

English at Kennington Primary School

At Kennington, we believe English is an essential part of the curriculum: a subject that not only stands alone, but one that should be an integral part of all learning.



Intent – We aim to –

Deliver an engaging & exciting curriculum that helps develop a love of writing & inspires children to want to write.

Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.

Support children to express their thoughts & ideas clearly & creatively through the written word.

Support children to be articulate & confident communicators who express themselves and enhance their learning when engaging in discussions.

Develop children into writers with an understanding of the writing process, including proof-reading & editing to enhance their work.

Implementation – How do we achieve our aims? –

A clear writing process

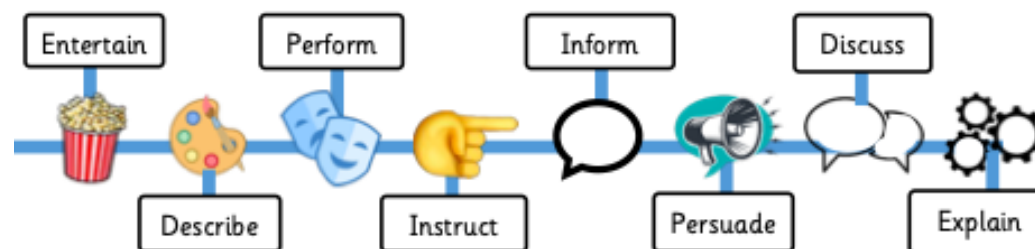
In EYFS, writing activities are carefully planned and delivered through Greg Botrill's 'Adventure Time' and 'Drawing Club'. Children work with adults to explore books, tales and animations and then are encouraged to think of new ideas around these curriculum texts, making meaningful marks to innovate and express themselves. Adults immerse children in their drive to make meaningful marks through lots of modelling, support, and engagement. The Message Centre, instead of the traditional writing area, develops throughout the year dependent on the interests of the children and the support from the adults. Throughout school, lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity; awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons in KS1 are structured to allow our children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time in order to build stamina, and sufficient time is given to ensure quality pieces of work. In KS2, teachers guide children through a clear writing process using our teaching sequence for writing: reading (responding and analysing), gathering content, writing and publishing. Through this structure, children have the opportunity to generate ideas, plan, draft, edit and publish their writing.

High Quality Texts

Across school, children have access to high quality texts and visual stimuli which spark imagination and inspire ideas for writing. Texts are also used to explore layout & language features of specific genres.

Writing for a range of purposes

Children in Reception & 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. In KS2, writing purposes are repeated across the key stage to solidify understanding of text types and to enhance skills in grammar, sentence construction and punctuation.



Strong grammar teaching

Across school, an age-appropriate grammar and/or punctuation focus is planned for each unit, based on the genre or text type being explored. As well as the acquisition of grammar skills, knowledge and terminology, it is important that our children are shown how to apply these appropriately in their own writing. Across school, our consistent process to the teaching of grammar involves:

- Short, sharp grammar warm ups (a highly effective way of introducing and practising the skills initially)
- Teachers modelling the appropriate application during the writing phase
- Establishing the expectation that the children will apply the skills appropriately in their own writing
- Children having the opportunity to self and peer assess
- Teacher feedback and marking which reflects the grammar or punctuation focus

Quality editing & publishing

In KS1, children are taught how to make simple edits and additions to their writing so that they can begin to do so more independently in Year 2. In KS2, post writing, children are encouraged to proof-read & edit their work. Teachers make it clear that writing has an audience and that the publishing of writing is an important aspect of the writing process.

Progression to cursive script -

Correct letter formation is taught from EYFS & is practised daily. In Year 1, pre-cursive patterns and cursive letters are introduced in preparation for Year 2 when children are required to join their handwriting. As they progress into KS2, they practise and develop their ability to join further through regular handwriting sessions.

Rigorous & consistent spelling

In EYFS and KS1, the Supersonic Phonics Friends phonics scheme is used to teach spelling and in KS1 No Nonsense Spelling is implemented in Year 2 once the systematic synthetic phonics scheme is complete. In KS2, spelling is taught weekly. The spelling curriculum includes opportunities to revise common KS1 spelling patterns and spelling patterns are repeated to reinforce skills. KS2 follow No Nonsense Spelling to deliver spelling lessons.

Strong vocabulary development

A firm foundation for vocabulary development begins in EYFS through daily 'Drawing Club' where children are introduced to new vocabulary in a contextual way. In EYFS and KS1, vocabulary is explored in texts and collected for children to draw upon when writing. In KS2, children are encouraged to draw upon what they read when writing & to 'magpie' vocabulary from shared texts. All classes in KS1 & 2 have working walls to use for collecting & exploring vocabulary & children make use of these in lessons. In KS2, children also independently access dictionaries, thesauruses & word mats.

Strong oracy and drama development

In EYFS, children engage in talk during discussions, sharing ideas, developing their listening skills, and collaborating with others to help one another. This is developed further through role play and play for learning. In KS1, for children to become fluent, creative writers, they are encouraged to express ideas through speaking and listening opportunities including partner talk and role play. These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become successful writers. In KS2, a range of drama techniques are explored and repeated to enhance children's spoken language and to help prepare children for writing. In addition, there opportunities across the curriculum for children to enhance their spoken language through exploring tier 2 and tier 3 vocabulary.

Impact – How do we know we have achieved our aims?

- Children are engaged and thoughtful in lessons
- Writing is developed to ensure it is cohesive and coherent, including the use of ambitious vocabulary and figurative language
- Children know more and remember more and have skills which equip them to progress from their starting points
- Children have strong writing skills that allow them to access the whole curriculum & transition to secondary school with confidence
- Writing is high quality and presented in a range of ways
- Children's understanding of the writing process helps them make good progress, with a high percentage achieving age related expectations.
- Communication skills are strengthened and children can articulate themselves well
- Children take pride in their work by making choices in language and presentation to appeal to the reader