

Intent: What do we want children to learn?

At Grange Junior School, we want our pupils to have the speaking and listening skills to be able to communicate and engage in the world. We aim for pupils to be able to articulate their thoughts, feelings and experiences in a clear and eloquent way both verbally and in writing.

As English supports learning in other subject areas we aim for pupils to gain experience in writing a wide range of genres: both fiction and non-fiction. We want pupils to use the linguistic and grammatical conventions of the genres they study in their own writing.

We aim for pupils to:

- Enjoy writing for a range of audiences and purposes
- Write legibly for a range of formal and informal purposes
- Acquire a broad vocabulary in order to articulate themselves clearly
- Be able to apply grammatical and linguistic conventions for writing and speaking
- Develop speaking and listening skills in order to present

What writing looks like at Grange Junior School...

Text-based English lessons: 3-phase approach

Phase 1

Immersion in text
Vocabulary development
Speaking and listening
Drama
1/2 grammar/punctuation skills taught
2 skills applied in writing



Phase 2

Oral rehearsal
1/2 grammar/punctuation skills taught
2 skills applied in writing



Phase 3

Modelled/shared/guided/independent writing; extended piece of writing for a purpose; editing and revising skills/feedback

Writing in a Nutshell



Grange Junior School



Implementation: How do we do it at Grange Juniors?

Pupils learn grammar, punctuation, vocabulary and spelling within the context of reading quality, challenging texts. In creative and inspiring English lessons, pupils are offered a wide range of fiction, non-fiction and picture books to study in depth. Progression is achieved through use of objectives taken from the national curriculum and our Integra documents are used for writing assessment so that children develop as writers. Throughout the three phases of teaching, working walls are used as visual prompts to enable pupils to use prior and current learning in their independent writing. Pupils are taught editing and revising skills to enable them to become authors who are writing for a purpose and audience.

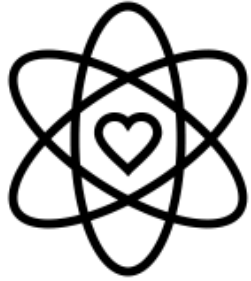
Spellings are taught according to the rules and word lists contained in Appendix 1 of the English National Curriculum.

Grammar and punctuation are taught within the 3-phase approach. A minimum of three skills are taught per unit and applied in short write opportunities. The final outcome of each 3-week unit will showcase the pupils' ability to use the skills independently.

Impact: On leaving Grange Junior School children will...

By the end of KS2, we aim for pupils to have developed an interest in writing across a range of genres. They will be able to express themselves fluently both verbally and in their writing in order to support their future learning. Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Our Golden Threads in writing



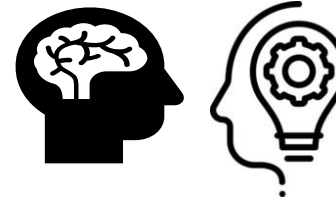
Values Rich



Language Rich



Connections Rich



Knowledge and Skills Rich



Active and Enriched

This subject supports our values by

This subject supports children's language use and acquisition by...

This subject lets children make connections by

This subject provides children with knowledge and skills by

This subject allows for active and enriched learning by...

choosing core texts that are diverse and represent our wider school community.

choosing core texts that model the use of tier 2 and tier 3 vocabulary.

providing opportunities for children to write for a range of meaningful audiences and purposes.

ensuring a clear grammar progression is in place that builds on prior learning.

where appropriate, grammar and punctuation lessons are made active for children.

providing opportunities to reflect on their writing through

including tier 2 and tier 3 vocabulary within modelled writes.

where appropriate, connections are made to prior or current

ensuring a clear fiction and non-fiction writing progression is in place linked to the genre.

providing opportunities to enrich the curriculum through participation in events

focussed editing and revising sessions.		learning in other subject areas.		such as national story telling week and national poetry day
	through the use of DARE to polish children are taught and given time to improve vocabulary choices within their writing.			