

# English at St Michael's

## Writing

We have a new writing process which takes children through the stages of reading, capturing ideas and writing (including drafting, editing and writing up).

This was put in place to increase independence, originality and creativity and increase challenge.

Also, the editing and writing up process allows children to improve their basic skills focusing on specific areas of writing.

*Planning English at St Michael's document provides further detail.*

## Curriculum Design

There are quality core texts at the root of each unit of English.

Each unit has a clear writing outcome and a focus skill to develop. These increase in difficulty throughout the school *Curriculum rationale document provides more detail.*

There is a balance of fiction, non-fiction, poetry and speaking and listening opportunities throughout the year groups. The expectations for these increase in difficulty in the **medium term plans** in line with the **progression maps**.

## SPAG

We teach SPAG continually through starters to regularly revise key concepts from previous and current years objectives. This spirals in line with the National Curriculum. *This is mapped out in Long Term Grammar Plans.*

In addition to this, we have integrated grammar teaching into our writing sequence in the capturing ideas stage. This is so that is not just a bolt on but also taught for purpose. Each unit has a focus grammar objective to cover and at least one lesson in the sequence will be dedicated to teaching this and trying out using this grammar feature within short burst writing. *This is included in the medium term plans.*

## Reading for Pleasure

### **Class Reading**

15 minutes per day is dedicated to reading for pleasure as a class. We regularly review class reading materials in the *curriculum text analysis* so that children are accessing a range of high quality, contemporary texts across a range of genres.

### **Reading Tree**

We have recently introduced reading bookmarks to make logging reading at home more accessible and easier than reading records. Children can then earn leaves, apples etc on our Reading Tree.

### **Class Assembly Book Boxes**

We introduced these so that children are able to read for a range of purposes in school. Reading is a non-threatening way for children to engage with challenging themes, discussions and sharing views. We have selected a range of high quality picture books with the aim to generate powerful discussions.

### **Experiences**

We promote a positive culture of reading through organising experiences for children including World Book Day, author visits, Reading Fairs and creative writing workshops.

## Reading Comprehension

We use a structured approach called Reading Masters which we recognise our children benefit from. This approach separates comprehension into key strands of vocabulary, inference and retrieval. Previous analysis shows that inference is a challenging skill, so it has a whole session every week dedicated to this. We have recently adapted it to suit our children more, the points of view session is to develop opinions and justify them and is now done verbally. *Planning Reading Masters at St Michael's Document provides further detail.*

## Reading Fluency

On entry to St Michael's, children are assessed for reading fluency and any children who are less confident will go to RWInc Intervention sessions. We see accelerated progress, allowing children to access English lessons when they are out of the top group. These children also take home Read Write inc books to practise reading at home at their level.

For children who are out of Read Write Inc, but are still building their confidence with fluency we have a range of easy-readable dyslexia friendly resources in the school library which teachers support children to choose from when selecting books to take home.