



'Reading is so much fun and now I am on chapter books!'  
**Piper, Y2**



'I love it when I get to do the Big Write because I can use my imagination and write loads.'  
**Jake, Y6**

# English



'Now I am able to edit and improve my own writing - I feel like a real writer!'  
**Amber Y4**



- Our teaching of English takes inspiration from our class films.
- Everything is taught within the context of our experiential learning model allowing students to engage in purposeful activities that allow them to make progress.
- Our aim is to support all students with the 3 keys to reading: to be 'World Ready', 'Test Ready' and to read for pleasure.
- Over the 8 year journey our students develop their reading skills through a comprehensive approach to phonics, fluency, comprehension and reading for pleasure.
- Our contextualised approach to teaching GPS enables students to apply these skills directly into their writing.
- Writing experiences are: varied and challenging, designed to increase confidence and show sequence and progression.
- We aim to engage and challenge students to apply what they know to a variety of different contexts across the curriculum.
- Opportunities for spoken word development are built in across our curriculum allowing students to apply their skills in a variety of different 'World Ready' contexts.

# English - Implementation



- Comprehensive phonics programme using the Little Wandle programme develops early reading.
- Reading scheme for KS1 and for KS2 students requiring extra support.
- 100 Great Greenside Books exposes students to high quality texts.
- Digital Reading Portfolio tracks reading in KS2 and ensure students are matched to appropriately challenging texts.
- Reading Tree sessions that support with the 3 keys and link into STAR Day writing tasks. Students explored and read a range of brochures about San Francisco during Reading Tree sessions which enabled them to write their own brochures during writing sessions.
- Contextualised GPS sessions within STAR Days linking directly into writing tasks.
- Writing tasks are linked to and located in the class film text. The experiential learning model begins with a hook and a big experience to ignite the learning. Students who watched *Queen of Katwe* recreated a scene from a Ugandan street market. Students made broccoli pizza linked to *Inside Out* to help them understand what the character was going through. These experiences enable them to write from a much more knowledgeable perspective.
- Friday Big Writes link weekly writing tasks and termly GPS skills and are applied in an independent piece.
- Writing Groups for Y6 students with the LG team allow students the opportunity to write in different and more challenging ways.
- Half termly data captures using formal and teacher assessments.
- Supporting SEND and EAL students.
- Home Learning supports with reading and GPS activities.