

Writing

We recognise that English skills underpin all elements of the school curriculum, and are an essential life-skill. We develop each learner's writing ability, enabling them to communicate effectively using the written word in a wide range of contexts. This nurtures curiosity and boosts their confidence in their place in the world.

The Write Stuff

To enable our children to write effectively and coherently we teach writing using 'The Write Stuff' approach by Jane Considine. This is a rigorous yet fun approach to developing our children's writing.

The Writing Rainbow:

The Writing Rainbow includes 'lenses' that develop writing, each one having a different purpose.



1. **Ideas:** The 'Fantastic' system represents the nine idea lenses through which pupils can craft their writing. (For example, the 'F' lens is about feelings, emotions and the internal workings of characters. Writers begin to understand and portray how characters are experiencing the world)
2. **Tools:** 'Grammaristic'. The tools of writing are the grammar rules of our language system. Children need to be in control of their grammar choices to improve the precision and impact of their writing,
3. **Techniques:** 'Boomtastic' The Techniques of writing are brought to life by the Boomtastics – the magic ingredients children need to begin developing their writing voices. Examples include personification, repetition, metaphor and symbolism.

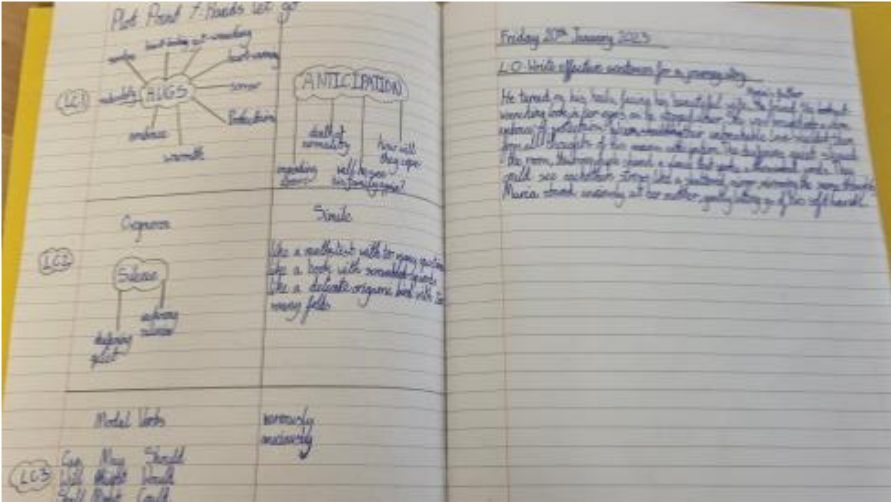
Experience Days:

Children need experiences to enable them to write. Each unit ensures that all children have experiences to build ideas on which to write. Experiences can be varied and provide an opportunity for discussion in order to create a meaningful class vocabulary bank. Together, teachers and children generate words and phrases, boosting confidence and providing a deeper understanding of the written task ahead. Experience lessons take many forms. For example, looking at artefacts, video and sound clips or using drama to strengthen context and to build imagination.

Sentence stacking lessons.

Sentence stacking involves breaking writing down into 'learning chunks', where each chunk has a specific learning focus. Together, students and teachers select the most suitable vocabulary for their sentences, to achieve the end goal of creating a successful paragraph for the intended purpose and target audience. Sentence stacking refers to the learning chunks all being 'stacked' together to form the paragraph. Contributions towards the class English working wall allows children's sentences to be celebrated and helps to encourage the progress of everyone in the class.

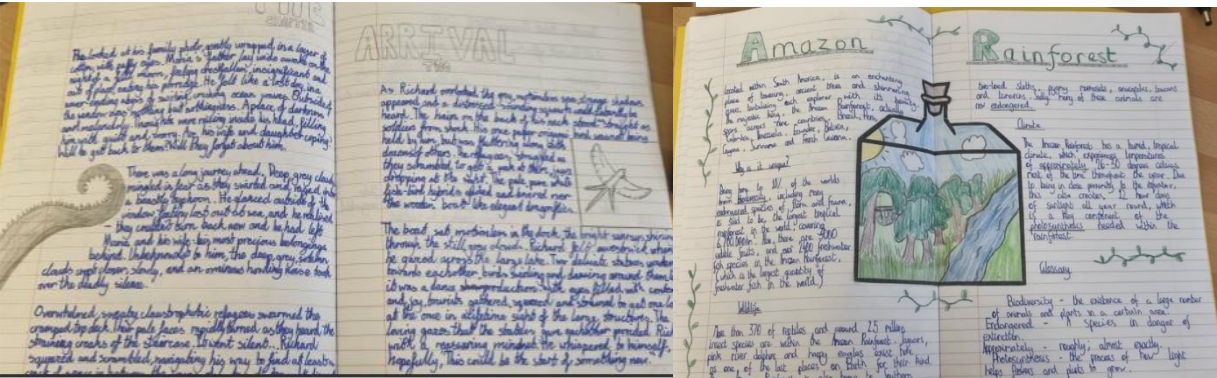
Example layout of books during these lessons:



Writing wall example:

Independent writing lessons:

Using all the key spelling, punctuation and grammar aspects they have learnt, children plan, draft and edit during the independent writing lessons. They choose specific lenses from the Writing Rainbows that they wish to include in their writing. Children are then excited to ‘publish’ their writing and can have pride in the final result.



