

How we teach reading and writing at Spring Meadow in Key Stage 1 and in the EYFS when a child is ready

Reading: At Spring Meadow we see reading as an integral part of the school's curriculum that impacts on learning. We value the importance of fluent and confident readers and work hard to develop children's reading skills across the curriculum.

Reading is taught across the curriculum through modelled, shared and guided reading as well as 1-1 opportunities. The table below highlights how each teaching method is used in the classroom, and how each benefits the children in developing skills and making progress in their reading.

Nursery and Reception are word rich environments. Each classroom has a wealth of words, and associated pictures, on display for the children to refer to when exploring and learning through play. The children regularly listen to stories during story time, the meaning of key language is always discussed and developed and children are asked a variety of questions about the text. This is replicated in Reception, the children also read and share texts in small groups on a regular basis.

In KS1 the children have daily guided reading sessions, within which many of the skills for reading and reading comprehension are taught. The children are encouraged to think deeply about the text they are reading, share their thoughts and opinions as well as discuss those of their peers. Independent reading based activities are also undertaken.

At Spring Meadow we believe that active encouragement for each child to read for pleasure or for 'fun' is an essential part of the curriculum. We aim to foster a love of books in our children and so, we provide dedicated cosy and comfortable reading areas in each classroom, stocked with high-quality books. Our library houses an abundance of texts, show-casing a broad variety of genres and themes for the children to choose from. The children, with help from the class teacher, regularly exchange reading ability levelled books to take home, read and share with parents. Parents are encouraged to listen to and read with their children on a regular basis and information is shared via the home school reading diary logs.

Writing: At Spring Meadow, we believe that it is essential for children to develop a love of writing, as well as becoming confident writers who can write for a range of purposes. To achieve this aim, writing is embedded across the curriculum and opportunities for extended writing are provided not only in English lessons, but through all subjects.

Writing is taught through modelled, shared and guided writing within the class. The table below highlights how each teaching method is used in the classroom, as well as the benefits it provides for the children.

At Spring Meadow, we believe that talk is an integral part of the writing process. Teachers ensure that opportunities for speaking and listening and familiarisation with quality texts are provided, drawing on the rich vocabulary they offer. We encourage the children to verbalise their thoughts and ideas, and observe teachers modelling how these ideas can become a cohesive piece of writing.

Across the school, teachers used a phased approach, when planning, to ensure that the children are not only emerged in talk but also to ensure that the children learn from the teacher and have opportunities to demonstrate their developing knowledge through independent writing. Working walls display current learning and progression across the phased approach, as well as examples of shared and modelled writing.

The 'Pink Pen' marking is used to encourage the children to reflect on, edit and improve their writing, whilst teachers verbal, and written comments are used to inform the children of their next steps. Every child is given the opportunity to respond to their work and continually inspire them to challenge themselves and improve their writing.

The different approaches used to teach reading and writing

	Modelled Reading	Shared Reading	Guided Reading	1 to 1 reading	Reading for Pleasure
Reading	During modelled reading teachers demonstrate and model skilled reading behaviours. The teacher will read aloud a text to the children and specifically model a key aspect of the reading process. For example how we self-correct. They will also 'think aloud' about the text, making predictions and links with prior knowledge. As well as demonstrating skills to the children, modelled reading is also provided to show how enjoyable reading is both for the reader and the listeners.	Teachers read a key text to a whole class. The text will be beyond a level which the children can read for themselves. The aim is for children to follow the teacher and gradually participate with the reading, particularly where sections are repetitive or where rhyme and rhythm is present. This method support children in learning new vocabulary and promote pleasure for reading.	Teachers work with a small group of children to teach them the strategies of reading. The teacher guides or 'scaffolds' the children to read, talk and think their way through the identical text that each child has text. The teacher will highlight new vocabulary, model decoding strategies, teach fluency and promote different levels of comprehension.	Teachers and support staff will hear some children read on a 1:1 basis. These sessions support children who find reading challenging, allowing them regular practice of segmenting sounds within words, blending and developing sight word and fluency skills, as well as learning how to use the picture clues.	Teachers will read a text to a class simply for the pleasure and enjoyment of it. Texts are chosen based on the characters, events and messages within the story and how appealing the children will find the book. Each classroom has a cosy and inviting book corner. The children can use these areas on a regular basis and develop pleasure in reading for themselves. Real texts (non-reading scheme books) are chosen are specifically to suit the topic within a year group.
	Modelled Writing	Shared Writing	Guided Writing	Independent Writing	Writing for Pleasure
Writing	During modelled writing teachers demonstrate the thoughts and actions that go into creating a text. They can focus on the both secretarial elements (such as spelling and punctuation) as well as authorial elements (sequencing and linking ideas, choosing appropriate words etc). Teachers will compose the modelled text, sharing their own thinking and writing processes, with the aim that the children will replicate this process during their independent writing.	Shared writing can be undertaken with the whole class or a small group of children. During shared writing, the teachers and children collaborate to jointly construct a written text. The teachers act as a scribe, prompting, questioning and supporting the children as the text is shaped. This allows for the text to be typically more complex than what the children may achieve independently. The teacher will involve all the children, encouraging them to offer answers from their individual skill sets.	Teachers work with a small group of children to undertake a 'mini-lesson'. This aims to support a group of children who encounter similar challenges at the same time. They can focus on all aspects of English including punctuation, varying ways to add detail to writing as well as focus on genre specific aspects. Teachers promote discussions and provide feedback throughout the session.	Children engage in independent writing the whole way through the writing process. It is not just 'free choice' writing but a writing task set by the teacher that builds on work that has already be scaffolded by the teacher through guided, shared and modelled writing. Independent writing is also a time when the child writes with little support from the teacher, allowing them to try ideas and for teachers to see genuine writing attempts, and recognise and reward these.	Children are given opportunities to 'free write' regularly. This provides the children with time to write anything they wish, when they wish. Each year group presents writing for pleasure in different ways. For example, in Early Years, paper and whiteboards are freely accessible for children to take to all areas of their classroom whilst in Key Stage 1, children have writing journals or clipboards at continuous provision stations around the room.