

Stoke Prior Primary School
Statement of Intent, Implementation and Impact
English Writing Curriculum

School Vision Statement

Every child is unique and all children can be successful by achieving their best. To do this we expect children to be self-disciplined, caring, curious and enthusiastic. Through achieving success in all that they do, we hope children will become self-confident.

Children, staff, parents and the community should be proud of Stoke Prior School, respecting each other and the school, feeling ownership and working together, and being dedicated and committed to this vision.

Intent

At Stoke Prior Primary, we believe that all children should have a strong understanding of language in order to access all areas of learning and to be able to read and write confidently.

The importance of reading, writing, speaking and listening runs through our English curriculum and underpins all lessons. Lessons hinge on developing a broad and strong vocabulary to enhance pupils' understanding and expression in reading, writing and speaking.

Our intent is to enable all pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

Implementation

~ To be read in conjunction with our early reading statement ~

Whole school

Children are exposed to a range of genres when writing and they receive regular and constructive feedback to help them to form, communicate and organise their ideas for a reader. English lessons are sequenced and allow children to practise and plan their writing, supported by modelling from teachers.

Through the regular teaching of spellings, the children learn the relationship between sounds and letters and they gain an understanding of how language works by looking at its patterns and structure.

To create a literacy rich culture within our school, we have a well stocked library, we borrow a range of books from the Schools Library Service, we have termly book swaps and we have regular reading assemblies and book fairs. Each class has timetabled library time, individual reading, peer reading, adult reading and book discussion time. To encourage the children's love for story telling, we have visiting authors/ illustrators, drama productions and theatre trips.

Through our quality first teaching, **all** children are supported where necessary with their writing. This is through the means of vocabulary mats, phonics mats/cards, visual aids, letter formation aids, pencil grips, coloured overlays/paper, use of iPads, writing slopes and the pre-teaching of new vocabulary.

In EYFS

In the early years setting, a range of books are shared to ignite excitement for writing including stories, poems, lists, invites, postcards and information books. Books are included within all areas of the classroom in our continuous provision. Adults engage with children in meaningful conversations during focussed activities and OWL (own learning) time to support the development of speaking and language, thus creating a language rich environment. Writing is constantly modelled through shared writing, displays and resources. Through continuous provision, there are many opportunities and invitations to write, both indoors and out. Children are given opportunities to practise their writing through mark making, letter formation, storytelling, role play, manipulating materials and pattern making.

From the moment the children start pre-school, they are encouraged to mark make through exciting play based learning, continuous provision and enhancements. They use different tools and explore fine and gross motor activities, thus developing hand and body strength ready for writing.

In Reception, phonics teaching is explicit and systematic. Daily phonics includes segmenting for writing, letter formation, dictation and writing captions. Frequent assessment ensures phonics teaching matches children's phonetic and graphemic knowledge. A separate handwriting session is held daily to encourage correct letter formation and pencil grip.

In key stage one

Daily phonics is delivered in thoroughly assessed and organised ability groups so that children receive the phonics knowledge they need at that moment in time.

Handwriting is taught explicitly and follows the guidelines of our handwriting scheme.

In key stage two

Teachers share quality texts with pupils and much of the children's writing stems from this. Teachers model comprehension strategies and ensure good understanding of texts through class discussion.

Where pupils continue to need support with phonics, spellings, handwriting or reading, interventions are put into place which give them regular opportunities to practise these skills on a one to one or small group basis with an adult.

Whole class learning continues to be adapted to meet the needs of all pupils and high expectations of literacy run through all of our curriculum.

Impact

Regular formative and summative assessment methods highlight which children need further support and where there might be any gaps in their learning. Support and interventions are then quickly put into place to enable their progress.

Speech and Language Therapy: An intervention to support children with specific needs. This support is continued in the classroom through colourful semantics and vocabulary pre-teaching.

Phonics screening check

Key Stage 1 and 2 SATs