In summary, ‘The Write Stuff’ approach inspires children to apply basic skills, vocabulary and grammar knowledge to write effective text that is full of impact and keeps the reader interested.

Reading

Reading is an essential life-skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future study and employment. By feeding their curiosity and through inspiring texts, we encourage children to become confident, enthusiastic and independent readers and aim to foster a love of learning.

Guided Reading

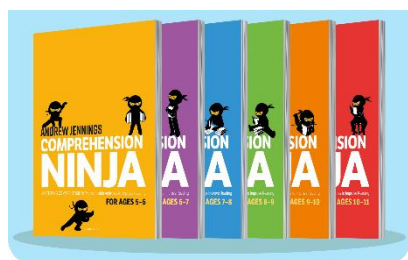


Our Guided Reading teaching is structured around the whole class pedagogical approach. We have adopted the FRED's Teaching Reading Scheme.

'Fred's Teaching Scheme' is taught up to three timetabled sessions per week. Children will regularly experience:

- Finding the meanings of unfamiliar vocabulary within the text;
- Rapid retrieval;
- Deeper questions through paired and independent work;
- Explanation of authorial intent (using evidence);
- Prediction and
- Summary.

Guided reading lessons are split into key aspects: learning key vocabulary before reading the text, retrieval questions, time to talk to their partner and independent thinking questions.



There is also one dedicated Guided Reading lesson for comprehension skills. This lesson is based on the Ninja Comprehension books.

Comprehensions have accompanying question sets that challenge pupils to effectively skim, scan and retrieve information, improve inference and deduction skills and develop subject knowledge.

Class Novel

To further promote reading for pleasure, each class is read to for approximately 15 minutes each day. An adult models engaging reading aloud with appropriate pace and effective intonation. Sharing the novel is often an enjoyable end of day class experience.

Reading for pleasure

We want to change reading from something that has to be done to something the children want to do and most importantly, enjoy! We take part in fun and engaging activities, including a book fair and the annual 'World Book Day'. School librarians help to promote reading and the library is accessible to all and a pleasurable place to be. Some children may be sent home with a book matched with their phonic or reading ability. All children will get the opportunity to take home a 'reading for pleasure' book. This could be a book that they may not necessarily be able to read themselves, but can enjoy with an adult at home. Children can choose from a range of books from our school library. We also encourage children to offer suggestions for new books for our library.

Phonics:

Some children may need additional support with their reading and take part in the Little Wandle Rapid Catch Up Programme. This scheme enables children to access age appropriate reading.

Children take part in a phonics session every day.

- On days 1 and 2, they will be taught a 20-minute phonics lesson.
- On day 3, they will be taught a quick 10-minute review of phonics. This will be followed by a 10-minute reading practice session, where they will read a book that is matched to their learning.
- On days 4 and 5, they will experience a 10–15-minute reading practice session, reading the same book from day 3, but with a different focus.

When will children be taught Rapid Catch-up?

- Rapid Catch-up is taught daily and is timetabled into the school day as an extra session. Children receive this support with a small group of children.

Books sent home:

Children will be sent home with a book that is based on the sounds and words they have been learning during the week. These books are written to support each of the phases but appeal to older children. A book is read three times at school before it is sent home on a Friday and will need to be returned the following Thursday.

Spellings:

If it is appropriate, teachers may wish to send home different spelling words for children that are following the Rapid Catch-Up Programme. These words are a mixture of the 'tricky words' the children have been learning in the Rapid Catch-Up group, along with words containing that week's focus phonemes.

Children will still carry out spelling lessons with the whole class group, but may only be tested on their 'individual words' if these have been given.

How to support with your child's phonics journey

- **Listen to your child practise reading their decodable book to develop fluency.**
- **Read to your child daily using engaging texts – they are never too old to be read to! 'The love of reading' books we send home are a great place to start.**
- **Be a positive role-model for reading. If you show enjoyment, your child will.**

For information on how to support children on the Little Wandle Rapid Catch-up programme, please follow this link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>