

## Intent- Writing

Our INTENT is to promote high standards of communication, language, and literacy by developing children's ability to speak, listen, read, and write for a wide range of purposes. We want the children to communicate their ideas, views, and feelings as early writers, scaffolded by their exposure to a wide range of high-quality texts. We want to develop children's love of literature through widespread reading for enjoyment. This, accompanied by our thorough approach to the teaching of phonics and reading comprehension skills, develops children's confidence and enthusiasm to become critical and reflective readers. This, in turn, encourages and enables them to express themselves creatively and imaginatively as they become enthusiastic writers of their own stories and poems, as well as of non-fiction texts.

Our INTENT is that by the end of the Foundation Stage children will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In addition, in the EYFS, we are working towards developing core skills to enable children to achieve our curriculum ambition which is to narrate a story for others to perform and write an invitation.

In Key Stage 1 (Years 1 and 2), we follow the National Curriculum programme of study to ensure that all pupils are given the opportunity to:

- Write simple, coherent narratives about personal experiences and those of others.
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination and some sub-ordination to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.
- Spells many common exception words.
- Form capital letters and digits of the correct size, orientation, and relationship to one and other and lowercase letters.
- Use spacing between words that reflects the size of the letters.

By the end of KS1 our INTENT is to develop children into successful independent writers, who write clearly with confidence and technical accuracy in and for a range of contexts, purposes, and audiences.

<b>Implementation - Writing</b>	<p>Our whole curriculum is shaped by our school vision which aims to create a positive, safe and nurturing environment, where everyone belongs and is encouraged to shine and become the best they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Vocabulary and themes are revisited to help children to embed their learning.</p> <p>To IMPLEMENT this, Year 2 have 5 weekly discrete English lessons, in addition to daily phonics/spelling, reading practice and handwriting opportunities. We have revised and adapted resources from the Literacy Tree scheme to ensure high quality delivery of lessons. This is a book-based platform using significant and important children's literature, which covers all the National Curriculum requirements. We also provide opportunities for speaking and listening through a variety of different activities and drama, as well as for shared reading and writing.</p> <p>In Year 1 we use Drawing Club for the first half term then progress to the Curious Quests – these offer the children a golden blend of picture books, tales, poetry and animations. This immerses children into the world of story using high quality and ambitious vocabulary as well as the joy of SPaG and opportunities to use their phonics understanding.</p> <p>In the EYFS, children have daily opportunities to explore literacy, communication and language and expressive art and design through Child Initiated Play (Curiosity Time) or Adult Directed Activities.</p> <p>To compliment this approach, we also use helicopter stories in EYFS. This involves children dictating their stories, which are then written down verbatim (exactly as they are told) by an adult. The children then gather around a taped-out stage and the stories are acted out. Additionally, we follow the Poetry Basket and children develop vocabulary through learning a new poem each week.</p>
<b>Impact - Writing</b>	<p>The IMPACT of this approach is that all children in our school will have ideas for writing which they will be able to confidently share with others. As they progress through Newtown, they will develop as fluent writers who can use key features of narrative to write independently for a variety of audiences and purposes across the curriculum whilst achieving age related expectations or above.</p> <p>The intended IMPACT for children by the end of EYFS:  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Invent, adapt, and recount narratives and stories with peers and their teacher;</li> <li>-Sing a range of well-known nursery rhymes and songs;</li> </ul>

	<ul style="list-style-type: none"> <li>-Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music;</li> <li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>-Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>-Write simple phrases and sentences that can be read by others;</li> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>-Read words consistent with their phonic knowledge by sound-blending;</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li> </ul> <p>The intended IMPACT for children by the end of KS1 is for them to be able to:</p> <ul style="list-style-type: none"> <li>- read easily, fluently and with good understanding;</li> <li>- develop the habit of reading widely and often, for both pleasure and information;</li> <li>- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;</li> <li>- appreciate our rich and varied literary heritage;</li> <li>- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences;</li> <li>- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas;</li> <li>- are competent in the art of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.</li> </ul>
<b>Intent – Reading/Phonics</b>	<p>Our INTENT is to develop children’s love of literature through widespread reading for enjoyment. This, accompanied by our thorough approach to the teaching of phonics and reading comprehension skills, develops children’s confidence and enthusiasm to become fluent, independent readers. As part of this, by the end of KS1 (Key Stage 1), children should be able to fluently read, discuss, and infer meaning from a range of texts. In the EYFS (Early Years Foundation Stage), we are working towards developing core skills to enable children to achieve our curriculum ambition which is to read, listen to, create, or retell a story to a group using words, pictures, and writing.</p>

