



At Bramshall Meadows, we believe that children should have access to the best possible books and experiences as they become proficient readers and writers.

We aim to foster a love of reading for a range of purposes, and we are proud of our reading environments and library.

Fostering a proficiency and a love of reading is prioritised at Bramshall Meadows First School, so reading is central to the daily timetable for all children.

Phonics is taught daily in EYFS and Year 1 using Little Wandle Letters and Sounds (Revised) and we continue to support older children with phonics, using the Little Wandle scheme, if they need it. We also have a specialist intervention in Year 2 and KS2 for children whose reading skills are below those expected for their age.

In KS1 and KS2, through taught Guided Reading sessions, daily story time and weekly library visits, pupils are exposed to a range of reading opportunities. Guided Reading sessions from EYFS to Y6 allow children the opportunity to see reading modelled effectively by staff and also enable children to read independently and with reading partners.



## Writing

Children at Bramshall Meadows are taught to write for a range of audiences and purposes. We adapt the excellent teaching sequences from the Literary Curriculum, which are based on a range of high-quality children's books by authors from many different backgrounds. Teachers plan and deliver engaging lessons covering different writing skills and genres, imagining themselves in the role of a writer.

Our pupils are encouraged to take ownership of the class reading corners by choosing texts from the school libraries that motivate them to continue reading at home.

'Book Club' gives children in all classes, the opportunity to share a new book by an author with the class. They can bring in props and a bag to help them present their book to the class. This book will then stay in class for the children to read in their reading areas. This will help support the children build a bank of knowledge about the latest Authors and books.

We understand the importance of reading at Bramshall Meadows and can't wait to see how many new authors we will have in our classroom by the end of this School Year.

All students have access to texts and books matched to their phonics level, reading band or stamina. Children are regularly assessed by their teachers during lessons and assessment tasks to make sure every child is making progress with their reading.

We also provide regular whole school reading events to foster a love of reading and run workshops for parents to support them with reading at home.

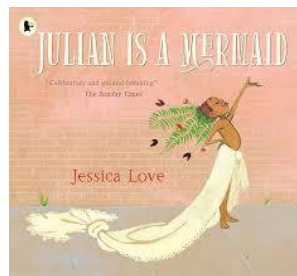
### The Teach Through a Text Approach from The Literary Curriculum

<b>Thematic link</b>	Links are made through themes & conventions within significant literature
<b>Discovery Point</b>	Dramatic conventions support immersion & create a hook with the book to create resonance
<b>Embedded comprehension</b>	Reading comprehension explicitly embedded through prediction and inference
<b>Embedded grammar</b>	Explicit grammar skills for writing taught in context to be applied purposefully
<b>Spelling &amp; vocabulary</b>	Explicit spelling skills are explored and linked to vocabulary acquisition
<b>Literary language</b>	Literary language explicitly taught and applied in writing
<b>Purpose &amp; audience</b>	Distinct shorter & longer writing opportunities rather than genre-led

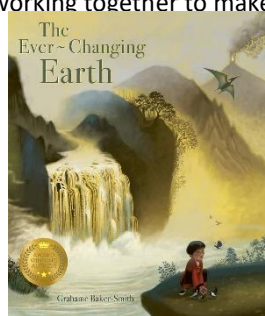
Children in EYFS and Year 1 are encouraged to use writing in their play and learn to form letters during the phonics sessions. Children in Y2 and upwards are taught to join letters and write in a cursive style.

### Curriculum Drivers

**Community and Togetherness:** Because we want children engage with high quality texts by a range of diverse writers and featuring a similarly wide range of characters, teachers plan writing lessons from the Literacy Tree teaching sequences. Our aim is for all children to see themselves and their families represented in books, and to develop an awareness of different people. We want children learn to write in many different genres, so all writing activities have a clear sense of audience and purpose. This means that not only can children write in role for a range of different reasons, but they can also express their understanding of concepts through writing across all areas of the curriculum. Through this, we aspire to empower them to be successful at secondary school, in further or higher education, and eventually in employment. We want Bramshall Meadows children to develop a strong command of the English language, giving them the cultural capital to express themselves effectively in writing. In EYFS we want children to understand that writing is a form of communication and that there is a link between reading and writing.



**Sustainability:** The value of respect and sustainability is woven through the English curriculum. We want children to learn that there are many kinds of people and families, and that they all deserve respect. We teach children to respect each other's ideas and the environment; they are encouraged to contribute to discussions, read out parts of their work and comment on each other's writing, and work collaboratively on some tasks. We aim to create a learning culture in which mistakes are valued as learning opportunities, and we teach children to support each other with their learning. Collaborative and group tasks are carefully planned for, to allow children to develop the skills they need for working together to make a difference to the ever-changing world.



**Aspiration:** All writing lessons are differentiated so that all children can access the same learning as far as possible. All lessons are differentiated to cater to children's needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported. Intervention groups and setting are also used across the school to support children.



## **Reading**

Bramshall Meadows First School is determined that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts. We work to inspire them to become life-long readers who enjoy books and have a desire to read for pleasure.

In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension. Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital. Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.

### **Early Reading at Bramshall Meadows First School**

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress (please see below for the progression). Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.

In the Autumn and Spring term, Reception learn phase 2 and phase 3 GPCs and then will spend the final term learning phase 4.

Year 1 begin the Autumn term with 3 weeks of revision of phases 2, 3 and 4 before learning phase 5, which will be completed by the end of the year. Year 2 children will begin the year by revisiting phase 5 and other previously taught phases to ensure all children are completely confident with applying these GPCs in both their reading and also their writing. (please see the overview here for what this progression looks like). Half termly assessments take place through Reception and Year 1 to help inform future teaching and help identify children who have gaps in their phonic knowledge and need additional practice. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

## **Reading for Pleasure**

Reading for Pleasure remains a whole school priority. Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). We believe that a whole school Reading for Pleasure culture must be planned for and promoted throughout the school in a variety of ways, ensuring that all children have the opportunity to develop that real.

Every day the teachers read aloud the class book to the children. These texts are chosen carefully so there is a range of high quality, diverse texts to engage the children and appeal to a range of children. When reading aloud, they do not stop unnecessarily to ask clarification/comprehension questions. Instead, they allow the story to weave its own magic, only pausing occasionally where necessary to define any important vocabulary.

Children read independently during morning and afternoon registration times. Reading is encouraged at home and parents are supported parents to understand how to read to/with their children. Teachers promote reading for pleasure through making recommendations and informal book talk; this includes promoting the different reading challenges for each year group. Careful recording of what the children's reading diet includes happens regularly so staff are able to monitor, develop and extend this as and when appropriate. Book corners are well used, inviting spaces with a limited number of high-quality texts that children are able to borrow. Books are also borrowed from the school library each half term to supplement the selection within class libraries.