



# Wren's Nest Primary School



## Developing Higher Order Reading Skills at Wren's Nest - Nov 2016

(This policy should be read in conjunction with our Learning to Read Policy)

Our pupils learn to read and write effectively using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc.* Literacy and Language and *Read Write Inc.* Spelling once they can read with accuracy and speed.

### **Read Write Inc. Literacy and Language, and Spelling**

*Read Write Inc.* Literacy and Language is for:

- Pupils in Year 2 to Year 6 who have completed *Read Write Inc.* Phonics.

*Read Write Inc.* Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

### **In Read Write Inc. Literacy and Language lessons pupils:**

- Develop a deeper understanding of what they read: complete texts by leading authors are introduced using a three-step approach.
- Learn grammar in context allowing pupils to use it with understanding.
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers.
- Learn to write confidently by following the three step approach, building upon the story or non-fiction text they have studied.
- Write every day. Once children complete the *Read Write Inc.* Phonics programme they are taught in sets within their year group using *Read Write Inc.* Literacy and Language. (Struggling readers in Years 5 and 6 are taught using the *Read Write Inc* Fresh Start Programme). The Literacy and Language Programme integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children are also encouraged to make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging Software, Pupils' Book and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils are encouraged to answer most questions with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Teachers have a daily story time session with the children where the texts are chosen to reflect the children's interests. Pupils are encouraged to choose books to read at their own interest and comprehension level.

### **Targets and Summative Assessment**

Targets are set for each unit, with the end of year National Expectation in mind, but layered back appropriately so that the children can achieve this. The reading targets then also become the focus for the guided reading sessions (see guided reading records).

For those on the *Read Write Inc.* Literacy and Language programme, grammar progress is assessed through three practice tests which then informs the teachers' planning for the next unit.

At the start of every unit a "Cold Write" is undertaken to enable the teacher to assess the starting points and skill levels of the children for the particular focus of writing within the unit. This enables teachers to adapt and add to the marking rubric - identifying where the next steps in learning need to be. (See below)

### **Feedback and marking (Refer to the Marking Policy for more detail)**

We have a policy of constructive feedback. This gives children feedback on what they are doing well and how they can improve further. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity (see our marking policy).

The marking rubric is used to provide details about when children: write, evaluate, edit and proofread. The marking rubric provides a set of overall targets to be covered in the unit and then each set teacher adapts and adds to the rubric to include additional objectives that meets the needs of their children.

The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum - MTYT, TTYP. Pupils are encouraged not to raise their hands to answer questions.

The purpose of each activity is clear to both teachers and pupils.

Planning and marking is thorough.

Teaching is monitored thoroughly (see Leadership and Management).

### **Effectiveness of Leadership and Management - Shared vision**

The school's shared vision is that every pupil learns to read quickly and continues to read - widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the Literacy and Language leaders to monitor the quality of teaching and to provide coaching for staff.

Since 2015 the school has held regular development days when an external consultant from Ruth Miskin works alongside our Literacy and Language Leaders to monitor and further improve the quality of teaching and learning within classrooms.