

Writing & Reading at Cam Hopton

Intent

At Cam Hopton, we believe in providing children with a quality, topic-linked English curriculum that builds a love and enthusiasm for reading and writing. We hope that, by the time children leave Cam Hopton, they write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We recognise the importance of nurturing a culture where children take pride in their writing- writing clearly and accurately. Most importantly we want our children to enjoy reading for pleasure. We hope that, by the end of year six, they read fluently and widely and can express their opinions, and engage in discussions, about books that they enjoy.

Implementation

The Writing Journey- Immersion, Innovation, Invention

Our writing journeys begin with a 'Cold Write' (to access what the children already know about the genre) where required. The Immersion starts our learning. This often includes story mapping, oral retelling and drama. The Innovation stage is where grammar and punctuation, as well as text features, are unpicked and explored. This builds up to a supported piece of writing. We use this phase to assess what children need to work on next. The process is completed with an independent 'Hot Write'. Our writing journeys are topic linked and our focus texts are regularly used.

We use Drawing Club in reception and recognise the importance of developing early writing skills.

Grammar & Punctuation

Grammar and punctuation knowledge and skills are built into our writing journeys as much as possible.

Spellings

At Cam Hopton, teachers in KS2 use the Essential Spellings scheme; teachers in KS1 use our Twinkl Phonics programme to teach spelling. Children, in KS1, are given spellings to learn each week and are provided with opportunities in school to practise the rule that they're working on. This is part of the children's weekly homework. At Cam Hopton, we are keen to focus on exploration of a spelling pattern and provide support for parents to understand the patterns that children are learning in class.

Handwriting

Teachers use The Write Path to teach handwriting at Cam Hopton from Year 2 onwards. Handwriting is taught within English lessons and as stand-alone sessions depending on the needs of the children. In KS2, we use The Write Path, or alternative resources where appropriate, to revisit joins or further support children when required.

Opportunities to revisit handwriting joins and spelling patterns are taken throughout the day.

Phonics

We follow the Letters & Sounds approach to teaching Reading and Phonics. We use the Twinkl Phonics scheme. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible. Our early reading books link with the phonics taught.

Feedback & Marking

We use a mixture of whole class, written and verbal feedback in English. We believe that feedback is most beneficial when carried out during the lesson. Children are given opportunities to respond to marking by making corrections or completing next steps.

Working Walls

English working walls follow our writing journey and are used by the children. Spelling focuses are displayed and regularly updated in each classroom.

Alongside this, Hot Writes (the end of our writing process) are celebrated in classrooms and corridors.

Guided Reading

Reception: In reception, time is spent enjoying and responding to questions about picture books. Children also take part in group reading sessions.

KS1: Guided reading is taught through guided group sessions and a weekly whole class reading lesson.

KS2: Guided reading is taught through whole class sessions.

Summative Assessment

Summative assessments will be entered into our tracking system each long term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended writing that pupils produce at the end of each unit, and determine to what extent pupils have met the agreed success criteria for that genre of writing and writing purpose.

Writing moderations take place between teachers within school and across our cluster schools.

Intended Impact

Pupils will make good progress from their own personal starting points. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.