

## **Samuel Cody School Primary English Intentions**

### **Phonics and Reading**

Reading is taught through the Read, Write, Inc. programme (RWI). The scheme, is a “structures and systematic approach to teaching literacy” however, it is adapted to suit the needs of each of the pupils at Samuel Cody. This means that some pupils are taught in whole class session and others are taught in smaller or one to one groups. Pupils may also be placed on the scheme with a different focus, for example learning the sounds or working through the reading books. The scheme allows the children to build their Phonics knowledge to develop their sight reading, comprehension and writing skills.

Pupils are assessed on a termly basis using the RWI assessment grids, this ensures that all pupils are in the correct groups and allows the Reading Leader and Wider Leadership team to monitor pupil progress.

Staff who use RWI in their classroom have all completed training. A Lead Teacher supports the development of the scheme across EYFS and both Key Stages by observing sessions, offering guidance and creating clear next steps for the scheme at Samuel Cody. In addition, Lead Teacher offers drop in sessions to support pupils and teachers where needed.

### **EYFS**

In Reception children will be exposed to language and words within their learning environment and during play. Adults will model and demonstrate how we use language alongside Makaton signing to engage and encourage the pupils to explore language for themselves. Language will be a regular part of daily life and routines, such as greeting staff and peers, singing songs, reading stories and having conversations. Most of the learning will take place through regular repetition and routines. Staff will set out opportunities for the children to sit and listen to stories and engage in activities that encourage them to use their speaking and listening skills. Through play there will be opportunities for mark making and fine motor control development leading to the capacity to hold a writing tool and form letters.

### **Key Stage One**

In Key Stage One children will continue to be exposed to a variety of language in both spoken and written forms. Children will be encouraged to use their Phonic skills taught within daily Phonics lessons through Read, Write Inc. Children will work to their ability and be encouraged to push themselves where needed within their ability to read. All children will be encouraged to read at home, taking home library books and levelled reading books each week. Children will engage in carefully planned handwriting sessions to encourage further their fine motor development for handwriting and stamina. Staff will plan lessons that support each individual children’s abilities within Phonics so that their skills can be developed at a pace that suits them. Through regular reading it is important for the children to begin to develop their skills of inference and deduction, this comes through answering questions about passages and pages they have read aloud.

### **Key Stage Two**

An important goal by the end of Key Stage Two is that children feel confident to read some texts and have a love of reading. That they can comfortably hold a writing tool

and are willing to put their ideas and thoughts onto paper. Although for many of our students Phonics is still a vital part of the English curriculum in Key Stage Two, so they continue with the Read Write Inc. scheme in Key Stage Two, as well as beginning to look at some functional English skills. Through afternoon Topic sessions children will be encouraged to use their English skills to write different text types, such as letters, postcards, and newspaper reports. Reading continues to play a vital role within the English curriculum at Key Stage Two and children are still encouraged to read as much as they can through borrowing books from the library and reading regularly levelled reading books at home and in school. Handwriting can still be a struggle for some of our pupils so alternative methods for recording their ideas may be worked upon at this stage, e.g. using an iPad or voice typing tools.

### **Impact**

All children will be able to use their English knowledge and skills to help them in everyday scenarios, dealing with reading signs, books, and labels etc. They will increase their independence through the Primary ages and hopefully develop a want to read and a love of books. They will develop a positive attitude towards reading and be able to use the skills learnt to help them function and thrive in their daily lives.