


Intent	<p>Following the National Curriculum and Early Learning Goals, the overarching intent for English at the Mosley Academy is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that children:</p> <ul style="list-style-type: none"> <li>• Read fluently with good understanding.</li> <li>• Develop the habit of reading widely and often, for both pleasure and information.</li> <li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</li> <li>• Appreciate our rich and varied literary heritage .</li> <li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</li> <li>• Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</li> <li>• Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>						
	At The Mosley Academy our children will present the following characteristics of learners:						
	Children will begin to develop a lifelong enjoyment and pleasure in reading.	Pupils will enjoy access to a wide range of reading opportunities across the curriculum.	Pupils will be exposed to a range of authors and genres through a range of fiction, non-fiction and poetry texts.	Pupils will develop into happy, healthy and curious learners who read confidently and independently.	To understand the meaning of what is read to them and what is read independently and be able to respond to it and justify their answers.	Pupils will develop an appreciation of the work of different authors, poets and illustrators.	Pupils can offer ideas and opinions about their reading and explain their reasoning.
Pupils will develop fluency in reading to at least age-related expectations.	Pupils can make choices about books to read and navigate a library and select books that are appropriate and engaging.	Pupils can read to an audience and internally with fluency, accuracy and expression.	Children can find information about a range of topics and themes using a range of books and other resources.	Children will understand and acquire a wide vocabulary, understanding of grammar and knowledge of linguistic conventions.	Pupils will be able to decode unfamiliar words using phonic skills, phonetic awareness and contextual clues where appropriate.	Children will be familiar with a large bank of rhymes, traditional tales and stories from other cultures.	

Implementation	Key Components		
	Phonics and Early Reading	Reading Sessions	Individual Reading
	<p>Reading starts in the second week of Reception using the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme which is structured in progressive phases.</p> <p>Children's early reading skills are developed through daily phonics lessons and quality first teaching. Children in Reception and Year 1 are also supported by 'daily keep-up' phonics sessions if needed and using the 'rapid catch-up' phonics programme in Year 2.</p> <p>We also deliver the Little Wandle SEND programme to support children with a SEND that requires adaptations and slower pace due to cognitive function or other disabilities. Children are assessed through the scheme's assessment materials every 6 weeks and an 'interim' progress check is also carried out after 3 weeks. After each assessment is carried out, books are matched to the children's level and the lowest 20% of children are identified for further support.</p>	<p>Children in Reception and Year 1 have three guided reading sessions per week using Little Wandle carefully matched decodable books. Each session focuses on a different skill - Session 1 - Decoding, Session 2 - Prosody and Session 3 - Comprehension.</p> <p>Whole class reading lessons are delivered throughout the rest of the school. Two of those sessions focus on developing fluency through whole class reading of a shared text. A fluent reader is one who can accurately and automatically decode words. See image below from the Education Endowment Foundation.</p>  <p>Two reading sessions a week focus on developing reading comprehension alongside fluency. These sessions cover all the reading domains - decoding, retrieving, summarising, inferring, predicting, meaning, language and comparing. A range of text-types are used during these sessions.</p>	<p>Our lowest readers read are tracked throughout the school. Teachers target these learners through quality-first teaching and intervention as outlined on class provision maps. Extra support may include daily reading, keep-up sessions, 60-second reads, comprehension groups and accelerated reading. Individual reading includes matched decodable books, the fluency programme books or the 7+ readers, ensuring that all books are carefully matched. Little Wandle Fluency interventions also take place for identified children in Key stage 2.</p> <p>We make use of parent volunteers where possible to also hear children read who may not get the opportunity to do so at home.</p>
	Reading for pleasure	How our curriculum supports Reading	Partnership with parents
	<p>We promote a love of reading with a multi-faceted approach at Mosley.</p> <p>We take part in or organise many Reading for Pleasure events such as World Book Day; share a book with a grandparents; Teddy Bear Picnic with our favourite stories; virtual author visits and family read events.</p> <p>We have a well-stocked library where each class has a designated time to visit and choose a new book as well as a fortnightly-visiting library bus. Our library includes a display of recommended books read by staff and children. We also have a 'book swap' station for both staff and children in school.</p> <p>Each class has a reading for pleasure toy or buddy which journeys home with a child each week and enjoys reading in an array of contexts.</p> <p>Staff promote their own love of reading by reading aloud to children, reading or talking about their favourite books and wearing an 'Ask me what I'm reading badge?' to promote conversations around reading for pleasure.</p>	<p>In Reception, the Talk for Writing approach is used, based around a high-quality picture book each half-term. The children get to know the text well through a creative hook, telling the story orally with props, masks and costumes, using storytelling actions, re-telling the story in the provision, drawing story maps etc promoting a deep understanding and appreciation of quality children's texts.</p> <p>From Year 1 - Year 6, the Plazoom writing programme is used in a similar way to support reading by hooking children into a text through familiarisation, learning about the components and skills associated with the text, and then applying their learning when writing independently.</p> <p>Whole class reading is also used to support our wider curriculum using 'real books' which we deeply value at Mosley. These are carefully selected to support our topics, themes and children's interests and where possible, are from prevalent and influential authors.</p>	<p>Parent support is provided for parents in the form of regular reading, writing and phonics workshops.</p> <p>Little Wandle Phonics resources are shared with parents and carers throughout Reception and Year 1 to ensure an understanding of our approaches to phonics teaching, alongside the development of their knowledge of phonics, therefore aiding their children's learning. Home learning sheets are also sent home each week in Reception and Year 1 to support children's weekly learning.</p> <p>Children are rewarded for reading at home through a 'Rainbow Reader's' initiative throughout the school. Badges are presented for every 25 reads at home, and we aim for all children to have read 200 times at home throughout each academic year. Expectations are made clear to parents at the beginning of each academic year, with reminders given at opportune moments such as parent's consultations and workshops.</p>
<p>At The Mosley Academy we understand that SEND can be categorised in four main ways:</p> <p><b>social, emotional, and mental health      cognitive and learning      communication and interacting      physical and/or sensory</b></p> <p>We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. Teachers promote and embed the EEF 'Five-a-day' principle. Examples of targeted support include: the use of visual or practical resources; the use of adult support; differentiating by outcome according to the child's needs; pre-teaching key vocabulary; providing templates to scaffold; the use of spaced repetition to improve memory; and consideration of the type of task e.g. group, partnered, individual.</p>			

