

English and writing

Kimbolton St James

Primary School

English is the basic language of communication in this country and its mastery is necessary for educational progress. Children should develop skills in speaking, listening, reading and writing to enable them to express themselves creatively and imaginatively, and to communicate with other effectively. They will learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Curriculum Intent

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. At Kimbolton St James, we aim to develop children's knowledge, skills and understanding in speaking and listening, reading and writing across a range of contexts and throughout the curriculum.

English has a pre-eminent place in education and society. Through language and literature, pupils develop culturally, emotionally, intellectually, socially and spiritually, while acquiring the knowledge and skills needed to participate successfully in society. A high-quality English education enables children to communicate effectively, think critically and access learning across the curriculum.

At Kimbolton St James, we recognise that oracy provides the foundation upon which reading and writing skills are built. We aim to develop confident communicators and ambitious writers who can express their ideas clearly for a range of purposes and audiences. Writing supports educational achievement, social mobility and lifelong success, and we strive to nurture children who demonstrate resilience, independence and pride in their work.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;

- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Kimbolton St. James, through a well balanced curriculum, all pupils will become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes. Therefore, at Kimbolton St. James we will also enable children to:

- Be competent in speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn;
- Show children how to adapt their speech to a wide range of circumstances and demands;
- Teach children effective communication, both verbal and non-verbal, through a variety of activities, including drama;
- Secure their phonic knowledge in order to decode words easily and read them aloud fluently and accurately;
- Explore the content of a range of texts to ensure full understanding of what they have read;
- Become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information;
- Develop as a reader alone or as a shared experience with adults and peers;
- Foster and instil a love of reading, and a recognition of its value;
- Use their phonic knowledge to write with accuracy and build quality sentences;
- Write clearly and coherently, adapting language and style for a range of contexts, purposes and audiences;
- Write ambitiously and confidently, by planning, rehearsing aloud, drafting and editing their writing;
- To foster and instil the enjoyment of writing, and a recognition of its value;
- Develop a secure understanding of spelling grammar and punctuation;
- Make fair critical responses of their own work and that of their peers;
- Produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

Use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

By the end of Key Stage 1 pupils will:

Apply their phonics knowledge to correctly spell including common exception words and contracted forms.

Write from memory simple sentences dictated by the teacher

Correctly form and space their letters and key punctuation.

Develop positive attitudes towards and stamina for writing

By the end of Key Stage 2 pupils will:

Spell with greater confidence and able to use a dictionary should it be needed along with knowing a greater range of punctuation and grammar techniques

Be effective written communicators – having a greater awareness of purpose, atmosphere and audience when they write

Know a wider range of authors and genre
Know that to give and receive constructive and supportive feedback is important
Enjoy writing and see it as a form of expression

Curriculum Implementation

What does our curriculum look like?

At Kimbolton St. James, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. We do this through a daily lesson in which children will experience a whole-class reading, speaking and listening or writing activity that may also include sentence, grammar and word level learning.

We use Pie Corbett's Talk for Writing approach, which allows children to explore, develop and internalise language patterns and text structures before applying them independently in their writing. Children move through the stages of Imitation, Innovation and Independent Application, enabling them to develop confidence and independence as writers. Key strategies include story mapping, oral retelling, boxing up texts, vocabulary development activities, and shared, guided and modelled writing. Throughout the school, children are given daily opportunities to write in a range of contexts and for a variety of purposes. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Our long term planning for English covers the range of text types set out in the National Curriculum, ensuring a breadth of coverage. Children have the opportunity to work alongside authors and poets and regularly take part in writing competitions (local and national) where their work has been published.

Children use Computing in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. English is encouraged and developed across our curriculum and links are made where appropriate. We encourage children to use and apply their English learning in other areas of the curriculum.

Oracy

High-quality talk is central to learning and underpins both reading and writing development. Children are taught to articulate ideas clearly, listen actively, build on the contributions of others and adapt their language for different audiences and purposes.

Oracy is developed through:

- Talk partners
- Storytelling
- Reading aloud
- Drama and role play
- Assemblies
- Debates
- Presentations
- Collaborative learning activities

These opportunities support children in becoming confident communicators and successful learners across the curriculum.

EYFS

In EYFS, children have daily phonics lessons to develop the skills of blending and segmenting in preparation for early reading writing. A wide range of exciting learning activities provide children with opportunities to develop their communication, language and literacy skills on a daily basis

with a focus on child-initiated activities. As well as a writing area, which provides children with a range of materials with which to experiment and practice mark making (and eventually to practice taught skills), other learning areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area provide valuable opportunities to engage children in writing for pleasure.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross-curricular topics. From the very beginning of reception, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

Key Stage 1 (Years 1 and 2)

In Key Stage 1, phonics lessons continue for children in Year 1 and for those children in Year 2 who did not pass the Phonics Check. In English lessons, children explore a variety of themes. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length. In Key Stage 1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions
- Poems
- Recounts
- Non-chronological reports
- Lists and captions

Writing skills are developed across the curriculum and children are given opportunities for cross-curricular writing. This may be linked to the topic, for example, The Great Fire of London, or other areas such as RE and Science.