	<p>Phase 1 Phonics is taught throughout the pre-school year. Phonics is taught daily in Reception, Year 1 and Year 2. We have implemented the Little Wandle Letters and Sounds Revised programme. This is a systematic and synthetic approach to phonics. We start this programme in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Phonics assessments are completed every six weeks so gaps can be identified, and children immediately targeted through keep up support sessions. From Reception, any child identified as not keeping up in a lesson, will receive an additional phonics session revising the lesson content that same day. All staff are trained in Little Wandle ensuring phonics is taught consistently and following the same content across the school. Phonics opportunities are embedded into the classroom, and through child-initiated learning in the EYFS, providing children the opportunity to practise and master phonics skills, applying to both reading and writing. Children in Reception and Year 1, apply their phonic knowledge in small group reading practice sessions twice weekly.</p>
<b>Implementation – Reading/Phonics</b>	<p>Our whole curriculum is shaped by our school vision which aims to create a positive, safe, and nurturing environment, where everyone belongs and is encouraged to shine and become the best they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Vocabulary and themes are revisited to help children to embed their learning.</p> <p>To learn to read children need to understand the relationship between sounds and letters. To do this, they need to learn how to connect printed symbols (letters and letter patterns) into sound. They need to understand that our speech can be segmented or broken into small sounds (phonemes) and that the segmented units of speech can be represented by printed forms (graphemes). This is why the teaching of phonics is so important when helping children to become confident readers.</p> <p>At Newtown, we use the Little Wandle Letters and Sounds Revised programme to teach phonics. Whole class discrete daily phonics lessons start at Phase 1 in the Pre-school, Phase 2, 3 and 4 in Reception and Phase 5 in Year 1 and the beginning of Year 2. The sequence of phonemes taught from Phase 2 follows the progression within the Little Wandle Letters and Sounds Revised programme. The progression has been organised so that children are taught from the simple to more complex Grapheme-Phoneme Correspondence (GPC), as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and fully decodable books. Children review and revise GPCs</p>

daily, weekly and across terms and years, to move their knowledge from their working memory to their long-term memory. Tricky words (words which are not phonetically decodable) are taught alongside Phases 2-5. In Year 2, when children have completed Phase 5, all children take part in a daily spelling lesson following the objectives set out in the National Curriculum. Those who are not fluent readers or have specific gaps will also take part in a phonic 'catch-up' session at least three times a week following the Little Wandle Letters and Sounds Revised programme. Phase 1 Phonics is taught throughout the Pre-school year. It has seven different aspects which all develop auditory skills. The aspects are as follows: environmental sounds; instrumental sounds; body percussion; rhythm and rhyme; alliteration; voice sounds and oral blending and segmenting. Aspects are taught daily, either whole class or in groups, depending on the aspect being taught. Rhythm and rhyme and alliteration continue to be taught throughout the Primary years.

Phase 2 Phonics begins at the start of Reception. During the daily whole class lessons, the children are taught phoneme-grapheme correspondence. There are thirty-three graphemes taught in Phase 2. Four graphemes are taught every week, with a revision lesson on the fifth day. The children learn how to blend to read and segment to write words and sentences containing these graphemes.

The following graphemes are taught in Phase 2: s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk.

Phase 3 Phonics is taught in Reception and introduces more words with two or more digraphs, words with double letters, longer words, compound words, words ending in -ing, words with s /z/ in the middle, words with -s /s/ /z/ at the end and words with -es /z/ at the end. The following graphemes are taught in Phase 3: ai ee igh oa oo oo ar or ur ow oi ear air er.

Phase 4 Phonics introduces short and long vowels with adjacent consonants, longer words, compound words and words ending in suffixes: ing, ed, er, est.

