



Why you teach it - your purpose of study

At Audlem St. James Primary School, our curriculum is based on the English National Curriculum as we believe that 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.

At Audlem St James Primary School our aims are:

- To develop children's imagination, inventiveness and critical awareness;
- To encourage meaningful writing across a range of genre e.g. narrative or non-fiction or another genre;
- To develop a sense of ownership and pride in their work and an interest in writing;
- To develop their knowledge and understanding of English grammar and punctuation as an aid to improving their writing;
- To improve the planning, drafting and editing of their written work to make our children competent and confident when writing or reading;
- To provide our pupils with aspirational life opportunities;
- To develop the children's spoken language which becomes more sophisticated over time;
- To ensure that the children are ready for the acquisition of more specific knowledge in the next phase of their learning;
- To develop fluent readers.

INTENT

What you teach - your programme(s) of study

At Audlem St James Primary School we believe that the ability to write with confidence and accuracy is an essential life skill. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers, they need to be involved in writing for a real purpose and for different audiences. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

We intend that children become fluent in their transcription skills and that these are taught explicitly and regularly. Developing fluency will mean that children can articulate their ideas clearly. We also intend that handwriting becomes fluent, legible and uses a cursive script.

Curriculum: We intend that our curriculum is designed so that the foundational knowledge that children need to learn, which will allow for successful reading comprehension and written and oral composition, is made explicit and is taught so that key skills are developed. Our aim is that children acquire knowledge of story structures, genres and writing styles as well as other linguistic knowledge, e.g. of grammar, punctuation and syntax. Our children should be taught content which is remembered and used consistently so that it does not need to be retaught each year. Our reading and writing long-term plans exploit opportunities to make meaningful links so that one informs the other.

Writing genres: We intend that all children are exposed to a range of genres and purposes to write and become fluent in using the features of each genre. The children will be repeatedly exposed to these genres across the key stages so that they build their knowledge and skills and show progression. Our Pathways scheme aims to link different subjects of the curriculum so that the children are writing within subjects other than English. We also intend that through guided reading, our children are taught to read as writers so that they write as readers.

Culture and inclusivity: We intend to promote equality in our writing by exposing the children to a range of genres in their reading as a stimulus to writing. We aim that the children read and write about people from other cultures, different genders and with different abilities.

Greater depth: We intend to enable as many children as possible to learn and apply those skills which demonstrate a greater depth command of written English across a range of subjects.

Transcription:

Handwriting: We intend that all children learn to use the Audlem cursive script from Y1 to Year 6, and that this is taught explicitly and regularly so that joined handwriting is unlaboured.

Spelling: We intend that all children can spell the common exception words for their year group and those in previous year groups. We intend that all children can spell the spelling patterns specified within the National Curriculum and that spelling is prioritised across the whole school.

Editing, drafting and proof reading: We intend that children will have the knowledge and skills needed in order to identify errors in their own writing, and will know what could make their writing better.

Spoken language: We intend that children develop strong vocabulary and grammatical knowledge so that they have knowledge of the different conventions with different forms e.g. knowing the difference between how to take part in a debate compared with how to explain how something works. We intend that children can orally compose sentences before writing, and will develop their vocabulary and ideas through a range of opportunities such as performing or improvising in plays or role-play.

Drama: We intend that all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. We intend to provide opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Background knowledge: We intend that the children build background and contextual knowledge about the topic they are writing about through their study in other subjects e.g. writing diaries about the Holocaust would be enhanced by study of this topic in History. This will enable the children to write with a level of expertise and allow them to add interesting detail.

Literary features: We intend that children develop a sophisticated knowledge of different literacy features through reading high-quality texts so that they can emulate authors' styles when composing their own writing.

Connections between reading and writing: We intend that strong connections are made between what the children read and what they write so that they gain much from the reading to enhance their writing.

Grammar: We intend that knowledge of grammar is developed in line with the English National Curriculum Appendix 2 so that children build their knowledge of how to construct and combine sentences.

Metacognition: We intend that children are aware of their targets in writing and can set personal goals and then reflect purposefully when evaluating their own writing.

IMPLEMENTATION

How you teach it - your delivery of the above

Writing is an important part of our curriculum and is an integral part of all of our lessons. At Audlem St James Primary School, writing is taught in a range of ways:

Daily lessons: All classes are taught English every day. This is in addition to their learning on spelling and phonics.

