



Saint Nathaniel's Academy English Curriculum Intent,  
Implementation and Impact

2021 - 2022

# Writing

## Intent

At St Nathaniel's Academy, we believe that all children should recognise the value of writing. By the end of KS2, all children must be able to write fluently- understanding the related rules and conventions. Through high quality teaching and the innovative use of 1:1 iPads, it is our aim to teach children to be able to write accurately and meaningfully for a range of fiction and non-fiction purposes. Through our writing process, children will acquire and learn the skills to plan, draft and edit their written work. Children will support each other within this process, responding critically to their own and to others' writing. Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. All children from Year 1 will learn the cursive script and will present their writing in variety of ways for both English lessons and the wider curriculum. Children will be given opportunities to write creatively drawing on their reading knowledge and for a purpose making writing enjoyable and developing their individual styles and confidence as young writers.

## Implementation

To teach **writing** we follow the '**Pathways to Write**' scheme.

### Pathways to Write



*Pathways to Write* is a recently introduced methodology designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is an incremental approach that is built around units of work that follow a "mastery" approach to the teaching of writing.

To support this approach, clear detailed lesson plans and resources are linked to a series of high-quality texts for each year group. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

### **Each unit covers a range of areas in the national curriculum:**

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class in order to support writing

- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

***This process follows three stages:***

**(i) The Gateway** (Approximately 1-2 lessons)

- Teachers begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Objects, people, images or role-play are used to stimulate questions about the chosen text
- Pupils are given the opportunity to predict the text
- The purpose and audience of the writing are established
- Previous mastery skills and ongoing skills are revisited

**(ii) The Pathway** (Approximately 10 lessons)

- Pupils are introduced to three new writing skills from their year group curriculum
- Opportunities are presented to practise and apply the skill they have learnt through short and extended writing tasks, including character descriptions, poetry, and dialogue between characters, fact files or diary entries in role
- Opportunities are also provided to re-cap and apply previously taught skills
- Greater depth writers are challenged through a wider range of tasks e.g. changes to form, viewpoint and audience

**(iii) Writeaway** (Approximately 4 lessons)

- Texts are sectioned and sequenced independently or collaboratively
- Extended pieces of writing are created over time
- Opportunities to apply mastery skills are presented
- Time is given for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Emphasis is put on children applying the reading and writing skills developed in English lessons across the wider curriculum. This includes written work in Humanities, Science and RE, as well as any writing produced in other school activities/learning.

### **Speaking and Listening**

At Saint Nathaniel's Academy, pupils are taught to speak confidently, clearly and audibly in a range of contexts.

- Learn to adapt spoken language, varying use and register according to purpose and audience.
- Experience and participate in Talk for Writing.
- Talking to visitors in school.
- Learn to listen with concentration in real contexts.
- Learn to take part in discussions, negotiations and presentations.
- Asking questions to check understanding.
- Develop vocabulary and build knowledge.

- Give well-structured descriptions and explanations.
- Participate in performance.

Outside English lessons, the school provides a variety of opportunities to practice these skills. These include: school council meetings, sharing and celebration assemblies and opportunities to participate in local initiatives and democracy events as they arise.

### **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Saint Nathaniel's Academy, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible and joined handwriting style. The school adopts a cursive handwriting style, known to the children as 'rainbow' handwriting. A mixture of whole class, small group and individual explicit handwriting teaching is planned and delivered. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school (see handwriting policy).

### **Spellings**

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings.
- Recognise and use word origins, families and roots to build their skills.
- Use dictionaries and thesauruses.

Spelling patterns and rules are planned for and taught using the 2014 National Curriculum year group expectations during a weekly key skills sessions and also explicitly during English lessons.

### **Grammar, Punctuation and Vocabulary**

Grammar, punctuation and vocabulary skills are taught explicitly during writing lessons and the children identify how authors have used them effectively during their reading lessons. Grammar and punctuation is planned and taught through the Pathway to Write scheme and children are expected to apply their knowledge in their writing.

### **Assessment**

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies.

Pupils in year 2 and 6 will complete their SATs in May of each academic year providing the school and Local Authority with both teacher assessments and test outcomes for reading, writing, spelling, punctuation and grammar results. Results will be reported following the national guidance set by the government.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school and online. Training needs are identified as a result of whole school monitoring and evaluation and performance management. The English coordinator will arrange for relevant advice information to be disseminated. Where necessary, the English coordinator leads or organises school based training.

### **Monitoring and Evaluation**

The principal, vice principal, assistant principals and teachers monitor English. When priorities have been identified the senior leadership team and English coordinator construct an action plan which will then form the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place.

### **Impact**

The impact on our children is that they have the knowledge to become skilful writers, being able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect.

As all aspects of English are an integral part of the curriculum, cross curricular writing shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

# **Reading**

## **Intent**

At Saint Nathaniel's Academy we want our children to be passionate readers and our role is to instil and nurture this love of reading for all our pupils. We want our Early Readers to be able to confidently decode using a systematic approach to phonics in order to become fluent and expressive readers. Children will also be able to understand and infer meaning from the books they read. Children will experience both fiction and non-fiction texts across many genres and will confidently share their reading preferences with others making reference to favourite authors, themes and characters. We have an extensive and exciting range of school guided and home reading books for the children to read and well-stocked classroom libraries. Our aim is to provide books that are both stimulating and challenging that children care for, use and value. Through promoting great readers children will understand the link between reading and writing and the two will entwine together not only in Literacy but across all other curriculum areas ensuring children have the reading ability to research and access information for other subjects.

