



D'EYNCOURT PRIMARY SCHOOL



ENGLISH - WRITING on a page

At D'Eyncourt, English is the foundation of our curriculum, underpinning all areas of learning by developing children's abilities to speak, listen, read and write for a wide range of purposes. Through the use of language, children learn to communicate effectively, to think, explore and organise ideas. Supporting children to express themselves clearly in writing, enhances and enriches teaching and learning across all subjects. We believe that a high-quality English curriculum should foster a lifelong love of reading, writing and discussion.

The ability to write with confidence and accuracy is an essential life skill, enabling children to communicate ideas, information and opinions effectively in a variety of contexts. Successful writers understand the social purpose and characteristics of different forms of writing and can adapt their work to suit a range of audiences and purposes. Through our curriculum, we aim to equip children with the skills they need to become confident, effective writers across all areas of learning.



Intent: We aim to...



Ensure our children have access to a high quality, broad and balanced English curriculum that is both challenging and enjoyable. Our English curriculum has been designed with a focus on high quality teaching and high quality literature that models high standards in writing to secure high expectations and inspire writers.

Enable children to write with confidence, clarity and imagination using the process of planning, drafting, revising and editing effectively. Through exciting lessons, we want to encourage a love of writing. We aim to share a variety of genres and authors and poets to study to enhance learning.



Develop a language rich curriculum and environment that encourages the use of ambitious vocabulary. All children should have high aspirations and we encourage them to challenge and stretch their understanding of language through the use of word banks, thesauruses and knowledge organisers.



Provide children with a clear understanding of grammar and knowledge of linguistic conventions of writing (SPaG terminology) which is progressive across school. A progression of writing skills is in place to ensure that children use the correct skills in each phase and that teaching is sequential with knowledge and skills being taught in a logical and progressive order.



Enable children to understand how to write for different purposes (including fiction, non-fiction and poetry - see below) using the appropriate style, structure and features. We also aim to provide opportunities across the curriculum to write and provide chances to write for pleasure for different purposes.



Implementation: How do we implement our aims?



Teaching - 'Quality First Teaching'

All teachers At D'Eyncourt have high expectations of all children. High quality, inclusive teaching is provided for every child. Learning is personalised to the individual needs of the children and aims to narrow the attainment gap. English teaching provides opportunities for group work, paired work, whole class teaching or individual teaching. In EYFS, writing is taught in accordance with the Early Learning Goals and children practise writing simple sentences using key experiences and texts as inspiration. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script. As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose using the high quality texts as a stimulus or in response to a particular experience.



Grammar, Punctuation and Vocabulary is planned and taught as an integral part of each unit of work. The objectives are carefully matched to the unit to enable them to be taught and learnt within a meaningful context.

Teachers set high expectations for every pupil and plan stretching work for those whose attainment is above the expected standard. Lessons are carefully adapted to meet the needs of pupils with lower levels of prior attainment and those from disadvantaged backgrounds. Staff work closely with our SENDCo to ensure teaching is appropriately adapted so that children with SEND can access learning and make progress at their individual level.

Planning: Planning is undertaken at 3 levels.

1. **Long term planning:** This details the genres of texts that will be taught within each year group, thus ensuring a balance of all genres. This will enable older pupils to have the knowledge and skills at their fingertips to be able to write in a variety of styles, genres, contexts and for any required purposes and audiences.
2. **Medium term planning:** Each genre/unit includes suggested texts so that pupils' books will contain a full range of current writing evidence at any time in the year. It also indicates the SPAG elements that will be taught. These have been created by teachers and are annotated half termly and up-dated annually in response to data and in-house monitoring of teaching and learning.
3. **Short term planning:**
- Daily lessons include a clear intention 'lesson objective' and clear success criteria- 'steps to success'.
- Daily lessons are taught in three parts: a SPAG starter (this can be linked to the main or revising a different skill), a main (where the objectives of that lesson is taught and children are given quality time to write to demonstrate that objective,) and a plenary (usually at the end of the lesson, however, mini plenaries may also occur during the main where necessary).
A number of published materials are used to facilitate the teaching of English writing but, as a school, we realise the need for the teaching of English writing to be scheme assisted not scheme driven. Short term planning is supported in a number of ways; all staff have access to Twinkl, Literacy Shed, Oxford University Press and Letterjoin to name a few.



In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

It is expected that children write regularly and at length. Children are expected to learn the SPAG terminology for their year group and apply this to independent writing to ensure that it is embedded.

Children are encouraged to find 'new words'. 'Magpieing' new vocabulary to use in their independent writing is paramount. Children are encouraged to use dictionaries, thesauruses and iPads to expand their vocabulary choices. 'Word of the week' also helps to build children's vocabulary. Children are encouraged to use this new vocabulary within their writing.



Implementation: Continued...