Phase 5 Phonics is taught in Year 1 and introduces a set of new graphemes, alternative pronunciations for graphemes already known and alternative spellings for phonemes. These lessons revise the previously learnt graphemes and then introduce the new graphemes. For example, /ai/ ay play, /ow/ ou cloud. Phase 5 usually finishes at the end of Year 1/beginning of Year 2 and is revisited as part of the spelling programme taught in Year 2.

The following graphemes are taught in Phase 5: /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ea/ ea each/, ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn, /oa/ o go, /igh/ i tiger, /ai/ a paper, /ee/ e he, /ai/ a-e sha\_e, /igh/ i-e time, /oa/ o-e home, /oo/ /yoo/ u-e rude cute, /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw, /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder, /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone, /l/ le al apple metal, /s/ c ice, /v/ ve give, /u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey don\_ey, /oo/ ui ou fruit soup, /ur/ or word, /oo/ u oul awful could, /air/

	<p>are share, /or/ au aur oor al author dinosaur floor wall, /ch/ tch ture match adventure, /ar/ al a half, father, /or/ a water, /o/ a want, /air/ ear ere bear there, /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, /c/ ch school, /sh/ ch chef, /z/ ze freeze, /ai/ eigh aigh ey ea eight straight grey break, /n/ _n gn _nee gnaw, /m/ mb thumb, /ear/ ere eer here deer, /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large, /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more.</p> <p>Reading Practice: Children in Reception and Year 1, apply their phonic knowledge in small group reading practice sessions. In these sessions, the children read a book which is fully decodable and matched to their phonic ability. These sessions happen twice a week with an adult and focus on decoding, prosody (reading with rhythm, stress and intonation, to the punctuation), and comprehension. The class teacher chooses a different comprehension focus for each week dependent on the children's needs. The children then take the same book home on a Friday so they can celebrate their success and continue to practise fluent reading. Children read the same text over the week and the teacher will hear different children read aloud. The sessions focus on developing a wide range of skills including reading with fluency, prosody, looking at vocabulary, inference, prediction, explanation, retrieval and sequencing.</p> <p>At Newtown, we expect children to read regularly at home and ask parents to record this in a home/school reading record. This helps the child to make better progress and reiterates the message that reading is both important and enjoyable. Pre-school children take home a book from their class library every week that is intended to be enjoyed with an adult.</p> <p>On a Thursday, children in Reception and Year 1, and those in Year 2 who are still working on the phonic phases, will take home the reading practice book which they have been reading with an adult in school during Reading Practice sessions. This book will be at the correct phonic stage for children, and they should be able to read it fluently and independently. In addition, a book for enjoyment will also be sent home. This is called a Sharing Book. Children are not expected to read these books on their own, as it will not match their phonic knowledge. These books are for parents/carers and children to read and enjoy together and will be taken from the class or school library.</p>
<p><b>Impact – Reading/Phonics</b></p>	<p>The IMPACT of this approach is that children should enjoy reading and sharing texts. They will be able to fluently read, discuss and infer meaning from a range of phonics and age-appropriate texts.</p> <p>The intended IMPACT by the end of EYFS is that children will have a secure knowledge of phase 1, 2, 3 and 4 phonics enabling them to confidently decode words to read, and to develop a love of reading.</p>

At the end of EYFS most children should:

~Be able to read a phonic appropriate book independently.

~Be able to read and say a sound for each letter of the alphabet and at least 10 digraphs.

~To be able to segment and blend CVC (e.g. ship or cot), CCVC (e.g. crab), CVCC (e.g. soft), CCVCC (blast), CCCVC (scrub) and CCCVCC (crunch) words.

~Read the tricky words – is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today- which are consistent with their phonic knowledge.

~To read and understand a simple sentence.

~To be able to talk about an age-appropriate book and answer simple literal questions about it.

Or (for children who are unable to read a text independently):

~Be able to listen to a simple story or helicopter story and talk about what happened.

~To perform a helicopter story or retell their own story (based on a story that they have read).

~Retell/perform a familiar story.

~To write a short sentence using words with known sound-letter correspondences that can be read by others.

The intended IMPACT for children by the end of KS1 is for the children to be able to:

~read easily, fluently and with good understanding

~develop the habit of reading widely and often, for both pleasure and information

~acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

~appreciate our rich and varied literary heritage