

*English at Caythorpe*



*2024-25*

*To be reviewed: September 2025*

## ***Intent***

### ***Reading***

*At Caythorpe Primary School, we value reading as a key life skill and aim to encourage children to become lifelong readers. Through a systematic, synthetic phonics scheme, we give children the skills of decoding and blending in order to become fluent readers. Regular reading practice sessions will provide children with the skills, knowledge and confidence to comprehend texts. Children and parents will be encouraged to broaden their range of text types and read books for pleasure as well as for academic progress.*



### ***Writing***

*At Caythorpe Primary School, we teach writing by using a range of stimuli to engage children in a range of writing genres. We aim to help them identify features and apply these to their own work whilst considering the purpose and target audience. We place an important emphasis on proof reading, editing and improving writing to promote children's sense of ownership and achievement within their creations.*



## ***Successes from 2024 – 25***

- 93% pass rate in Phonics Screening Check.
- Over 90% of children achieved EXS in reading and 45% achieved GDS.

## Implementation

| DISPLAYS       | Phonics   | Reading   | SPAG   | Writing  |
|----------------|---|---|--|--|
| Classrooms     | <p><b>KS1</b><br/>Grow the Code chart in classrooms and areas where phonics take place e.g. corridors, other classrooms etc.</p> <p><b>KS2</b><br/>Small grow the code charts available for children who need this on tables.</p> | <p><b>Whole School</b><br/>Reading dogs on display with explanation next to them.</p> <p>Current class book picture on door – with other books written by that author to encourage children to read more books by the same author.</p> <p><b>KS1</b><br/>Reading bookmarks used to log children’s reading at home and within school.</p> <p><b>KS2</b><br/>Reading journals used for children to record books read.</p> | <p><b>Whole School</b><br/>WAGOLL sentence in each classroom; progressing in difficulty and including more features from year group to year group – <b>this can change throughout the year to match writing genre being covered.</b></p> <p>Include relevant SPAG examples and features as part of English working wall for writing genre covered that week.</p> <p>Common Exception Words on display in classrooms or readily available for children to access.</p> | <p><b>KS1</b><br/>Working wall to include:<br/>Writing Genre<br/>Purpose of Writing<br/>Features of text<br/>Examples</p> <p><b>LKS2</b><br/>Working wall to include:<br/>Writing Genre<br/>Features of text<br/>Purpose of Writing<br/>Examples</p> <p><b>UKS2</b><br/>Working wall to include:<br/>Writing Genre<br/>Features of text<br/>Purpose of Writing<br/>Target Audience/Level of formality<br/>Examples</p> |
| Communal Areas |   | <p><b>Library</b><br/>100 books to read whilst at Caythorpe.<br/>Reading hexagon awards.</p> <p><b>Corridor</b><br/>Books for reading hexagon winners each term.</p>  |  |  |

## Implementation

|                                | Phonics   | Reading   | SPAG   | Writing   | Handwriting  |
|--------------------------------|---|---|--|---|--|
| <p><b>Lesson Structure</b></p> | <p><b>EYFS and KS1</b><br/>25minutes daily (EYFS 10-15mins from September, increasing to full session by the end of the term).</p> <p><b>LKS2</b><br/>Children join phonics groups as needed.</p> <p><b>UKS2</b><br/>Children join phonics groups as needed.</p> <p><b>Keep up Session</b><br/>MR to identify pupils who require catch keep up sessions each afternoon.</p> <p>Adults leading phonics sessions to identify children who need catch up sessions on the same day.</p> | <p><b>Whole School</b><br/>DEAR every Friday after lunch – all children and staff to read for 10minutes. Reading buddies used between EYFS and Y6.</p> <p><b>EYFS and KS1</b><br/>3x20minutes reading practice session each week. Adults to use reading dogs when asking questions so children become aware of them.</p> <p><b>LKS2</b><br/>5x20minute sessions each week. Children to access majority of dogs each week with an emphasis on teaching what the skill is.</p> <p><b>UKS2*</b><br/>5x30minute sessions each week. Children to access most/all dogs across the week.<br/>*Year 6 to complete necessary SATs preparation in the lead up to tests.</p> | <p><b>Whole School (Year 1 above)</b><br/>Following Classroom Secrets scheme of work. One English lesson per week dedicated to a discreet SPAG lesson. Relevant SPAG criteria to form part of English learning sequence for writing genre.</p> <p><b>EYFS and KS1</b><br/>Spellings completed as part of Little Wandle scheme.</p> <p>Year 2 children who complete Little Wandle phonics scheme to follow Little Wandle Spellings.</p> <p><b>KS2</b><br/>Twinkl spelling scheme.</p> | <p><b>Whole School</b><br/>Units of work to stem from different stimuli e.g. Book, video clip, audio clip, memorable experience.</p> <p>Long term plans for each cycle to be used and any updates to be discussed with MR.</p> <p>Use Trust Wide <a href="#">Writing Principles</a> to help with planning of writing units.</p> | <p><b>EYFS and KS1</b><br/>Included within Phonics lessons.</p> <p><b>KS2</b><br/>Complete handwriting practise from Penpals scheme at least three times a week.</p> |

