

Writing:

Across the school, there is a focus on the four purposes for writing: *to entertain, to discuss, to inform and to persuade*. Through this, the children develop their understanding of the importance of knowing their audience and how this can affect language choices. The children have the opportunity to write across a range of genres, often using quality texts as a starting point. Analysis of these quality texts and the teaching of spelling, punctuation and grammar have been embedded into our curriculum so the children are exposed to the components that lead to creative and technically accurate writing. Elements of Talk for Writing ensure this as the children are encouraged to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. The children have been encouraged to plan and develop their own writing through editing at specific stages in the writing process. This has been achieved through self and peer assessment to establish the effectiveness of writing against a set of success criteria. The children have also journalled their understanding of the language features taught to encourage self-reflection.

Reading:

Through whole class reading sessions, the children are exposed to and enjoy a variety of text types that have linked to the genres studied in Literacy lessons. They explore different question types (Explain, Retrieve, Interpret and Choice) to develop comprehension skills and deepen their understanding of what they have read. The children learn to structure written responses by providing an *answer, proving* it by making references to the text and providing evidence and then *explaining* it further by applying their inference skills and using clues from within the text to shape their answer. The different question types require a different level of answer and the children learn to do this through consistent development of comprehension skills in context.