



Intent – We aim to move children on from Chirton...



Having acquired the skills to be able to read at an age appropriate level, developing a wide bank of vocabulary in the process.



Exposed to a wide variety of literature and have developed a love of reading.



As confident and articulate speakers who read aloud with clarity and expression.



Remaining passionate about reading and writing having been inspired to develop the power of imagination.



Talented in their application of their age appropriate spelling, punctuation and grammar.



Implementation – How do we achieve our aims?

Consistent & systematic approach

Across the school, daily English lessons are taught through *The Write Stuff* approach by Jane Considine. This systematic approach allows children to develop oracy skills and widen their vocabulary choices, whilst deepening their understanding of grammatical choices as a writer. Sentence stacking (scaffolded writing) forms part of lessons prior to independent writing. Teachers use the FANTASTICS (senses) and BOOMTASTICS (figurative language) when modelling writing and children use symbols to support them in planning and generating ideas for writing. High quality modelling forms part of writing lessons.

High quality texts

All children have access to high quality texts and visual stimuli which spark imagination and inspire ideas for writing. Texts are also used to explore layout and language features of specific genres.

Strong grammar teaching

We value the importance of teaching grammar in context, with *The Write Stuff* GRAMMARISTICS used to demonstrate different grammar techniques. If required, stand alone grammar lessons are taught, with discrete lessons being held particularly in the Summer Term for Year 6 in preparation for the KS2 SATS. Pupils are taught to use the grammatical terminology when discuss their own work and the work of others.

A clear writing process

Lessons are clearly structured to allow all children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. In KS1, lessons allow children to discuss ideas before forming a written piece. Over time, children are taught essential knowledge and skills to craft a piece of writing over time in order to build stamina and sufficient time is given to ensure quality pieces of work. In KS2, children are guided through the writing process with children having the opportunity to generate ideas, plan, draft, edit and publish their writing. In all key stages, the initial process starts with looking at a model text and deconstructing it to explore the features. All teachers model this process.

Writing for a range of purposes

Children in KS1 write for a range of purposes and audiences and this is developed and strengthened in KS2, with children enhancing their understanding of a writer's craft and seeing themselves as authors. In KS2, writing purposes are repeated across the key stage to solidify understanding of text types and to enhance skills in grammar, sentences construction and punctuation.

Entertain



Perform

Inform

Discuss

Create

Instruct

Persuade

Explain



Implementation (continued)

Poetry exploration

Exploration of poetry is carried out in all Key Stages; in Key Stage 1, children explore a range of poetry and in Key Stage 2 specific poetry types are taught across the key stage. The majority of types are repeated in lower and upper KS2 so children can solidify their understanding of poetry techniques, enhance their skills at crafting effective poems and practice performance poetry.

Strong vocabulary

Vocabulary acquisition occurs in all English lessons through the use of *The Write Stuff*. Children are encouraged to discover synonyms and discuss appropriate word for the context. All classrooms have a wall displaying Tier 2 and 3 vocabulary for topic, with further words being displayed which have been discovered in lessons which can be referred back to at a later date. Model texts are chosen carefully to further provide windows of opportunity for children to be exposed to strong vocabulary. In KS2, children also independently access dictionaries, thesauruses and word mats. Word mats are also used in KS1.

Quality editing and publishing

In KS1, children are taught how to make simple edits and additions to their writing so that they can begin doing so more independently in Year 2. In KS2, post-writing, children are encouraged to proof-read and edit their work using a 'VIP' prompt sheet. Editing is recognised as a key part of the sequence of writing and is therefore structured into the teaching and delivery of writing. Teachers make it clear that writing has an audience and that publishing of writing is an important aspect of the writing process. The publishing of writing is creative, including the use of double page spreads, class books and story trails, ensuring that each one is suited to the different writing purposes.

Strong speaking and listening development

In KS1, for pupils to become fluent, creative writers, they are encouraged to express their ideas through speaking and listening opportunities, including partner talk, role play and hot-seating. These activities provide pupils with the tools to become a successful writer in a lively, engaging and fun way. In KS2, a variety of drama techniques are explored and repeated to enhance pupils' spoken language, presentation skills and as a stimulus for writing, such as freeze framing, conscience alley and debates. Speaking and listening is a key element across the curriculum, playing a vital role in almost all subjects, especially whole class reading sessions; lively discussions and debates and formal presentations to a range of audiences.

Strong vocabulary development

In KS1, Little Wandle phonics scheme is used to teach spelling and *Go Grapheme Grifters by Jane Considine* is used throughout KS2 once the systematic synthetic phonics programme is completed. In KS2, regular spelling sessions are taught on a fortnightly programme, with individually targeted spellings for each pupil. Pupils investigate spelling patterns and rules, practice examples, explore anomalies and apply their learning with their work.

Handwriting development

Correct letter formation is taught from EYFS and is practiced daily in fun and creative ways. Once Year 1 are confident with printing letters, they are introduced to cursive handwriting, which is further developed in Year 2. Handwriting is taught weekly in KS2 to ensure the majority of children are writing using cursive script. Reinforcement of correct formation of letters is modelled during teaching, with targeted intervention used if necessary.



Impact: How will we know we have achieved our aims?



Children are engaged and productive in lessons

Pupils use ambitious vocabulary alongside figurative language which has been carefully considered for impact

Pupils know more and remember more and have skills to allow them to make progress from their starting point

Pupils have strong writing skills that allow them to access the whole curriculum and transition to secondary school with confidence

A high proportion of pupils achieve age-related expectations.

Pupils take pride in their work by presenting their work creatively and engagingly, considering the reader