# Implementation

|                             | Phonics  | Reading  |
|-----------------------------|--|--|
| <b>Parental Involvement</b> | <p><b>KS1</b><br/>Parents to be invited into school three times a school year to observe sessions.</p> <p>In term 1, MR to lead parent assembly to discuss phonics and reading approach in school.</p> | <p><b>Whole School</b><br/>Parents to be invited into school to watch a book being delivered to a group/class by an adult. Parents to then read a book with their child/group of children.</p> |

| <b>Reading – Promoting a Love of Reading</b>  |
|---|
| <ul style="list-style-type: none"> <li>- All children to take home a 'Reading for Pleasure' Book home.</li> <li>- KS1 children to use bookmarks to log when children have read in school or at home.</li> <li>- KS2 children to use reading diaries to log reading entries.</li> <li>- Staff to read books from classroom shelves and the library to encourage children to read them too.</li> <li>- Adults to use Open University Reading for Pleasure website to gain ideas for improving reading for pleasure approach in classrooms.</li> </ul> |

| <b>Writing – Teaching methods</b>   |
|---|
| <ul style="list-style-type: none"> <li>- <a href="#">Writing Principles Document</a> used by teachers to plan units of work.</li> <li>- Books, images and video clips can be used as a stimulus for lessons/units of work.</li> <li>- Talk for Writing.</li> <li>- When drafting a piece of work, children to use 'miss a line' technique so that there is a whole line available for them to edit in.</li> <li>- Modelled writing to be used as well as scaffolded writing.</li> </ul> |

# Impact

|                   | <b>Phonics</b>  | <b>Reading</b>   | <b>SPAG</b>  | <b>Writing</b>  |
|-------------------|---|--|--|---|
| <b>Assessment</b> | <p><b>Whole School</b><br/>Complete a 60-second read fluency check at each assessment checkpoint. Children to complete a 60-second read until they reach a 95% accuracy score* on a phase test:<br/>Phases 2 – 5<br/>End of Key Stage One<br/>Lower Key Stage Two<br/>End of Key Stage Two</p> <p><b>EYFS/KS1</b><br/>Little Wandle Termly Assessments<br/>Phonics Screening Check<br/>Pinks and Greys Table to be used to track progress of pupils over the terms.</p> <p><b>KS2</b><br/>Little Wandle Termly for children as required.</p> <p>*Year 3 to score 75% if completing a LKS2 text and Year 5 to score 75% if completing end of KS2 text.</p> | <p><b>EYFS</b><br/>Teacher assessments against ELGs</p> <p><b>Year 1</b><br/>Teacher assessments at the end of each full term.</p> <p><b>Year 2</b><br/>Accelerated Reader Quizzes.<br/>Star Reader assessments completed at the end of full terms.<br/>Previous SATs papers used to inform Teacher assessments at the end of each full term.<br/>End of Key Stage SATs could be used.</p> <p><b>Years 3 – 5</b><br/>Accelerated Reader Quizzes.<br/>Star Reader assessments completed at the end of each full term.</p> <p><b>Year 6</b><br/>Accelerated Reader Quizzes.<br/>Star Reader assessments completed at the end of each full term.<br/>Previous SATs papers used to track progress and prepare for SATs.<br/>End of Key Stage SATs.</p> | <p><b>Whole School (Year 1 and above)</b><br/>Consolidation/Assessment points at the end of each full-term following Classroom Secrets scheme.</p> <p><b>Years 2 – 6</b><br/>Spellings to be tested in a quiz format as opposed to a formal recorded test. Encourage the learning of a spelling pattern.</p> <p><b>Year 2</b><br/>Option to use previous optional SATs paper.</p> <p><b>Year 6</b><br/>Complete previous SPAG SATs papers for Autumn and Spring data points.<br/>End of Key Stage SATs in Summer Term 1.</p> | <p><b>EYFS</b><br/>Teacher assessments against ELGs.</p> <p><b>Year 1</b><br/>To complete an unaided piece of writing each half term beginning at the end of Autumn Term 2.</p> <p><b>Years 2 – 6</b><br/>To complete at least one unaided piece of writing each half term on a genre taught during a previous term in English.</p> <p>Cross curricular unaided writing to be used for a gather a range of evidence and assessed using teacher assessment.</p> <p><b>Whole School</b><br/>Children to complete their unaided write in English books and assessed by teachers in this book. Children can then publish this piece of work for their WOW writing book.</p> |

## *Impact*

|                   | <b>Phonics</b>   | <b>Reading</b>   | <b>Writing</b>  |
|-------------------|--|--|---|
| <b>Monitoring</b> | <p>MR and HH to regularly monitor using coaching proforma from Little Wandle.</p> <p>Staff meeting/TA meetings to be used to relay assessment results to all adults and highlight children in need of catch up or to monitor for lack of progress.</p> <p>Phonics assessments to be used as part of pupil progress meetings when relevant.</p> | <p>MR to monitor reading practice sessions termly:</p> <ul style="list-style-type: none"> <li>- Lesson drop-ins.</li> <li>- Pupil interviews.</li> <li>- Data analysis.</li> </ul> | <p>All staff to take part in internal moderations during staff/key stage meetings to ensure writing is being assessed consistently.</p> |
| <b>CPD</b>        | <p>KS2 member of staff to teach Phonics group to embed training received from Little Wandle.</p> <p>CIT Reading and Phonics Network Meetings.</p>  | <p>CIT Reading and Phonics Network Meetings.</p>   | <p>External moderations from external consultant.</p>   |