



Vision for Supporting Children to Master English

INTENT

We believe all children should feel confident in communicating effectively. They should believe that what they say and write is valuable and it is our duty to teach our children the skills needed to succeed.

The classes across the school share a common language of English.

Teachers use:

- **Early Years and Key Stage 1** use Read, Write Inc for early reading and writing.
- **Key Stage 2** -The Write Stuff Planning as a basis for writing lessons across the Federation.
- Decision Spelling Programme
- 'Hooked on Books' planning as a basis for teaching the skills of reading (see reading intent statement).
- In addition, the importance of vocabulary and high quality writing is maintained across the curriculum.

Confident Communicators

We purposefully plan opportunities for the children to learn how to speak to others from different ages and backgrounds (see progress statements in 'Personal Development' document).

Confident writers in key Stage 1 and Early Years

The Read Write Inc scheme of work provides a structured and systematic approach to teaching literacy. It enables pupils to become fluent readers, confident speakers and willing writers. Children learn to write letters using the correct formation. They then learn to build words by recognising the letters/ sounds they need using their fingers. This then extends to sentences with increased accuracy, description and punctuation.

In addition, opportunities for purposeful mark making are carefully planned and placed within the continuous provision. Teachers use story time each day to encourage children to extend their vocabulary and begin to explore the writing lenses ready for Key Stage 2.

Confident writers in key Stage 2

Our writing curriculum prioritises a clear and systematic approach to writing, enabling all children to succeed. Lessons are structured as experience days and bite sized 'learning chunks' within a sentence stacking lesson. Children are given opportunities to:

- be exposed to high quality texts and a variety of sources as a stimulus for writing
- take part in experience days to immerse the children in the language needed for writing and foster enthusiasm
- experience a writing curriculum with high quality modelling at the heart of lessons
- share exciting vocabulary and build their 'vocabulary vault' through chatting and jotting (chotting)
- be supported in understanding how to apply sentence scaffolds to their independent writing as they develop their expertise
- work through many examples that are provided over the year that extend understanding through a wide range of genres and non-fiction text types
- have a clear view of what high quality writing looks like using a variety of grammatical structures
- have a clear concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes
- to be surrounded by a high standard of co-created writing through the Sentence Stacking displays
- be supported to 'deepen the moment' and extend their writing further.

- using 'in the moment' feedback (outlined in the marking policy) to immediately support children to identify areas in which they have succeeded, errors they have made and time to make the corrections. Ensuring children know more and remember more
- edit their work using the E1, E2 & E3 edit as outlined in our marking policy.

Vocabulary

Our entire curriculum is centered around building children's knowledge, understanding and breadth of vocabulary. In English lessons, children capture ideas from others when we CHOT (chat and jot) and Kind Call Out. They build words daily in a **Vocabulary Vault** and refer back to them for independent writing.

Children choose words with awareness of their shades of meaning (thesaurus thinking) considering positive and negative intent.

In all areas of the curriculum our Specialists ensure language is repeated and referred back to constantly. Knowledge organisers allow children to refer back to this whenever needed. Teachers identify tier 2 and tier 3 language and teach these explicitly.

Brave Spellers

We encourage 'Brave Spellers' so we do not compromise on the quality of vocabulary. Children 'have a go' using their phonetic knowledge, etymology and morphology of words. They use this to highlight a word they are unsure of, then use their knowledge of words to attempt it three times using increasingly accurate attempts.

Spelling is a key focus during the edit stage (see marking policy) where children are encouraged to identify words to correct and use a dictionary if needed, in line with age related expectations.

Children learn to accurately spell words that are appropriate for their age and stage of development.

***Also see separate reading intent statement**

Useful links

The Write Stuff

<https://www.thetrainingspace.co.uk/about/>

Phonics

<https://www.ruthmiskin.com/en/programmes/phonics/>