



TOOTING PRIMARY SCHOOL

READING

INTENT

At Tooting Primary School, we believe that '**reading to, reading with and reading by**' children across the curriculum creates readers, not just children who can read. Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We know that for all our children to become **fluent readers and writers**, phonics must be taught through systematic synthetic phonics. We use the Read Write Inc programme to plan and provide daily, engaging phonics lessons. All our staff are fully trained in this programme and receive regular updates as needed.

Children read a wide variety of rich, diverse, **high-quality texts** and as children develop fluency, comprehension skills become our main area of focus and developed through effective questioning.

Our intent is that reading for pleasure is highly valued by our children, parents and staff, with children leaving us at the end of Key Stage 2 as competent, confident readers.

IMPLEMENTATION

Phonics starts in Reception through our Read Write Inc programme and is continued in Key Stage 1. As children learn new sounds, they continually revise and practise the previous sounds learnt. As they become more confident, they begin to blend to read and segment to write whole words and sentences. Read Write Inc. includes Fresh Start as a continuation programme for identified children in Key Stage 2 to develop fluency where needed.

In Key Stages 1 and 2, reading is taught through a whole class reading approach. From Year 2 upwards, whole class reading happens daily for 30 minutes. Whole class reading gives the class a chance to hear their teacher, the expert, read to them. A layered and close approach to reading and re-reading gives the class a chance to read chorally and independently. Reading skills as set out in the National Curriculum are developed through effective questioning, discussion and modelling.

Reading for pleasure is highly valued by our children, parents and staff at Tooting and children are at the heart of the decision making about the books they hear and the books they read independently. Children help to decide which books are stocked in their classroom reading areas and which books they wish to borrow from our school library.

IMPACT

At Tooting Primary School, children will demonstrate significant progress in reading, writing, speaking and listening, with attainment levels above national expectations. They will show confidence in applying their language skills across the curriculum and in real-world contexts.

Children will display a genuine enthusiasm for Reading and Writing for pleasure, eagerly participating in lessons, discussions, and extra-curricular reading opportunities such as reading challenges through links with our local library. They will develop a lifelong love for literature and language, extending their learning beyond the classroom. Children will communicate effectively and articulately, demonstrating a rich vocabulary, clarity of expression, and active listening skills. They will engage in meaningful dialogue, express their ideas coherently, and respect diverse viewpoints. Children will make links between Reading and Writing across the curriculum.

Our early reading phonics and our reading for pleasure curriculum will allow children to actively engage with a range of rich, diverse and high-quality texts. The impact of this will be evident across the school, as reflected in children's engagement and their love of reading at school and at home. It will enable children to achieve high standards and make good progress across all areas of learning.

WRITING

INTENT

Learning to write is one of the most important things that a child at primary school will learn. Writing transcends all other subjects of the curriculum and as such, gives children a voice to share their ideas and knowledge with the world. Authentic, purposeful writing projects are at the heart of our learning intent at Tooting Primary School, in order to nurture writing for pleasure. We recognise the pivotal role that vocabulary acquisition plays in the writing process, opportunities across the curriculum are taken to teach and retain vocabulary which feeds into quality writing.

Learning to write encompasses **handwriting, spelling, grammar and punctuation** as well as what we want to write and who we are writing for. At Tooting Primary, we are passionate about **enthusing, inspiring** and **strengthening** the skills of all our writers.

Our intent is that writing for pleasure is highly valued by our children, parents and staff, with children leaving us at the end of Key Stage 2 as competent, confident writers.

IMPLEMENTATION

Quality literature is at the heart of all our teaching, providing children with a meaningful context in which they can explore and be challenged. English lessons use exciting stimuli, such as books and experiences to ignite the children's imaginations and these are linked to the wider curriculum wherever possible. Carefully sequenced units of work include immersion into our genre using a variety of techniques including **drama, analysis, discussion** and **research**. Grammar is threaded through each unit together with practice of techniques for successful writing. Children assess the purpose and audience for each piece of writing that they produce, and have the opportunity to plan, draft, proofread, edit, publish and perform their work. During the course of the year, children develop their writing skills and confidence across several genres which include fiction, non-fiction and poetry.

IMPACT

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Our Writing for Pleasure curriculum will allow our children to make decisions about their own writing and feel a genuine sense of success as each child comes to the end of a piece of extended writing. Every child will have a portfolio of published work each year which they can feel truly proud of. It will show the high standards and good progress they have made on their writing journey.