

Intent	Implementation	Impact
<p>All children are encouraged to:</p> <ul style="list-style-type: none"> • Write for pleasure and purpose. • Build strong spoken language and vocabulary. • Write with confidence. • Understand the structure and audience of different genres. • Take pride in the presentation and accuracy of their writing. <p>As part of our English provision at Westgate, our aim is that:</p> <ul style="list-style-type: none"> • <u> </u> All children enjoy writing and have a passion for it. • <u> </u> All children will develop an understanding of the purpose of their writing and the effect of their words on their audience. • <u> </u> All children will be exposed to high-quality texts in writing lessons (IAACW). • <u> </u> All children will develop disciplinary writing skills that can be transferred across other core and foundation subjects. • All children will be taught spelling through a robust scheme of spelling and phoneme to grapheme correspondence (FFT phonics and FFT Jungle Club – all children Reception to 6). 	<p>Writing is taught in a carefully thought-out sequence of text-based led units. We use the ‘I am a Clever Writer’ approach to writing. Teaching includes oracy, creative and imaginative skills, genre-specific grammar knowledge, sentence level skills, editing and improving skills and pride in publishing.</p> <p>Oracy:</p> <ul style="list-style-type: none"> • Explicit modelling of oracy skills (speaking sentences aloud prior to writing). • WAGOLL (the expert model) shared (read aloud) daily. • Developing content and use of imagination. <p>Rich and Varied Vocabulary:</p> <ul style="list-style-type: none"> • Taught explicitly (daily) through a dual coded system of image, definition of the word and a selection of text appropriate synonyms. <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Genre-relevant grammar is taught through explicit, systematic instruction (I do, We do, You do) and modelled in shared writing, as well as being present in the WAGOLL. • Previously taught skills also highlighted in the WAGOLL and shared writing. <p>Tools/Techniques:</p> <ul style="list-style-type: none"> • Purpose and audience shared with children. • Genre specific authorial choices and stylistic features will be explicitly modelled by the teacher and embedded in children’s writing. <p>Editing and Improving:</p> <ul style="list-style-type: none"> • Children explicitly taught how to edit and improve their writing through reading their writing aloud and making changes. <p>Spelling:</p> <ul style="list-style-type: none"> • Spelling is taught daily (30 mins) to support accuracy and independence in writing. (Jungle Club) <p>Handwriting:</p> <ul style="list-style-type: none"> • Daily handwriting (Penpals) and dictation (Year 1 to Year 6) supports the mechanics of writing. Correct letter formation is embedded early smoothing the transition to joined script in Year 3. <p>Independence:</p> <ul style="list-style-type: none"> • Star Write independent writing. <p>AFL:</p> <ul style="list-style-type: none"> • Live marking in all lessons. <div data-bbox="1128 1315 1520 1422" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The Lead will support staff with planning, assessment and CPD when required.</p> </div>	<p>Impact is measured by:</p> <p>Children will have a firm understanding of writing for a variety of different purposes and audiences.</p> <p>The percentage of children working within age related expectations in each year group is in line with national averages and that there will be no significant gaps in progress for different groups of children.</p> <p>All children will achieve at least expected progress.</p> <p>All children will have:</p> <ul style="list-style-type: none"> • Confidence in their ability to write for a variety of audiences and purposes. • A broad and varied vocabulary. • A recognition that the process of writing involves frequent revision and editing. • The ability to express themselves and develop a passion for the written word. <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • Monitoring and analysis of pupil progress using assessment grids. • Pupil discussions about their learning. • Half termly moderation meetings, within and across phases support staff in accurate assessment of both skills and knowledge. • Half termly assessment entered on Insight.

English Overview: Reading

Intent	Implementation	Impact
<p>All children are encouraged to:</p> <ul style="list-style-type: none"> ● Read for pleasure and develop a lifelong love of reading. ● Read fluently, confidently and enthusiastically using intonation, prosody and expression. ● Experience a broad range of high-quality texts, authors and genres. ● Develop strong comprehension skills. ● To engage in discussions about what they have read. ● Use reading to learn across the curriculum. <p>As part of our English provision at Westgate, we aim to:</p> <ul style="list-style-type: none"> ● Form strong home-school and community-based partnerships. ● Provide a good quality, equitable and diverse reading curriculum. ● Ensure that all children are able to read fluently, with confidence in any subject. ● Provide reading opportunities across the curriculum. ● EYFS to Y2 (and beyond) are taught daily phonics through the synthetics phonics programme, FFT Success for All. <p>Our aim is: Every child a reader.</p>	<p>As part of this planning process, teachers need to:</p> <ul style="list-style-type: none"> ● EYFS & KS1 pupils are taught phonics daily through FFT Success for All phonics, using decodable books match to pupils' phonic knowledge. Pupils needing further support continue to receive targeted phonics and read phonically decodable books into KS2. ● Teachers read aloud to pupils every day, exposing them to high quality literature and promoting reading for pleasure. ● Whole Class Reading (KS2). Explicit teaching of fluency and comprehension skills using a skills-based approach to develop vocabulary, inference, prediction, explanation and retrieval and summarising skills. ● Teachers model fluent reading with intonation, prosody, pace and expression. ● Children are listened to read by adults (LSAs, volunteer readers, Class teachers). ● Revamp of the school library. A dual-coded system of organisation to ensure accessibility for all children and the opportunity for independence when choosing a book for leisure reading. ● Inclusion of decodable books in KS2 area to encourage emergent readers to engage with the library independently. <p>As part of this assessment process, teachers will:</p> <ul style="list-style-type: none"> ● Conduct termly assessments through the NFER Reading papers (Y3-5) ● Conduct assessments through the SATs Reading papers (Y2 & Y6). ● Monitor children's reading skill development in the key areas and adjust teaching to focus on key cohort weaknesses. ● Monitor children's fluency using the ~FFT assessment scheme (SM, SL, LS). ● Monitor progress of those identified as below age related expectations in their class through the termly FFT assessment. 	<p>Impact is measured by</p> <p>Children leaving the school at the end of Year 6 will have improved their reading comprehension skills. Ensuring that the percentage of children working within age related expectations in each year group is at least in line with national averages and that there will be no significant gaps in progress for different groups of children.</p> <p>All children will:</p> <ul style="list-style-type: none"> ● Learn to enjoy reading across a range of genres. ● Use a range of strategies to decode words. ● Learn to read out loud with confidence, fluency, prosody and expression. ● Be prepared to use reading as one way to understand a topic. ● Develop a good knowledge of a range of authors. <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> ● Monitoring and analysis of pupil progress; ● Pupil discussions about their learning; ● Termly moderation meetings, within and across phases support staff in accurate assessment of both skills and knowledge ● Termly assessment using Insight