

Phonics

In Foundation Stage and Key Stage One Phonics is taught daily outside the English lesson. All phonics lessons follow a four part lesson including time to revisit, teach and model, practise and investigate and assess and apply. The school follows the "Letters and Sounds" programme and children undertake the Phonics Screening Test in Year One. Children in Year Two and Key Stage Two build upon their phonic knowledge and move on to working from the "Support for Spelling" document.

Reading

Pupils at Latchford St James have access to a wide range of reading opportunities that include Shared Reading, Guided Reading, Independent Reading, Home/school reading, listening to books read aloud, reading whole class books and reading with partners or buddies. There are also opportunities for children to borrow from our school library.

Guided Reading

Guided Reading is taught daily outside the English lesson. A clear four part lesson is delivered including a book introduction, walkthrough, independent reading and return/response to text. Children are grouped according to ability and when not reading with an adult the children are given a purposeful reading activity to complete independently. Guided Reading texts are chosen to challenge the children and are based on a 90% accuracy rate.

The books that children take home for home/school reading are intended to be one reading band below the books that they are reading in Guided Reading (with adult support.) Children should be able to read these books independently and they are intended to allow the children a chance to practice their fluency, expression and further their understanding and comprehension.

Writing

Pupils at Latchford St James are taken on a writing journey. Teachers encourage talk for writing (including drama), analysing text, creating success criteria, planning and drafting and revising and editing. Quality books have been selected that are both engaging and challenging and terms of work are planned from the text that cover a range of genres.

Teachers use Shared Writing to model the writing process and Shared Reading to provide a context for discussion and demonstration of grammatical features at word, sentence and text level. Activities from "Developing Early Writing" and "Grammar for Writing" are used to support whole class teaching. Writing activities are differentiated and where necessary Guided Writing, collaborative work and peer or adult support is used.

The Oxford Criterion Scale is used to standardise children's written work.