

ASPIRE ~ FLOURISH ~ ACHIEVE

Statement of intent for English Writing

Our vision is: Learning Together, Growing Together

It's not important who does the planting, or who does the watering. What's important is that God makes the seed grow. The one who plants and the one who waters work together with the same purpose. And both will be rewarded for their own hard work." 1 Corinthians 3:7-8

At Hawkchurch C of E Primary School, we endeavour to inspire all children to be independent, resilient and motivated in their learning, taking pride in all they do. We teach all children to be reflective practitioners who are able to handle difficulty and change with a growth mindset as they gain knowledge of the wider world in our small, rural community.

Intention

It is our intent at Hawkchurch C of E Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently. It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Hawkchurch Primary School. At Hawkchurch, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold preconceptions about any pupils' ability to make progress. We endeavour to provide a nurturing learning environment where every child can grow and flourish in their own unique way. ASPIRE ~ FLOURISH ~ ACHIEVE and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to

encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school with weekly homework activities and parent workshops.

Implementation

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be a 'Big Write' which will be used to assess the pupil's skills against the agreed success criteria. Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit. Writing through Phonics Our Read, Write, Inc approach to phonics includes a huge emphasis on writing from Foundation onwards. There is a huge focus on letter formation in Foundation and then, as the programme progresses, the focus then changes to sentence level. The comprehensive phonics programme teaches reading, writing and spelling. When using 'Read Write Inc' to write the children will: - Learn to write the letters/letter groups which represent the 44 sounds (graphemes) - Learn to write words by sounding them out and then writing the corresponding graphemes - Learn to write simple and then increasingly complex sentences - Compose a range of texts using discussion prompts - Compose stories based on picture strips.

Spellings –

Spellings are taught explicitly according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use many teaching tools to support their teaching and to provide engaging activities that link to the weekly spellings. Children are given weekly spellings to learn at home. Grammar and Punctuation Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Handwriting –

Handwriting is taught explicitly in Foundation and KS1 and children with a huge emphasis on letter formation. When children are ready, they are encouraged to use cursive handwriting from Year 2 upwards. Huge praise is given for joining fluently and taking pride in the presentation of their writing and awards are given out such as the 'Presentation Award' and 'Pen Licences' from Year 3 onwards.

Impact

We measure the effectiveness and impact of our English Writing, Grammar and Spelling curriculum in a variety of different ways. We use National and summative testing to assess pupils' outcomes for Grammar, Punctuation and Spelling as part of the Statutory Assessment Tests (SATs) and through termly summative assessments across school which enables pupils' progress and attainment in the subject matter to be evaluated. Additionally, pupils complete writing assessments on a half termly basis, where written work is assessed to inform teachers of pupils' next steps and successes. The impact of the curriculum can be seen through pupils' national assessment results. Our children enjoy writing across a range of genres and love to see their progress over time with their 'Big Writes' which are displayed in their books. At Hawkchurch, pupils of all abilities are able to succeed with their writing because work is appropriately scaffolded. Children are increasingly able to apply new vocabulary that they have learnt and apply new writing skills independently. Editing is a big focus at Hawkchurch and children develop these key skills from the KS1. By the time they leave primary school, they have a good knowledge of how to adapt their writing based on the context and audience and have a wide vocabulary that they use in their writing. They are able to effectively apply the spelling rules and patterns taught.