

St. Peter's
Church of England Primary School

English – Writing Subject Rationale

Our Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Vision into Curriculum

Our vision translates directly into our curriculum in that:

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

National Curriculum Aims and Purpose

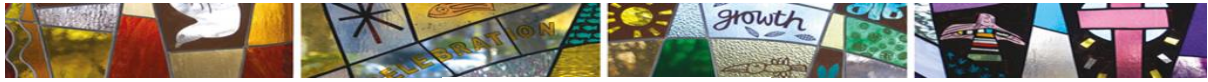
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In English they are;

National Curriculum Purpose

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on





what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum Aims

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Writing Threshold Concepts

A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

In writing they are;

1. Transcription

This concept involves spelling and handwriting.

2. Composition

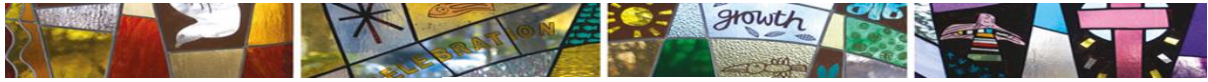
This includes articulating ideas and structuring them in speech and writing.

Essential Characteristics of Writing in English

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.





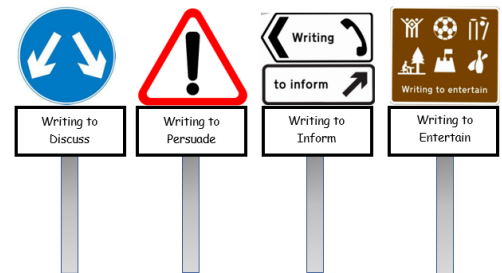
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Quality First Curriculum Implementation in English Writing

Our aim is for all children to be excellent communicators but in spoken and written language. We encourage our children to have something worthwhile to say and develop this through use of language and modelled structures.

Audience and Purpose

Successful writing starts with a clear understanding of audience and purpose. In order to produce quality writing, children need to know who they are writing it for and why. In Key Stage 1, the children learn how to entertain by writing stories or to inform by writing facts. In Lower Key Stage Two they also learn how to persuade through letter writing or leaflets and in Upper Key Stage 2, they will additionally learn to discuss through the use of balanced arguments.



Our English curriculum is centred around quality text choices that we use as a stimulus for writing. These texts show diversity in leading roles, cultures and settings, are appropriately challenging and demonstrate a rich vocabulary.

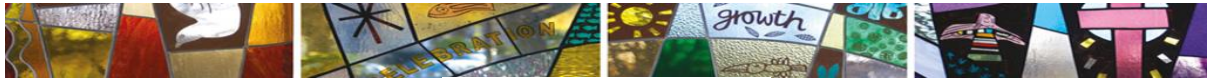
We develop writers through:

- exploration of carefully selected, high-quality texts and models
- understanding of audience and purpose
- high emphasis on vocabulary
- use of drama and dialogue to develop confidence
- the development of children as writers and editors
- understanding features of text types
- practice and experimentation with grammatical structures
- ensuring their writing reaches its audience

The Writing Process – How writing is taught

Our curriculum is designed around vocabulary rich and inspiring texts which are read to the children so that even if they are not able to read it themselves, they are still being exposed to challenging books. We have developed a clear writing structure and it is followed throughout the school with adapted timescales according to the context.





Launch – Explore – Plan – Write – Improve – Present

Each new text or clip will begin with a **launch** to engage the children's interest and give an opportunity to begin reading. The class will discuss the audience and purpose of their writing so that it is clear from the very beginning of the unit. Then we begin to **explore** in more detail where structure, formality and vocabulary are carefully considered. During this part of the process, new relevant skills would be taught (for example use of speech punctuation) and practised. In the **plan** phase, children will begin to gather ideas for their own writing and look at good models and examples to use as inspiration. Next the children will be given a sufficient amount of time to **write** their piece as a first draft. They will be given appropriate and timely feedback in order to **improve** independently and with peers. Lastly, the children will always be given an opportunity to **present** their work though this will look different all the time. They may publish their writing by copying out their edited version or read aloud depending on purpose and audience.

Spelling

At St Peter's, we have adopted the use of [Spelling Shed](#) to aid our teaching and assessing of spelling. Once children have mastered phonics, they are given a set of weekly spellings to learn which follow a spelling pattern or rule. As part of their home learning, they are asked to play the Spelling Bee games to help them practise and then are tested on those words. It is important that children not only learn how to spell the words but also to understand the meaning of them to enrich their vocabularies and encourage them to use them in their every day writing.



Handwriting

At St Peter's we teach the children cursive handwriting to improve legibility, consistency and quality of handwriting.

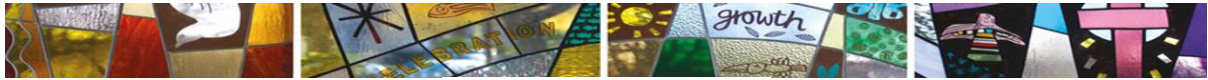
SEND

Wherever possible or appropriate children with SEND access English along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to English is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate)





which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND, access to the learning English in lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. E.g. word maths, use of Ace Dictionaries, or writing frames
- Scaffolded questions from adults and orally rehearsing thoughts with an adult
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. writing frames or use of Clicker on a laptop

For children with very high needs, they may require additional resources such as use of phonic spellings or voice recorders to capture their ideas.

They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

Monitoring & Assessing Progress in Writing

By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. The children are assessed termly by their teachers using their own judgements.

Statutory Assessments

In Year 2 and Year 6, the children are tested on their spelling, punctuation and grammar knowledge through SATs.

