



Intent—We aim to....



Deliver an engaging and exciting curriculum which helps to develop a love of writing. A curriculum which inspires children to become storytellers and be inspired to write



Provide children with the essential key skills in grammar, spelling, punctuation and composition that will enable them to be lifelong writers.



Support children to express their thoughts and ideas clearly and creatively through spoken word initially, then through the written word.



Develop children into writers with an understanding of the writing process, including proof-reading and editing to enhance their written work.



Support children to be articulate and confident communicators who express themselves and enhance their learning when engaging in discussions.



Implementation— How do we achieve our aims?

A clear and consistent writing process

At the beginning of each year, we teach a key skills unit to remind children of the grammatical structure of building sentences, by using quality texts which engage pupils and provide a context for writing. Daily English lessons for the rest of the year follow Pie Corbett's **Talk For Writing** structure. This approach aims to make children into readers then into writers. Through selecting engaging and challenging texts, the children develop their storytelling and widen their language and vocabulary choices. The structure of the unit begins with a **Book Week**, where children are immersed into the texts and then write for a range of purposes. During **Imitation Week**, the children orally rehearse the class text through creating story maps and rehearsing as groups, as well as focusing in on some of the specific sentence structures which are in then displayed on the washing line in class. Children then have the opportunity to innovate the learnt text with modelled, guided and shared writing being used to teach important skills which are noted in toolkits for future use. Finally the children invent their own stories using the skills learnt during the entire unit.



Talk for Writing

Key skills underpinned

A clear understanding of grammar, punctuation and spelling patterns are essential in ensuring that children's writing is well-structured. Additional grammar and punctuation lessons are taught throughout the week, based upon the National Curriculum requirements for each year group. We use targeted question books to practise the key skills taught within the Talk for Writing units. Spellings are taught weekly, with a focus on high-frequency words and spelling patterns in Key Stage 2.



High Quality texts

Texts are selected to challenge and engage children. Each unit uses a quality fiction or non-fiction book as a stimulus, but other books are used to provide examples of specific literary techniques. Within the units, we use stories from classical literature, picture books, non-fiction and stories from around the world.



Vocabulary development

Throughout all units of writing, key vocabulary is collected from the engaging texts and from class discussions. This is then displayed on the English Working Walls and children record examples in their writer's toolkits to use later in their writing. Children are also exposed to subject specific vocabulary in wider curriculum lessons to help broaden their vocabulary and language choices.

English at St. Michael's CE Academy



Implementation continued.....

Whole Class Reading- Typical Lesson Structure

At St. Michael's, we have been using whole class reading for several years. The structure of lesson aims to provide children with the skills need to be able to become fluent readers. Through teaching a range of decoding strategies, including phonics, the children are able to read unfamiliar words. All children are then given the chance to read the whole class text aloud to allow them to practise their fluency in reading. Questions are then carefully chosen according to different question strings which the children will answer based on a modelled, guided then independent structure. This allows the children to develop their ability to comprehend what they have read to answer questions in a variety of formats.

Reading texts

Books are chosen for our whole class reading are from a range of genres, both fiction and non-fiction with poetry as well. They promote diversity and show a range of cultures. They are carefully chosen to challenge the children but also being accessible for them to read fluently.

Supporting other schools

At St Michael's, we have supported other schools with their own teaching of whole class reading. Opportunities are provided for teachers to observe our lessons as well as sharing planning and resources to enable them to create their own units of work.

Early Reading



At St Michael's, we understand the importance of Early Reading. In the Early Years, children are read to daily and decodable books are sent home that are matched to their phonic ability. We carefully monitor those children who are not regularly listened to at home and interventions are put into place to help them in school to have the opportunity to read regularly. This is continued in KS1 where the children move through the books which matches exactly the order in which GPCs are introduced in the programme.

Reading for Pleasure



A major focus for us at St Michaels is promoting a love of reading and reading for pleasure. Working with other schools and the Open University, we are developing teachers' understanding of children's literature, creating reading ambassadors at school and developing resources and practice to enable all children to have a love for books. We have spent considerable amounts of money on sourcing high-quality and engaging texts from a variety of genres and types, including from modern authors and having a focus on texts celebrating diversity. We are developing our reading community, ensuring that all members are able to access a wide range of texts, and that teachers and students are discussing books that they have enjoyed and are making recommendations for one another.

Impact—How will we know we have achieved our aims?



Children display a love for reading for pleasure.



Children are able to write grammatically correct pieces of writing using learnt features.



Children can read age appropriate texts fluently and understand what is happening in them.



Children can apply their skills in reading and writing to other areas of the curriculum.



High-quality CPD ensures staff are well supported and have a range of strategies to support children



Children can use the ideas from texts they have read to create their own pieces of writing.



Children's understanding of Reading and Writing helps them make good progress with a high percentage achieving age-related expectations.