Modelled Writing: The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing: This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Supported Composition (Conscious Crafting): The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

Guided Writing: Pupil groups are differentiated and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. Misconceptions, gaps in learning and common errors will be addressed through targeted group work. 'Greater depth' writing tasks are designed for those children who display the ability to extend and apply their writing skills to a deeper level.

Independent Writing: Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work on that particular genre.

Spelling and phonics: All classes in EYFS and KS1 follow the Read Write Inc daily phonics programme. Children are divided into small groups appropriate to their needs, and are taught each day for 20 minutes between 9.00am and 9.30am. Y2 and KS2 follow the RWInc Spelling Programme. In upper KS2, spelling also follows the RWI Spelling programme and is taught at the same time, although the class stays together. Lockdowns have caused some regression in the knowledge retention, so the focus at the start of the school year is to assess and revise the common exception words for all previous year groups. Any gaps identified should be quickly remedied in the first

term. In KS1 and KS2, the children receive weekly spellings to learn, and these are tested weekly. Every class has a phonics spelling chart which is referred to and added to as children recognise further examples of specific phonemes.

Grammar and punctuation: These are revisited and applied within the Pathways scheme, but are also taught explicitly within English lessons. Teachers carry out a baseline writing task drawn from the Pathways scheme, and use this to assess gaps in transcriptional skills, compositional skills, handwriting, spelling, grammar and punctuation. Teachers use the Pathways progression in skills document to help identify starting points for each child, and plan support or interventions to close the gaps.

Handwriting: In EYFS and KS1, handwriting is taught daily. In EYFS, handwriting is linked to the teaching of phonics through Read Write Inc. From Y1 the children will be taught using a fully-cursive script. Pencil grip is monitored to ensure correct formation. In KS2, handwriting is taught weekly, and once children have mastered the script, then it is only taught remedially. This may mean that some children are given handwriting homework to support the development of their skills.

Whole school events: The school takes part in National Poetry Day, writing competitions and whole-school initiatives such as anti-bullying week which provides opportunities to apply their writing to a real audience and with a real purpose.

Assessment and moderation: Teachers carry out formative assessment within the lesson by working with different groups of children, judging which aspects of writing need working on with individual children, and which indicate a whole-class area of need. This assessment informs planning of next steps. Throughout the unit of learning, the children produce short pieces of writing which enable teachers to assess progress and plan further support or offer stretch and challenge. At the end of a unit of learning, the children complete their 'Writeaway' task which allows opportunities to independently apply the learning. Attainment in this task allows the teachers to identify gaps and next steps which are built into the next unit of learning. To assist with this, teachers use the 'Progression in Skills' document to identify children's starting point within a particular strand and then plan the next steps. To quality assure teacher judgements, teachers in Year 2 and Year 6 have attended external training events, which have then been integrated into our moderation process within school. The English leads also monitor application of our procedures by carrying out regular book scrutinies and pupil voice and teachers across the school now have access to exemplification materials for every year group which will enable greater consistency in understanding and delivering end of year expectations.

Greater depth: Lessons include the teaching of skills which build over time towards the achievement of greater depth at the end of the key stages. Lockdowns have meant that there are some gaps in writing so teachers are identifying which skills are needed to work towards this attainment. Teachers differentiate lessons so that there is always a task (diving for pearls) which encourages the children to 'go deeper' with their writing.

Culture and inclusivity: Our English curriculum include books which raise awareness of the achievements of people from different cultures, genders and abilities.

In Reception

Writing is taught through well-organised activities which are either teacher led or child-initiated. The learning environment promotes writing through a range of resources which enable our pupils to practise writing for different purposes and audiences. The pupils also participate in daily phonics sessions following our phonics programme: Read, Write Inc.

In Year 1

In Year 1, pupils follow the Read Write Inc programme which supports the teaching of phonics whilst providing pupils with opportunities to apply their phonics knowledge to their reading and writing. Pupils are taught in ability groups based on their needs.

The pupils write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They practice handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.

Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

As pupils become secure in their phonic knowledge, pupils are provided with more opportunities to write at length in their English lessons.

Pathways to Write is used throughout school to ensure progression of knowledge and skills and to provide the children with access to good quality texts to read as a starting point for writing.

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many

opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

All Pupils are provided with opportunities to apply and practice their writing skills in other subjects including: Science, History and Geography

Year 2 and Key Stage 2

At Audlem St James Primary School, pupils in Year 2 and Key Stage 2 are explicitly taught the key skills of writing which they then apply to their writing across the curriculum. Writing is taught in blocks which last for 5 to 6 weeks. Pupils write a range of text types across the year groups. Writing is linked to their Pathways to Write Text and Units of Work.

