

## **Intent**

At St James & St John Church of England Primary School, we believe that all pupils should be able to communicate their knowledge, ideas and emotions through their writing, with confidence and fluency. The role English plays in this, is to equip each child with choice, creativity, curiosity and the chance for release. English should allow pupils to escape from the ordinary and it is a subject in which they can express themselves. Equally, we believe that it is learning about real life and real experiences; it is about the media and the digital world. Pupils also have real purposes and real audiences for the writing they produce.

We aspire to equip pupils, regardless of ability, with the opportunity to acquire a sophisticated bank of vocabulary, a solid understanding of grammar and an understanding of spelling patterns to help them to effectively spell the new language they encounter. Our aim is to enable children to write accurately and coherently, adapting their language and approach for a range of contexts, purposes and audiences. We ensure that our pupils are exposed to a range of exemplar texts, from across genres and subject areas, to secure expectations of writing across the curriculum.

As all good writers, our pupils should understand and hone their skills in editing their writing, identifying their own areas of development on their writing journey. Our ambition is to engender in pupils, a pride in the presentation of their writing, in part by developing neat, even and joined handwriting style.

## **Implementation**

IN KS1, phonics and reading is taught with fidelity, through the RWInc Phonics. Pupils are assessed and placed in groups pertinent to their learning requirements. Our intention is that all Year 2 pupils will have completed the RWInc scheme by October half term at the latest. Any pupil requiring further phonics input, will be placed in to a group appropriate to their needs. Likewise, in KS2, some pupils identified as requiring continuing phonics input, will be placed in homogeneous groups to enable them to read accurately and fluently and to develop their writing and grammar skills. All KS2 pupils who receive RWInc lessons and RWInc 1:1 tutoring, are classed as our spotlight children. The target is for the majority of these pupils to integrate into English lessons by October half-term, unless they are significantly below, in which case 1:1 tutoring will continue. In addition to our RWInc phonics lessons, pupils have an English lesson to develop their love of reading and writing.

In KS2, our English lessons ensure all pupils have access to age-related skills and knowledge covered in The National Curriculum. Within each class, teachers plan for targeted support for all pupils. This may involve a greater level of scaffolding and access to additional materials, such as word banks, or a greater level of modelling. Confident and competent writers are encouraged to extend their writing in a variety of ways, including using higher-level vocabulary and grammar features, considering the audience for whom they are writing.

We use the Literacy Shed+ for our rich resources, which include texts that ensure we put literature at the heart of our English curriculum. In addition, we utilise the short animations provided through the scheme, which ignite the imagination and creativity of our pupils. The units have been carefully chosen to produce a sequenced and progressive English curriculum that meets the needs of our pupils. Teachers adapt the Literacy Shed+ planning, in order to teach the various text types and to cater for their cohort of pupils. We have ensured that we have included the opportunities to study a range of poetry (including modern, classical and humorous), a range of fiction (modern, classic, short stories, fairy tales, myths and

legends), and a range of non-fiction (report, diary, information, persuasive, information, recount). All texts studied give each child the opportunity to read, discuss, analyse (content, composition and grammar) and use them as a springboard for their own writing. We also recognise the value of discussion before writing, so in our English lessons, we aim to develop our pupils' spoken language and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

Teachers will assess work formatively on a daily basis and this will be used to inform their planning. The pupils' writing will be further assessed using the writing assessment grids for the pertinent year group. The pupils will undertake an independent piece of writing fortnightly in their Independent Writing book. The areas of strength and those for development, identified from the independent task, can then inform the planning and the subsequent teaching. There is termly assessment on the assessment program that is discussed at pupil progress meetings, alongside data conversations within staff meetings. The English and Phonics Lead have a whole school overview, from which they can monitor progress across all year groups.

Spellings are taught according to the rules, aims and words contained in Appendix 1 of the English National Curriculum. This is administered through the RWInc Spelling programme, a robust, systematic spelling programme for children in Years 2 – 6. The spelling scheme includes lively interactive on-line resources for whole class teaching, complemented by Practice Books that contain partner, group and independent activities. Weekly, differentiated spelling tests are conducted in KS1 and KS2. Further, half-termly tests will assess the spellings covered so far, alongside the statutory spellings for each year group. Handwriting practice is carried out throughout KS1 and KS2 and links spelling to handwriting, in order to improve the speed and accuracy of a pupil's work.

To ensure pupils appreciate the relevance of their writing, we celebrate 'Writer of the Week' in collective worship. Writing displays are encouraged around the school.

Looking outside of the classroom, we thrive on our community work, providing written pieces to the local library and establishing communication through short pieces of writing with residents of care homes. We celebrate our writing in the various competitions that arise. To support our school community, the school website displays a guide to grammar terms for parents, in order to support their children with related homework.

Throughout each strand of English, teachers provide daily and pertinent written or oral feedback to ensure every child appreciates the steps they need to take to become confident, curious and creative writers.

## **Impact**

All pupils should emerge at the end of their primary school years at St James & St John, exposed to a variety of genres, with a strong sense of purpose to their writing and an ability to control their words and ideas when writing. Through exploring fiction and non-fiction, they will have the opportunity to discover how they feel about the world and how they can relate to it. They will have had the chance to express and tell stories about themselves. With a command of the English language, they will possess the power to build knowledge and relationships, through effectively communicating on different levels. Pupils of all abilities will be able to succeed in English lessons, as work will be appropriately scaffolded and

supported. Above all, all pupils at St James & St John should emerge as writers who understand the pleasure and the chance of release, through their own crafted words.