

Writing Intent

At Dorothy Barley Junior Academy, we believe that every child should leave our school with the necessary skills to write for a range of purposes.

We have created exciting overviews to ensure that, throughout their school journey, our pupils work with a range of high quality texts and topics. Our long term planning guarantees we ensure that the genre coverage is broad and balanced and each half term children will have the opportunity to write to entertain, write to persuade and write to inform while ensuring that they have opportunities to build on previously taught skills and acquire new skills year on year. Literacy at Dorothy Barley Junior Academy involves retelling stories, creating stories and using Talk4Writing by Pie Corbett in non-fiction units. We know that there is a national writing gap between boys and girls, and with this in mind we select 'boy friendly' texts and topics, which all pupils respond positively to.

Writing is closely linked to learning topics and themed weeks within the school e.g. Black History, The Anglo-Saxons and The Stone-Age. Medium term plans ensure that within each writing unit the writing process is carefully mapped out to encourage the learning of new skills and embed their understanding while ensuring they are given the opportunity to draft and edit their work. Our pupils are able to publish whole pieces of writing they are proud of.

We deliver the teaching of the National Curriculum using exciting and creative approaches such as drama, debate and arguments, shared writing and role on the wall, so that our pupils are able to orally rehearse their ideas for writing. This supports our pupils to take on the role of a writer, with an authentic voice.

The children of Dorothy Barley are proud of their writing and there are many examples of high quality writing displayed around the school for visitors to enjoy.

Reading Intent

Reading is a key life skill that enables our pupils to acquire knowledge as well as develop culturally, emotionally, intellectually, socially and spiritually. It is our aim that our pupils leave DBJA reading fluently, easily and with good understanding. To engage and inspire children, in reading, we use a whole class approach which follows Destination Reader. Children are given the opportunity to read fiction and non-fiction books which are both age appropriate books (enjoyed as a whole class) and ability appropriate books. The approach allows for key skills to be modelled and embedded while increasing the children's reading mileage and love of reading. When phonics teaching is required, we currently use the FreshStart scheme to support children.

Destination Reader Structure

At the beginning of each reading lesson, the teacher leads a whole-class reading strategies session. During this time, we explicitly teach pupils the strategies (inferring, clarifying, questioning, summarising, predicting, evaluating or making connections) needed to become a proficient reader. During the second part of the session, all the children will take part in paired reading with either an age appropriate book or ability appropriate book. During this time, the class teacher works with a different focus group of up to 6 children daily and records in the children's 'Running Reading Records'.

On Fridays, the children will complete a 'Big Picture' lesson, which focuses on comprehension skills with seen or unseen books and texts. The teacher will model answering the four question types using the CLEAR code. Throughout the school, we use banded books that are matched closely to the pupils reading ability, as well as carefully selected real books/extracts for this session.

Shared Reading Aloud

Our class teachers know that they are reading role-models and regularly read aloud to their class. Sharing a good book will help our children to develop a love of reading as well as help the children to absorb regular language patterns, and broaden their vocabularies.

Assessments

Children are assessed weekly through Big Picture lessons and half-termly with PiXL tests. We also test the children's reading speed termly to assess and improve their reading pace and fluency.