## **Implementation**

**We teach reading through a combination of approaches:**

- Developing awareness and understanding of print
- Systematic teaching and learning of phonics using the 'Read, Write Inc' programme
- Developing sight vocabulary
- Developing decoding skills
- Whole class shared/modelling of reading
- Guided reading in groups – teacher or teaching assistant leading
- Whole class guided reading – focus on the reading domains
- 1:1 reading
- Paired reading - peer to peer
  - KS2 to KS1
  - More able to less able child
- Independent reading both at school and at home
- Accelerated Reader
- Class library use
- Teaching of comprehension
- Reading interventions

## **Phonics**

We use the 'Read, Write, Inc' programme to teach phonics ensuring a systematic and consistent approach. Phonics is taught daily in reception, year 1 and year 2 and children are expected to achieve phase 6 by the end of year 2. In year 1, pupils complete a 'phonics screening check' and are expected to read real and nonsense words to show that they are

able to read phase 5 sounds accurately. Where children are still early readers beyond year 2, phonics teaching continues into KS2. In our 2 year old setting and in nursery, emphasis is placed on vocabulary acquisition and communication and language skills. Programmes such as 'Talk Boost', 'Time to Talk' and 'Time to Listen' are used to support this.

Children are assessed on a 6 week basis by the phonics lead and groups are adjusted accordingly to meet the needs of the children. Children receive a phonically decodable reading book to support their learning of the phase they are currently working within alongside a reading book which offers challenge through more ambitious vocabulary.

### **Shared Reading**

This is planned for and takes place during English lessons, although children also read shared texts in other curriculum areas. The difference between this and shared reading in an English lesson is that specific reading skills and strategies are modelled and taught in English lessons, using big books or texts displayed on the interactive whiteboard. Shared reading is also used to teach different genre types, an author's use of language and to widen the children's vocabulary. During shared reading, the children can access a text which may be challenging to the individual but with discussion, helping them to gain a deeper understanding of the text. Shared reading always has a specific learning objective, success criteria and all abilities are included, through differentiated questions.

### **Guided Reading**

#### **Key Stage One**

Guided Reading in Key Stage One takes place for 20 minutes four days a week. These sessions can vary from whole class, shared text and targeted group work with a text at the level that meets each child's reading need. Each session is planned around the different skills of reading and understanding and a series of reading activities to meet the objectives are modelled and completed. These include comprehension style questions, decoding activities and activities to broaden vocabulary. Work in Guided Reading books is marked against the objectives using the school's marking policy. Group or individual work is recorded on the Guided Reading record sheets, against each child's targeted reading objectives.

#### **Key Stage Two**

Guided Reading in Key Stage Two lasts for 20 minutes, four times a week. These sessions can vary from whole class, shared text and targeted group work with a whole class text focus with questions differentiated to meet the needs of each child. Each session is planned around the reading domains and a series of reading activities to meet the objective are unpicked and modelled and shared answers take place. These include comprehension style questions, decoding activities and activities to broaden vocabulary. Work in Guided Reading books is marked against the objective domain using the school's marking policy.

## **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency. At Saint Nathaniel's Academy, teachers plan opportunities for independent reading during sessions of Literacy teaching and in other areas of the curriculum. Pupils practise and extend their reading; they select texts under the guidance of the teacher or teaching assistant for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and corridor displays are language rich and have a library area that promotes a love of authors and books.

## **Accelerated Reading**

All children from year 2 through to year 6 have access to the online reading programme, Accelerated Reading. Initially, at the start of each academic year, children complete an online diagnostic reading assessment to assess their reading age, ability, comprehension and language understanding. Each child is then given a 'colour band' in which they can choose books from in the school library and class reading areas. When children have read their book, they independently use the class computers to take a quiz about the book they have read. Children's scores and progress are recorded on the online system and help to assess children's reading progress. Children take a further online diagnostic reading assessment at the end of each term to assess their progress and their reading 'band' is changed accordingly.

## **Reading Interventions**

All pupil premium children receive additional reading from adults to ensure they are receiving quality 1 to 1 reading time to work on their individual reading targets. In addition to this, any children who are working below their age related expectations, receive extra support and intervention programmes to support their learning in reading. These children will be identified by the class teacher or SLT during half-termly pupil progress meetings. Intervention programmes include: extra 1-1 reading and guided reading sessions.

## **Reading at home**

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through the use of the planner. The school's expectation, which is shared with parents, is that children should read with an adult at home at least 3 times a week and a comment written into the child's planner. The school supports parents and carers with home reading by running parent workshops to offer guidance to how to best encourage and help children to read. These sessions provide parents with ideas, resources, questions and strategies to use at home to get the most out of reading with their child. The school also provides reading packs for parents with support for helping their children at home with phonics, reading and questioning.

## **Assessment of Reading**

Reading assessments are made by teachers and teaching assistants during every guided reading session against each domain covered. Teachers also assess children's reading skills during reading lessons and assess their independent reading skills linked to National Curriculum objectives. Independent work completed during these sessions is part of the unit of lessons in their English books.

During assessment week, at the end of each term, teachers will update the children's DC Pro data using all their formative assessment records. As part of the summative assessment, to support the teacher assessment, children complete a digital PIRA test. The results are analysed and used to identify gaps in knowledge and inform future teaching sequences.

## **Impact**

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally, attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Our children can read, explore and enjoy the enchanting world of books. They are able to read aloud confidently to others with expression and intonation. The children at St Nathaniel's can interpret and infer books across all genres and regularly share their experiences of reading with other children, talking about the characters and authors they love. The children acquire and understand language that without texts they would never be exposed to and use their reading abilities to enhance their writing content.