Impact	Children will be able to read and will show increasing confidence,	Children will have a book appropriate to their developing phonics	Children will have a love of reading and develop preferences on what	Children will be able to understand what is read to them and answer	Children are increasingly able to find and select information they need	Classroom environments celebrate books and reading. Learning walks	Both formative and summative assessment data reflects the
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resilience and independence in both their reading and their reading skills so that they continue to be lifelong readers.	knowledge and matched to their fluency and understanding. Children can achieve 90% fluency.	genre or topic they like to read, having been exposed to a range of different genres and authors.	questions including making inferences and making connections between texts.	across the curriculum to aid them in their learning because of the skills they have learned in reading sessions.	reflect enjoyment in reading and guided reading books show clear progression of reading skills with children exposed to increasingly challenging texts, questions and tasks.	priority on early reading and reading fluency. The % of children working at ARE and above ARE in each year group will be at least in line with national averages.
Teachers explicitly teach vocabulary and children show an increasingly ambitious use and understanding of a wide range of vocabulary. Displays show vocabulary.	Children in the Early Years have a strong sense of story structure and story language and are familiar with a wide range of rhymes, songs and traditional stories.	Reading and phonics interventions have a significant impact on children's learning and development, 'plugging gaps' and accelerating progress.	All pupils actively participate in discussions around stories and other texts such as poetry, offering their opinions and ideas.	Children in Reception can independently blend by the end of the Autumn term.		
Monitoring through: Learning Walks Peer Observations Book Scrutiny Pupil Voice Data Analysis Routine Reviews of Curriculum		Increased Cultural Capital through exposure to a wide range of vocabulary and texts.  Greater understanding of British Values: Mutual Respect and Tolerance		Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.  Provision is adapted so that it is suitable for all groups of learners, including SEND.		