

# English Overview: Writing



| Intent  | Implementation  | Impact   |
|---|---|--|
| <p><b>All children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Write for pleasure.</li> <li>• Build key communication and language skills.</li> <li>• Express themselves and develop a passion for the written word.</li> <li>• Take pride in the presentation.</li> </ul> <p><b>As part of our English provision at Westgate, we aim to:</b></p> <ul style="list-style-type: none"> <li>• Encourage all children to be passionate about their writing. We are determined that ALL children develop a passion for discovery and a confidence to explore their imagination.</li> <li>• Ensure that during their time at Westgate, all children will be exposed to a high-quality education in writing lessons with skills developed that can be transferred and applied in foundation subjects.</li> <li>• Understand what constitutes effective early language and literacy skills and model this in lessons.</li> <li>• Show passion and commitment to delivering a robust Systematic Synthetic Phonics scheme.</li> </ul> | <p><b>As part of this planning process, teachers need to:</b></p> <ul style="list-style-type: none"> <li>• Carefully design text-led learning journeys, with a clear starting point and end outcome.</li> <li>• Teach grammar through discreet systematic steps moving from decontextualized drills and moving into contextual, discreet teaching.</li> <li>• Create opportunities to apply taught skills in other areas of the curriculum.</li> <li>• Provide high quality exemplars referred to as WAGOLLS (What a good one looks like).</li> <li>• Provide regular teacher modelled examples in lessons with a skilled teacher modelling the writing process explicitly.</li> <li>• Refer to and utilise the three zones of writing: ideas, tools and technique to support learning and precision in writing.</li> <li>• In EYFS there is a progression of fine motor skills and letter formation that builds foundations. In Key Stage 1 and 2 handwriting is taught through the Pen Pals scheme of letter formation. It is up to teacher discretion as to the frequency of lessons based on the cohort need.</li> <li>• In EYFS and Key Stage 1 will follow the Letters and Sounds sequence for phonics teaching.</li> </ul> <p><b>As part of this assessment process, teachers will:</b></p> <ul style="list-style-type: none"> <li>• Moderate writing in line with the schools toolkits every term with phase or other schools.</li> <li>• Regularly assess spelling, teachers to use professional judgement as to the frequency and style.</li> <li>• Follow the Westgate writing process that ensures opportunities to evaluate and extend writing contexts to assess understanding.</li> </ul> <p><b>The lead will:</b></p> <ul style="list-style-type: none"> <li>• Support staff with planning and assessment</li> <li>• Support staff with CPD and training as required</li> </ul> | <p>Impact is measured by:</p> <p>Children leaving the school at the end of Year 6 will have a strong understanding of writing for a variety of different purposes and audiences in an imaginative and creative way. 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><b>All children will have:</b></p> <ul style="list-style-type: none"> <li>• Confidence in their ability to write for a variety of audiences and purposes.</li> <li>• A broad and varied vocabulary.</li> <li>• A recognition that the process of writing involves frequent revision and editing.</li> <li>• The ability to express themselves and develop a passion for the written word.</li> </ul> <p><b>In addition, we measure the impact of our curriculum through the following methods:</b></p> <ul style="list-style-type: none"> <li>• Monitoring and analysis of pupil progress;</li> <li>• Pupil discussions about their learning;</li> <li>• Termly moderation meetings, within and across phases support staff in accurate assessment of both skills and knowledge</li> <li>• Termly assessment using Insight</li> </ul> |

# English Overview: Reading



| Intent  | Implementation  | Impact  |
|---|---|---|
| <p><b>All children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Read for pleasure.</li> <li>• Develop a good knowledge of a range of authors.</li> <li>• Understand more about the world that live in through the knowledge they gain from books.</li> </ul> <p><b>As part of our English provision at Westgate, we aim to:</b></p> <ul style="list-style-type: none"> <li>• Encourage and foster strong home-school partnerships which enables parents to understand how to enhance skills taught in school.</li> <li>• Provide a good quality, equitable and diverse reading curriculum.</li> <li>• Ensure that all children are able to read fluently, with confidence in any subject.</li> <li>• Provide reading opportunities across the curriculum.</li> </ul> | <p><b>As part of this planning process, teachers need to:</b></p> <ul style="list-style-type: none"> <li>• Read to their class every day from a class novel that is suitable for their year group.</li> <li>• Early Years and Key Stage 1 will be taught daily phonics sessions that follow the letters and sounds sequence, using phonetic decodable that match the child's phonics understanding.</li> <li>• Key Stage 1 will teach reading through their topic and English lessons. Linking opportunities for book discussion and comprehension to units of work that engage the children.</li> <li>• Key Stage 2 will teach whole class reading session at least 4 times per week, using VIPERS system for identifying key areas and question stems.</li> <li>• Each week the class teacher will endeavour to hear every student in their class read, either through the whole class teaching session or one-to-one.</li> <li>• Model reading with correct intonation and tone.</li> </ul> <p><b>As part of this assessment process, teachers will:</b></p> <ul style="list-style-type: none"> <li>• Conduct termly assessments through the NFER Reading papers.</li> <li>• Monitor children's reading skill development in the key areas and adjust teaching to focus on key cohort weaknesses.</li> <li>• Monitor children's fluency using the EARS assessment scheme.</li> <li>• Monitor progress of those identified as below age related expectations in their class through the YARC reading assessment for age related expectations.</li> </ul> <p><b>The lead will:</b></p> <ul style="list-style-type: none"> <li>• Support staff with planning and assessment</li> <li>• Support staff with CPD and training as required</li> </ul> | <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><b>All children will have:</b></p> <ul style="list-style-type: none"> <li>• Learnt to enjoy reading across a range of genres.</li> <li>• Use a range of strategies to decode words.</li> <li>• Learn to read out loud with confidence and fluency.</li> <li>• Be prepared to use reading as one way to understand a topic.</li> <li>• Developed a good knowledge of a range of authors.</li> </ul> <p><b>In addition, we measure the impact of our curriculum through the following methods:</b></p> <ul style="list-style-type: none"> <li>• Monitoring and analysis of pupil progress;</li> <li>• Pupil discussions about their learning;</li> <li>• Termly moderation meetings, within and across phases support staff in accurate assessment of both skills and knowledge</li> <li>• Termly assessment using Insight</li> </ul> |