

## Oldfield Primary School English Writing Guidance

### Aims

At Oldfield Primary School, we aim to provide a clear framework for high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to:

- Communicate effectively and creatively with the world at large, through spoken and written language.
- Enjoy and appreciate a rich variety of literature.

We strive for children to be confident English learners. This means that by the age of 11, we aim for children to be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- *understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the EYFS Statutory Framework (updated 2021).

***In the Foundation Stage (Nursery and Reception) children should be given opportunities to:***

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in mark-making and possibilities for communication through books.*

***In Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently (using the correct pre-/cursive script: see appendix I) and with enthusiasm. They should use language to explore their own experiences and imaginary worlds and begin to link sounds and letters (phonics).***

***In Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of***

*texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works, and importantly, read for pleasure.*

### **The Governing Body**

Regular reports are made to Governors about the design of the English Curriculum, to evidence pupil outcomes and to assist in the evaluation of the conditions for learning.

### **Subject Organisation**

The English Curriculum is delivered using objectives from the English Programmes of Study for KS1/KS2, and these are planned over the year, to ensure a wide range of age appropriate writing opportunities. Units of English work begin with a text and sequences of work follow the '*Prediction to Publishing*' format using '*Purposes for Writing*'. Each unit begins with a 'Cold Write: to entertain, inform or persuade, (and in UKS2 -discuss). Children are given writing targets and then are taught the necessary skills and knowledge within the unit. The end of the unit is completed with a 'Hot Write' to demonstrate progression of taught English skills within a unit of work.

Pupil provision is related to the year group stage they are working at in school, unless they have an Individual Education Plan (IEP:-see SEN Policy) English work is scaffolded so that all children are challenged within the context of their stage. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

### **Spoken Language**

Children develop proficiency in using Standard English in order to acquire clear diction. Frequent planned opportunities help develop speaking and listening skills through 'Talk for Writing', drama and across the whole curriculum. Quality language work is recognised as an important element of writing development, and ELKLAN strategies are used to enhance children's learning experiences.

### **Approaches to Writing**

In KS2, children are taught explicit 'Grammar, Punctuation and Spelling' rules (GPS) during daily English sessions, which is learned in a context relevant to the English unit. Pupils have access to a wide range of writing opportunities across the curriculum that include:

- *'Cold to Hot' Writes*
- *Regular Shared/Modelled Writing*
- *Guided Writing/Independent Writing*
- *Creative Writing (Freedom of choice of genres in KS2)*

- *Handwriting sessions*
- *Spelling and Vocabulary activities*

### **Spelling**

The Vocab Ninja Spelling Programme is used to aid children's spelling learning and progression for Years 2-6. The programme aims to help children understand the rules and conventions of English spelling so they can apply the taught rules in their independent writing. Assessment of spelling takes place regularly through peer/teacher assessment.

### **Vocabulary**

Exposure to a rich language environment with opportunities to hear and confidently experiment with challenging new words means children can improve their knowledge of tricky words in context. This approach is being embedded through a sequenced instruction, where children have the opportunity to develop their vocabulary acquisition through class texts, practice through learning activities, then apply ambitious words in their independent writing.

### **Digital Literacy**

Children are encouraged to develop digital literacy practices, and a range of opportunities to use media to support teaching and learning in Literacy are planned for and used as appropriate. E.g. i-pads to create i-movie trailers and reflect on own performance, laptops for research or interactive media games or film clips to support learning.

### **Assessment and Target Setting**

Work is assessed in line with the Assessment Policy. Children are formatively assessed through the use of our Marking and Effective Feedback policy and targets are set through effective feedback - both oral and written. In addition to this, to form teacher judgements for summative assessment, assessment/target grids are located in English/Writing books (EYFS-Y6) to form evidence for children working towards, within their stage or at Greater Depth. We also partake in Year Group/Whole School Moderation, and regular meetings with the other schools in the Bronte Academy Trust to assess and moderate our results to ascertain accuracy.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are



under-achieving and take steps to improve their attainment. Most-able children are provided with suitable learning challenges.

### **Equal Opportunities**

Every child is entitled to access an exciting, broad and balanced English curriculum. We aim to provide suitable learning opportunities regardless of race, gender, ethnicity or home background. We positively celebrate diversity and difference through exciting texts to prepare our children for life in modern Britain.

### **Monitoring of Policy**

This policy will be monitored by the Senior Leadership Team and through staff meetings and will be reviewed annually.

**Guidance Approved:** JK Travers

September 2023