

Updated: September 2021

Intent

The national curriculum has been planned to ensure all children develop their understanding of English grammar concepts, features and terminology. It also aims to provide children with the skills to use English grammatical concepts effectively in their writing to create effect and purpose.

Our aim

By the end of Key Stage 2 we aim for a child to be able to:

- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- For all children so to have a range of grammatical skills they can use to improve their writing.

Meeting the needs of our pupils.

Regularly assessed and set ability groupings .Pupils work within ability groups across all year groups. Ability groups are structured using ongoing assessments carried out every half term. Children new to the school will be assessed within their first few days and placed in an appropriate ability group.

Vocabulary at the beginning of the session children go through terminology that they will be using. This will then be recapped throughout the year and can be seen displayed on flipchart paper in SPaG boards in the classroom.

Specific, targeted interventions. If a child has not made enough progress within a half term or they are new to the school and behind their peers, they will receive specific interventions tailored to their needs. This aims to fill the gaps the children have in their learning and understanding and move them on quickly, helping to lessen the gap between them and their peers.

Oracy Through RWI children are often given the chance to talk to their partners and talk out loud. This helps us to see children's understanding about what they have read and helps them build oracy skills.

Cultural Capital The structure of RWI allows everyone to succeed at their own level. It gives children the confidence to read books at their phonetic ability whilst giving them the skills to improve their reading ability.

Parents To support our parents understanding of phonics they are given the opportunity to come into school and watch RWI lessons. This aims to help them understand the vocabulary we use in school so they can feel more confident in helping their children.

Implementation

Linking learning to EYFS, KS1 and KS2

The EYFS curriculum has been matched to the National Curriculum expectations for year 1. This allows teachers to know starting points for GLD (Good Level of Development) children as they begin their learning in year 1. We follow the National Curriculum for English, which Read Write Inc is planned from which ensure learning is progressive throughout the groupings.

Staff training

All staff in school have had a 2 day Read Write inc training through Ruth Miskin approved trainers. We also have development days every term where a approved trainer comes and supports staff in school. They also provide extra staff meetings and modelling sessions to aid all staff.

Retentions and revisiting

Children are regularly assessed in RWI, this means children can not move on until they are secure. This allows children to revisit sounds until they become confident in using them and reading words containing those sounds.

Timetabling

Read Write inc is taught daily. Year 1 have extra sessions in the afternoons to help catch them up ready for the phonics screening check. Other year groups in school will have RWI interventions that take place in the afternoons too.

Pupils starting points

All children are assessed, this enables them to have suitable starting points. Children also may be required to take part in pre-teaching or same day interventions to close gaps and prepare children for next steps in learning to enable all pupils to move.

Monitoring progress

Progress of the children is monitored through the half termly assessments. These are very specific and show the gaps the children have in their learning. We also monitor staff through regular observations and walk arounds, where reading leaders can offer support and team teach to help staffs progression in teaching RWI.

SEND and disadvantaged

All SEND children are assessed using the same RWI assessment. They are sorted into the right group for their phonetic ability and have interventions to help fill their gaps.

Progress, attainment and future planning

Read Write inc lessons are all recorded in 'RWI get writing books that are specific to the program. Children also have to have spelling books which they use daily for spellings and some groups also use writing books to write longer pieces.

Impact

Monitoring

Book scrutinies, staff voice, pupil voice, lesson walkthroughs, data analysis

Achievements

Every child is accessing learning at their ability. Every child, including SEND and disadvantaged have the equal opportunity to succeed in phonics by have specific interventions, pre-teaching and specific groups based of their needs