

St. Patrick's Catholic Voluntary Academy:
English - Reading, Writing and Oracy: our intent,
implementation and impact.



English is valued and nurtured across all classes at St. Patrick's Voluntary Academy. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; the ability to communicate adequately in both oral and written form is key in this. We aim to ensure that all **our children develop a genuine love of language and the spoken and written word**, through a text-based approach. This links closely to the way we teach reading, as our key text is used to stimulate our writing tasks, allowing the children to become fully immersed in the genre. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: opportunities for **sustained writing are interwoven into all curriculum planning** so that the children are able to explore different purposes for writing across a variety of subject areas. **Our intent is to ensure that children develop an understanding of how widely talk and writing are used in everyday life** and, therefore develop an appreciation of the importance and usefulness of the skills they are learning.

We aim to develop children's ability **to produce well-structured, detailed communication in which the meaning is made clear and which engages the interest of the audience / reader.** Our teaching of writing skills within our English lessons follow a clear **'writing journey'** which involves talk at every stage: teachers and pupils fully explore the features of the text type in order to build up to a final written outcome. All our teaching of English begins with reading; children are shown how to **'read as a reader'** before moving onto **'read as a writer'**. Teachers clearly model writing skills following an *'I-we-you'* approach helping to scaffold the children's journey toward their final independent written piece, allowing them to apply the skills they have learnt. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt which impacts their extended pieces of writing.

Spelling: At St. Patrick's we understand that **a combination of confident decoding skills and the ability to recognise the high frequency words on sight is crucial** in developing fluency and accuracy in reading and then writing. Within our EYFS children begin to learn that not all words can be decoded through phonic strategies alone – **we refer to these phonically irregular words as 'sight words' (common exception words).** As children become more confident in reading and spelling both phonetically regular and high frequency words, including 'sight words', they are taught spelling rules and are encouraged to apply these rules in their writing. **Spelling strategies are taught, modelled and practised regularly following the Rising Stars scheme for Years 1-6.** Children take part in a range of activities including: friendly class Spelling Bees; matching games and handwriting tasks that encompass different learning styles to help them become confident independent spellers. **Children throughout all year**

groups have access to a sound chart to support them with their independent spelling and the following mantras are displayed and referred to in order to support pupils in this process:

To write I...



Say the word



Robot the word



Write the word

To write I...



Say the word





Finger the word




Write the word


To write I...



Say the word



Chunk the word



Write the word

EYFS – To write I... say the word; robot the word; write the word.

KS1 - To write I... say the word; finger the word; write the word.

KS2 - To write I... say the word; chunk the word; write the word.