

Why?

As Readers:

- Reading is a skill that is needed to meet the demands of everyday life - reading timetables, newspapers, important information, forms, job specification and application forms, receipts, booking holidays, reading for pleasure.
- To become fluent and accurate readers across a wide range of contexts.
- Wren's Nest children gain a rich and varied vocabulary which enables them to articulate their thoughts and reasons and engage in meaningful conversations.
- The extensive vocabulary gained will enable children to access a wider range of texts that can break down barriers both socially and culturally.
- An excellent comprehension of texts that allows children to understand beyond the literal meaning.
- Develop empathy and sympathy towards characters in the context of the text and then establish these skills in real life situations.
- To be motivated to read both for studying and for pleasure.
- To develop a wide range of knowledge.

As Writers:

- Writing is a skill that is needed to meet the demands of everyday life - to construct job applications, letters, emails, making lists and notes and generally expressing your thoughts and feelings.
- To be able to write fluently about a range of topics, understanding the key features of different text types.
- To write imaginatively, engaging the reader.
- To use a wide and varied vocabulary to give additional details or description.
- To be able to organise and structure different genres of writing, including a variety of sentence structures.
- To be able to use the correct punctuation and spelling choices.
- To ensure all writing is well presented.
- To develop a love of writing and an appreciation of its educational, cultural and entertainment values.

How?

- Identify strengths and areas for development.
- All teachers to deliver the Literacy and Language programme and agreed protocol for the structure of the lessons.
- All teachers to deliver the Cracking Comprehension programme effectively through the timetabled reading sessions.
- Reading, Grammar and Writing Assessments used to inform the teachers of the children's next steps and to identify any misconceptions.
- Embed the children's fluency skills, including their knowledge of a growing vocabulary.
- Develop the children's reading skills through all content domains - for example, inference, authorial intent.
- Develop the children's reading skills at all levels - WTS/TEXS/EXS/GDS
- Develop staff confidence in the teaching and supporting of the Literacy and Language programme together with the teaching of grammar.
- Embed the use of modelling both reading and writing skills.
- Identify relevant pathways for SEND pupils.
- Identify focus pupils for intervention.

What?

- Half termly formative assessments and termly summative assessments.
- Question level analysis to inform staff and SLT of the focus pupils and domains.
- Cracking Comprehension programme used to effectively improve the children's reading skills at all levels.
- Reading books taken home regularly.
- Relevant and meaningful homework set through the Literacy and Language programme that links to the units being taught and encourages both independent learning and parental engagement.
- Reading Inspire workshops for parents of children in Years 1 to 6 to inform them of the National Curriculum expectations and the support they can give to their children at home.
- NDLP moderation and in-school standardisation to ensure consistency and accuracy in the judgements made.
- CPD training delivered in school by Andrew Snape, Caroline Snape and the external consultant, Ruth Broadhead, to demonstrate how teachers can improve the reading and writing skills of their pupils.
- The school portal is used to support the delivery of the Literacy and Language programme, for each year group, ensuring consistency across school.
- Informal staff/pupil discussions.
- Pupil questionnaire.
- Use of effective Literacy and Reading programmes - Literacy and Language and Cracking Comprehension.
- SLT monitoring as part of Literacy development days - lesson 'drop ins' and book scrutiny.
- Opportunities taken for cross-curricular Reading and Writing.
- SEND pupils have dedicated SEN intervention time with trained key staff.
- The use of OTrack to produce termly RAP reports that are shared with both staff and SLT which provide termly overviews of the progress and attainment of all pupils and identify target children at all levels.