

Subject:

English

At Norton and West Chinnock Primary Schools, we believe that English is an essential part of the curriculum. It is a subject that not only stands alone, but one that should be an integral part of all learning.



Intent. We aim to:

Deliver an engaging and exciting curriculum that helps to develop a love of writing and inspires children to want to write.

Encourage children to be imaginative and to bring this to their writing.

Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.

Support children to express their thoughts and ideas clearly and creatively through the written word.

Support children to be confident communicators who express themselves in discussions as well as writing.

Develop children into writers with an understanding of the writing process, including editing to improve their work.

Create a culture where children love to write, love to read and take pride in their English outcomes.



Implementation. How do we achieve our aims?

Write for a range of purposes

In KS1 children begin writing for a range of purposes and audiences. This is furthered in KS2, where children enhance their craft and their understanding of genre. In KS2, the writing purposes (*see diagram*) are repeated throughout the year to build a solid understand of text type and the features of each genre. This also gives the children time to build the spelling, grammar and punctuation knowledge alongside text type.

Entertain

Perform

Inform

Discuss

Describe

Instruct

Persuade

Explain

Punctuation and Grammar

Across the classes, precise grammatical terminology is taught alongside the teaching of writing. This teaches the children to apply their learning quickly and in the correct context. Our federation progressions are used to track grammar content. Stand-alone grammar lessons are taught if required, but particularly in Summer Term in Y6, in preparation for SATs, as a booster to key terminology.

Clear Writing Process

Across the classes, lessons are clearly structured to allow children to develop the key knowledge and skills. Effective composition involves forming, articulating and communicating ideas, before organising them coherently for the reader. This requires clarity; awareness of audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons in KS1 are structured to allow children time to discuss idea for writing before forming written pieces. 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 written outcomes. In KS2, teachers guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft and edit and publish their writing.

High quality texts and stimuli

Children have access to high quality texts and visual stimuli which spark their imagination and inspire their ideas for writing. Texts are used to explore layout for specific genres, as well as language. Drama is used to spark ideas,



Implementation. (continued)

Learning about poetry

Children explore a range of poetry in KS1 and KS2. Specific poetry types are taught across the key stage. Most types are repeated in lower KS1 and UKS2 so that children can be secure in their understanding and use of poetry technique specific to each type.

Acrostic

Free Verse

Shape

Kenning

Haiku

Cinquain

Narrative

Limerick

Vocabulary Development

In KS1, vocabulary is explored in texts and collected for writing. In KS2, children are encouraged to draw upon what they read and to “magpie” vocabulary from shared texts. All classes use vocabulary walls or word mats to showcase words that have been discussed. KS2 children also use thesauruses and dictionaries to improve vocabulary choices in their writing.

Accurate Spelling

In KS1, the *Read, Write Inc.* Programme is used to teach phonics and the accompanying phonetics spellings. In KS2, spelling rules are taught according to the National Curriculum. The class teacher ensures spelling rules are suited to the level of learners and sets task and test weekly. Our spelling teaching encourages repetition to reinforce the skill.

Cursive Handwriting

Correct letter formation is taught in EYFS and it is practised daily. Once Year 1 are confident with printed letter, they are introduced to cursive handwriting, which is further developed in Year 2. In KS2, handwriting is taught weekly to ensure the majority of children are writing accurately using cursive. Handwriting is reinforced through modelling as children become able.

Oracy and drama development

In KS1, for children to become fluent, creative writers they are encouraged to express their ideas through speaking and listening. Opportunities such as: partner talk, role play and hot-seating are used. This makes for a lively, interactive learning environment also giving the children the tools and knowledge to be successful in writing. In KS2, drama techniques are explored and repeated to enhance children’s spoken language and act as a stimuli for writing. Children also have the opportunity to enhance their spoken language through presentations, performances and debates.

Quality editing and publishing

In KS1 and KS2, we use *purple polishing pens* to make edits and additions to our work. In year 2, they begin to do this independently but beforehand this is a guided task. KS2 children are encouraged to proof-read their writing, and then edit following a set criteria. Teachers allow time for some of the writing to be published post-editing. This is done creatively and gives the children a sense of purpose for their writing.



Impact How will we know we have achieved our aims?

Writing is developed from good ideas and is imaginative. It uses ambitious vocabulary and is built on each lesson.

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

Children are engaged in their writing and are thoughtful in lessons. They love to write and take pride in it too.

Writing is high-quality and presented in a number of different ways and formats.

Children have skills relevant to their age, in a wide range of genres.

Children understand the writing process, and that it helps them to make good progress. A high number reach age-related expectations.

Children have good communication skills; they can articulate themselves.