

Intent

At The Gates, English is at the heart of what we do and engrained into the school curriculum. We aim to deliver a high-quality English education enabling foundations for every child to become literate, preparing them with the skills for adult life. Through writing in particular, our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

We aim to:

- To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences.
- To ensure that pupils acquire a wide vocabulary and understanding a wide range of vocabulary, punctuation and grammatical structures.
- To teach pupils to write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.
- To enable our children to write at length within a given genre.
- To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To ensure that pupils are competent in the arts of speaking and listening.

Implementation

Curriculum:

In Writing, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities.

Through daily lessons, children learn the essentials of the English Language such as phonics, spelling, grammar, punctuation and sentence construction with the skills to help shape and organise texts. Along with discreet spelling and grammar lessons, composition of writing is taught through looking at good examples, modelled and shared writing and using knowledge from other lessons and class novels to enhance their ideas

Each year groups follows a programme of study from which our children gain the knowledge and vocabulary needed to discuss and develop their own writing.

We see the teaching of writing as a sequential process that allows children to understanding, explore and write a variety of text type. By the end of each writing unit, children will have gained the knowledge and skills needed to be able to write confidently and independently. Children use working walls, WAGOLLS (What A Good One Looks Like), dictionaries and thesaurus to support their development of a writing piece.

A priority at The Gates is developing children's understanding of key vocabulary. We believe that a wide

vocabulary base enables children to fully delve into all subjects and hold a firm understanding of their learning, whether it be scientific vocabulary, historical facts, geographical terms or language which enables them to express their thoughts, feelings and emotions. At The Gates, it is important for us that our children can communicate with others confidently and respectfully. Therefore, we incorporate drama and speaking and listening activities into our writing units and children have multiple opportunities to perform their writing at the end of tasks. This provides children the ability to see their own writing come to life.

Our Writing curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in English lessons in order to prepare the children for life in Modern Britain. We love to celebrate children's English achievements and through our high quality learning environment children are able to celebrate their work and comment on why that makes them proud. By incorporating other curriculum subjects in to our writing, this provides children with the opportunity to write from the perspective of people from different lands, different times and different mind-sets. This allows children to develop empathy, understanding, tolerance and see the world from a different viewpoint.

Spelling

From Nursery, children participate in daily phonics lessons, following the schools personalised scheme in a systematic way.

In KS1 spellings are linked to the sounds taught through the Essential Letters and Sounds (ELS) Phonics Scheme, included in these are Common Exception Words (CEW) and Harder to Read and Spell words (HRSW). The Year 2 children who have moved onto Reading lessons learn different letter spelling patterns through the Spelling Shed scheme inline with the rest of the school.

In Key Stage 2, children are given a set amount of specific words (based on letter strings/rules) to learn each week and are tested and a record of scores of kept by teachers.

Children are given ample time (at least ten-minute sessions, three times per week) to learn and practise spellings taken from our spelling resource Spelling Shed. The initial spelling lesson is to introduce the next pattern/rule. The children then revisit the pattern/rule daily, through spelling lessons and independent morning tasks, for the rest of the week.

Cross-Curricular Links

Medium Term Plans have been created to ensure a range of writing genres are planned in which link to the half-termly class novels. This ensures an appropriate balance and distribution of work across each term.

Teaching children to write for a range of purposes and audiences can be very exciting and here at The Gates we provide children with a range of engaging books to capture their imaginations. We aim to provide engaging writing hooks that are linked to each termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing.

As well as writing in English lessons, children are given ample opportunities to write independently within other subjects across the curriculum. Writing is linked to the knowledge gained in these subject areas and genres that have been taught previously.

Planning:

Reading and Writing are both core subjects in the National Curriculum. We use The National Curriculum in the planning of the English Programmes of Study. In accordance with the planning procedures, Reading and Writing are planned both discretely and as a vehicle for learning in other areas e.g. the teaching of report writing for use in Science. We carry out the curriculum planning of English in three phases – long term, medium term and short term.

Long Term Planning:

The National Curriculum outlines the units of work to be taught over the course of a year in each year group.

Medium Term Planning:

Our children are given the opportunity to write a wide range of genres. Through the English medium-term plans, genres are carefully planned for and linked to the reading class novel so that are children's experiences, knowledge and understanding of these are added to and built upon at each stage. Teachers are not restricted to these and have the flexibility to modify writing genres according to the needs and interests of the children in their cohort.

Short Term Planning:

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and outcomes for lessons and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and T.A deployment.

The Early Years Foundation Stage provide many opportunities for children to write at the level they are working at. For example, indoor and outdoor mark making opportunities, opportunities within role play areas, guided sessions by staff and written work linked to the story and theme be studied.

Assessment

Marking:

Teachers assess Reading and Writing daily. Work is marked to the learning objective and each day, the learning objective is highlight to assess children's learning for that day. Green – Learning objective met, Amber – Learning Objective working towards and Pink – Learning Objective not met. Children are also provided with the opportunity to respond to checks and challenges or read and respond comments which develop their learning further.

Short-term assessments

The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives and learning outcomes.

Medium-term assessments

Medium-term assessments are used to measure progress against the key objectives/ learning outcomes, and to help class teachers plan for the next unit of work.

Writing is assessed termly using the school's writing assessment criteria. Once this has been completed for each child, the criteria is analysed for gaps in understanding which will then inform their future planning. Data is analysed by the English Subject Lead.

Teachers meet regularly to review individual examples of work against the national exemplification material

produced by the DfE.

Interventions:

Through the academic year, children are identified to receive additional support with their Writing. Interventions which include, spellings, handwriting and focused skills are carefully planned for and monitored by the teacher.

Inclusion

Teaching English to Children with Special Educational Needs:

At The Gates School we teach Reading and Writing to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Teachers provide help with communication and English through:

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using ICT, other technological aids and recorded materials
- Using alternative communication such as signs and symbols
- Using amanuenses

Equality of Opportunity:

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual needs.

Enrichment:

Children have the opportunity to join the debating team and take part in public speaking events. Pupil Leadership roles in school provide real purposes for writing through the job application process required to be successful. Furthermore, the children are encouraged to take part in termly poetry competitions and have opportunities to listen to author workshop to ignite a passion for writing.

Impact

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

All the skills of English are essential to participating fully as a member of society; pupils, therefore, will learn to speak, read and write fluently and confidently.

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each half term, and highlight the age-related outcomes that have been achieved.

Progress across classes is closely monitored by the subject leaders and senior leadership team. Monitoring will

include: regular book looks, lesson observations and pupil voice interviews. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.