Assessment

Ongoing formative assessment takes place at all times in the classroom seen through regular verbal feedback and marking (see Assessment Policy). Assessing pupils progress is reported termly where staff complete data trackers, complete data stories and attend progress meetings where interventions are planned. Standardisation meetings are held through our Primary connections and the local authority. Year 6 use past SATs papers to monitor attainment against a national benchmark. Prior/post learning informs future planning and progress is demonstrated in books and celebrates effort and achievement. Official writing assessments take place in Reception (Baseline) and Year 6 (Key Stage 2 Grammar, Punctuation and Spelling paper and KS2 Teacher Assessment).



Cross Curricular Writing

Children in Reception and 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. Where a genre lends itself naturally to cross-curricular writing, the teachers will plan for this within English lessons. The focus of the learning will be English skills. Pupils will be asked to demonstrate their learning from other subjects whilst presenting it in the genre that they have been learning about in English lessons that week. This will demonstrate secure learning in both English and other subjects.



Editing and Improving

In KS1, children are taught how to make simple edits and additions to their writing. In KS2, children are encouraged to proof-read and edit their work using editing skills. Writing has an audience and 'publishing' writing is an important aspect of the writing process. The publishing of writing is creative, including the use of ICT, art and double page spreads to appeal to the reader and suit different writing purposes.



Learning - 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe and secure
3. are supported by effective classroom routines
4. are emerged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their mathematical learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends



Working Walls and resources

We recognise the role that working walls have in the teaching and learning of English by having current learning visible in each room. Every classroom has an English Working Wall or area, which has key vocabulary, WAGOLLS, word of the week, SPAG terminology and other display material that provides a visual support for the children's learning. Resources are carefully selected by teachers to best support the writing process. Models, word banks, thesauruses, dictionaries and knowledge organisers are all used to support writing lessons.

Spelling

Daily phonics lessons in reception and KS1 build children's phonic and spelling knowledge to enable them to sound out words and spell high frequency words correctly. In KS1 and KS2 spelling rules and high frequency words are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Twinkl Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.



Writing Methods

We use a variety of methods to write effectively. These are:

Modelling Writing - The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing - This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Supported Composition - Within this approach, children work in pairs or with the teacher/teaching assistant to write a sentence or paragraph using the same technique. This may follow on from the modelled or the shared writing process. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing.

Independent Writing - Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

Progression to Cursive Script

Correct letter formation is taught from EYFS and is practised daily. Once children are secure with their letter formation they are introduced to cursive handwriting, which is further developed in Years 1 and 2. Handwriting is taught weekly throughout Key Stage 2 to ensure the majority of children are writing using cursive script. Children can obtain their 'Pen Licence' when they are ready to move onto using pen in writing lessons.



Importance of Talking for Writing

Oracy is a central component of our English curriculum and is explicitly prioritised. High-quality talk is carefully planned and embedded across the school to support pupils in developing spoken language, vocabulary and confidence. Pupils are provided with frequent, purposeful opportunities to engage in structured discussion, drama and collaborative learning. Strategies such as partner talk, role-play and hot-seating are used to enable pupils to articulate ideas, rehearse language and deepen understanding.

This focus on oracy ensures that pupils can organise their thinking, apply subject-specific vocabulary and communicate effectively, which has a direct impact on the quality of their writing. Through consistently high expectations and well-sequenced opportunities for talk, all pupils are supported to make progress and become confident, effective writers.

Impact: We know we've achieved our aims by...



Children making progress from their starting points and writing with a clear purpose and understanding.

Children enjoy writing. Work is of a high-quality and well-presented in a range of ways.



Children take pride in their work by making choices in language and presentation to appeal to the reader editing when needed.



Children have an ambitious understanding of vocabulary and Grammatical terminology.

Children understand that English skills are transferable to other subjects and they can apply skills to other areas.



The percentage of pupils working at ARE and GD within each year group will be at least in line with national averages and any gaps addressed.

Knowledge, understanding and skills are secured and embedded so children are prepared for learning beyond their time at D'Eyncourt.



The impact on our children is clear: progress, sustained learning and transferrable skills. Children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Children understand the relevance and importance of what they are learning in relation to the real world. Children know that writing is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of writing due to learning in an environment where writing is promoted as being an exciting, engaging and enjoyable subject in which they can express themselves confidently and creatively.

Through consistent teaching and our high expectations, children at D'Eyncourt become secure writers. The impact of our English curriculum is evaluated regularly through end of year assessments and Government tests; through Governor meetings, visits and through our own monitoring of teaching, learning and pupil voice. All children achieve well by developing knowledge and skills on their English journey through school. This is demonstrated through outcomes at EYFS, Key Stage 1 and Key Stage 2.

Children with SEND achieve the best possible outcomes and are monitored and supported through their school journey at D'Eyncourt by our SENDCo.



Our children understand what they do well and what they need to do to improve. They know that they need to use different skills across the whole curriculum. English books evidence work of a high standard of which children clearly take pride demonstrating good understanding of the writing process. The feedback given in lessons and interventions planned, support children to strive to be the best writers they can be, ensuring a high proportion of children are working at ARE or above. Our school standards are high, we moderate our books both internally and externally and children are achieving well providing a solid grounding for their development after they leave D'Eyncourt.