Key Stage 2 (Years 3-6)

In Key Stage 2, children have daily English lessons in which they focus on a range of text types throughout the year. These may be linked to topic themes or to a book or poem. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres, such as myths and legends, adventure, mystery and suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Poems

Children will also learn to write in a range of styles, including:

- Writing persuasively
- Writing narrative
- Writing in a journalistic style
- Writing formally/ informally
- Writing arguments

In Key Stage 2, children continue to have a range of opportunities for cross-curricular writing and English skills are developed across the curriculum so that children can apply what they know in a variety of contexts.

Inclusion

We are committed to ensuring that every child can succeed in English. Provision is carefully adapted to meet pupils' needs and may include:

- Adaptive teaching
- Additional adult support
- Targeted interventions
- Phonics intervention
- SEND provision

More able pupils are challenged through ambitious tasks and opportunities to work at greater depth, ensuring all pupils are supported to achieve their full potential.

Handwriting

Developing the necessary fine and gross motor skills in readiness for handwriting is vital to setting children on the right path. The skill of handwriting needs to be taught explicitly, across all year groups. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity, a movement stored in the body rather than in the conscious memory. Through consistent and cumulative teaching and learning, over time pupils should develop the ability to produce letters without thinking. An automatic, cursive (i.e. "joined up") style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content. In Reception, a range of multi-sensory approaches is used to develop appropriate grip and strength for writing, so that children are ready to form letters correctly. We follow the Nelson Handwriting Programme from Year 1 to Year 6, which teaches the children actively through frequent, discrete lessons.

Grammar and Punctuation

The teaching of grammar, punctuation and Standard English is an integral part of every writing lesson and is embedded across the wider curriculum. Using the National Curriculum (2014), key grammar and Standard English skills are taught progressively and systematically throughout the school. Grammar development is supported through the Grammar Ninja programme, which provides structured opportunities for pupils to learn, practise and apply grammatical concepts. These skills are then reinforced and applied within purposeful writing activities to support children in becoming confident and effective writers.

Spelling

The National Curriculum (2014) outlines the continuity and progression of spelling for Key Stages 1 and 2. From Year 2 to Year 6, we use Read Write Inc. Spelling. This programme teaches spelling cumulatively and systematically with deliberate, focused practice.

Children from Year 2 to Year 6 have discrete spelling lessons which address the requirements of the National Curriculum. They are taught to spell new words correctly, with lots of opportunities to practise, including exception words and homophones. Children are encouraged to spell words as accurately as possible, using their phonic knowledge, as well as their understanding of morphology and etymology. The programme also supports children in understanding and applying concepts of word structure to spell words that they have not yet been taught by using what they have learnt about the English language.

Spellings are brought into the rest of the curriculum where possible including in reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts.

Cross-curricular opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. As a result, children throughout the school are provided with meaningful opportunities for cross-curricular writing linked to a range of subjects, including **History, Geography, Science and RE**. These authentic contexts enable children to apply and deepen their literacy skills while strengthening their subject knowledge.

Past examples have included:

- Marvellous Me (EYFS)
- The Great Fire of London (KS1)
- Romans (Lower KS2)
- The Mayans (Upper KS2)

These topics allow for children to write for a range of purposes, in a variety of contexts. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them an understanding that all writing has a purpose.

Curriculum Impact

This is what you might see in English:

- Happy and engaged learners
- Self-motivated learners who are proud of the writing they produce
- Children reciting a learnt text with actions to aid memory/ recall
- Children keen to include new vocabulary/ grammatical techniques within their writing
- A learning environment where it is accepted that using resources is what good writers do
- Children talking, sharing and reflecting upon their learning
- Children who can work independently or work successfully in pairs and small groups

This is how we know how well our pupils are doing:

- Lessons are planned with children's prior knowledge/ assessed level known
- Marking and feedback by teacher and peers
- Teachers assess progress using our **assessment system**, recording a summative judgement at the end of each term on SIMs
- Pupil progress meetings
- Regular moderation of writing in-house, within the federation and within our learning network

This is the impact of the teaching:

- Children who enjoy communicating through the spoken or written word.
- Inquisitive and reflective learners.
- Children who can see the purpose of grammatical features.
- Children who can see how vocabulary choices can change the overall impact or inferred meaning of a piece of writing.
- Children who are able to create imagery in the mind of a reader.
- Children who are able to affect their reader emotionally.
- Children who can transfer their skills into foundation subjects.
- Children who speak confidently and listen attentively.

- Children who can articulate and justify their ideas effectively.
- Children who use ambitious vocabulary appropriately.
- Children who independently plan, draft, edit and improve their writing.
- Children who demonstrate resilience, independence and pride in their work.
- Cohorts of children leaving primary school with standards never less than the national average.

Cultural Capital

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In English (writing), this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in writing:

- The statutory English curriculum of 2014
- The knowledge of a range of authors; their work and their importance to literature through history, including modern day.
- The spelling of everyday and more complex words incorporating prefixes and suffixes.
- Invite visitors to support the teaching of the curriculum.

Powerful personal knowledge in writing:

- Writing in a range of genre, seeing the impact writing has on its audience
- A depth of vocabulary and when to apply it in different contexts
- Developing social skills through communication (links to PSHE and Computing/ Internet Safety)
- Using writing to communicate ideas in other curriculum areas
- Trips to various locations and reflecting on their experiences
- Invite visitors into school as inspiration for writing as a career
- Enjoyment of word games as part of wellbeing
- Use national days, e.g. remembrance, to develop knowledge and empathy