a wide range of contexts throughout the curriculum.
4.	Have extensive knowledge and highly developed vocabulary.
5.	Demonstrate excellent comprehension of texts.
6.	Extensive knowledge through having read a rich and varied range of texts.
Writing	
1.	We want children to be able to write for a purpose, to enjoy writing and have a passion for literature.
2.	To have the ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
3.	Display a vivid imagination which makes readers engage with and enjoy their writing.
4.	Use their knowledge, understanding of writing techniques and rich vocabulary to extend details or description.
5.	Organised and structured their writing proficiently, including deployment of a variety of sentence structures.
6.	Have excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
7.	Appreciate writing for its educational, cultural and entertainment values.