

ENGLISH-WRITING AT THOMAS READE

INTENT

At Thomas Reade 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. Pupils should write for a range of purposes – e.g. to communicate to others, create imaginary worlds, explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage reader, inform and explain to reader and to persuade. Where appropriate, writing links will be included in other curriculum plans. The pupils should write in a variety of forms e.g. narrative, letter, poems, notes and should be able to choose form and content to suit purpose and audience. They should be able to compose both on paper and on computer screen, using different formats and layouts to present work. All pupils are 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 pre-conceptions about any pupil's ability to make progress. We understand the importance of parents 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.

IMPLEMENTATION

Classroom organisation

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 those children who might otherwise struggle, 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 such Word Banks or a greater level of modelling. Children working at Greater Depth Level 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. Spellings: Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use Jolly Phonics/Jolly Grammar to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

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 that they are teaching, 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 standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills. English Lesson Sequence: 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 there will always be an opportunity within the planning for independent writing 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.

Marking and Feedback

All marking and feedback is given in line with our marking and feedback policy. Summative assessments will be entered into the Thomas Reade KPIs (Key Performance Indicators) tracker system after every independent writing activity. Teachers will use their professional judgement to determine whether a child is working Towards the Expected Level, At the Expected Level or at Greater Depth Level. They will base their judgements on the quality of the extended, independent writing that pupils produce, and determine to what extent pupils have met the agreed success criteria for that genre of writing.

Short term Literacy targets are set for groups initially and are then adapted according to individual needs, and displayed in individual books. Other forms of assessment include standardised reading tests, ongoing teacher assessment, analysis of SATs and Optional SATs, termly assessed writing in assessment books – genre identified by staff. These are moderated by the whole staff to ensure consistency across the school. Years 2 and Year 6 may be moderated by the local authority on an annual basis. Internal moderation takes place twice a year within Year 1, 2, 3 and Year 4, 5, 6. Cross School Moderation through the Abingdon Partnership occurs twice yearly between Years 2 and Years 6 classes predominantly.

Staffing

One member of staff is designated as the Literacy Co-ordinator. Advice, support and suggestions will be available from the co-ordinator for all members of staff to support their work with the children. Teachers are responsible for the evaluation of the standards of the teaching and learning of literacy in their classroom. This is monitored by the Literacy Coordinator and Headteacher.

Special Educational Needs

Children's special educational needs in literacy will be identified and met, as far as possible, by the class teacher. The Special Educational Needs Co-ordinator will also advise and give practical support.

Literacy Governor

We have a designated Literacy Governor. As part of this Governor role he/she works closely with our Literacy Co-ordinator meeting at least once a year to keep updated with any new initiatives and taking part in a joint lesson observation.

IMPACT

- Pupils will enjoy writing across a range of genres;
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded;
- Pupils will have a wide vocabulary that they use within their writing;
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience;
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught;
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework;
- The % of pupils working at The Expected Level within each year group will be at least in line with national averages;

- The % of pupils working at Greater Depth Level within each year group will be at least in line with national averages;
- There will be no significant gaps in the progress of different groups of pupils (e.g. SEN, EAL and Pupil Premium).

Julie O'Hare

Literacy Co-ordinator

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