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

At Audlem St James Primary School, we aim, wherever possible, to create cross curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose and for different audiences.

IMPACT

So what - your evaluations of the above

The impact of curriculum will be that all pupils at Audlem St James Primary School achieve the age appropriate standard at the end of Key Stage 2, but are also enable to:

Write with confidence, clarity and imagination;

Understand and apply their knowledge of phonics, grammar and spelling accurately;

Understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;

Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria;

Develop a technical vocabulary through which to understand and discuss their writing;

Develop their imagination, creativity, expressive language and critical awareness.

Spelling and phonics: Children now see the importance and value that good spelling can bring to their writing. Pupil voice shows that children see that spelling is important, but we are conscious that children do not see this as the only indicator of a good writer. In Year 2 and KS2, children use the RWI Spelling books each day which has brought consistency and progression to the teaching. This then assures us that skills are progressive and will build over time. Teachers have identified gaps in knowledge in the spelling of Year 1 and 2 common exception words and teach these explicitly. Children now becoming more secure in these words.

Grammar and punctuation: Children are becoming more confident with writing grammatically-correct sentences and with using punctuation.

The school has used the catch-up funding to provide an extra teacher one day a week to work with Year 6 to close gaps remaining in basic grammar, handwriting and punctuation.

The English leads have introduced book monitoring criteria which monitors key areas to secure each term.

Handwriting: The Audlem cursive script is being used by most children across the school although some remedial work is needed for specific children. In KS2, some further practice is needed to target those children who are not yet correctly forming or joining their letters.

Whole school events: These events are fostering an enjoyment and purpose for writing and are encouraging those children who reluctant to write. Children are interviewed through pupil voice and all have said that they enjoy writing for these different events and competitions. Children are seeing English as leading to a variety of careers and are building their self-confidence.

Assessment and moderation: The updated book scrutiny criteria enables staff to focus on those areas which are key to build on such as: ensuring that English is taught daily (although this may be cross-curricular), handwriting shows progress over time, work is matched to the child's starting point, and children are stretched and challenged. Book monitoring begins in late September and is revised again after half-term if skills are embedded.

Greater depth: Teachers are beginning to incorporate the greater depths tasks into their planning which is encouraging the children to aim to include more features of a greater depth writer.

Culture and inclusivity: Children enjoy the extensive range of genres they are exposed to, and have a greater appreciation of the diverse range of people who play a part in society and in important events in history.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing

Secure

Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
Launch Pathways to Write through staff training.	Develop high-quality spoken language.	Further embed cursive handwriting style across KS1 and KS2.
Purchased Pathways to Write texts.	Display vocabulary in class to create a vocabulary-rich environment.	Further develop conscious crafting in writing and editing with a focus on EXP and greater depth writers using Pathways to writing.
Purchased reference books related to topics for each classroom to develop	Encourage use of complete	

<p>a reference library.</p> <p>Audited resources for the teaching of Spelling in school.</p> <p>Launched RWInc Spelling for Y5 and Y6 so that Y2 and KS2 are using the same resources and strategies for the teaching of spelling thus ensuring progression and continuity.</p> <p>Staff training related to phonics and the teaching of spelling.</p> <p>Ensured regular opportunities to write at length across the curriculum are provided in all subjects.</p> <p>New EYFS curriculum implemented</p> <p>IDL to be used to target identified children in each class. It is to be used daily for 15 minutes at school and/or at home. Each class teacher will be responsible for liaising with parents and monitoring progress of targeted pupils.</p>	<p>sentences when speaking across the curriculum.</p> <p>Display stem sentences to aid speaking and writing.</p> <p>Class teachers to continue to adapt the Pathways schemes in their own planning to show differentiation for higher and lower-attainers.</p> <p>Ensure learning environments promote metacognition and self-regulated learning.</p> <p>Ensure children are retaining key knowledge by revisiting it regularly using the activating prior knowledge 'metacog' (Metacognition).</p> <p>Ensure learners are immersed in subject-specific language and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> <p>Ensure that pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.</p> <p>Improve children's application of spelling within writing in order to increase proportion of children meeting and exceeding end of year expectations in writing.</p> <p>Develop conscious crafting in writing and editing with a focus on EXP and greater depth writers using Pathways to writing.</p> <p>Raise the attainment of children in writing to increase number of children securing ARE and GDS.</p> <p>English leads to provide further guidance to staff through the use of Pathways exemplification materials and writing moderation to ensure consistency of assessment.</p> <p>English leads to support staff in being able to differentiate between EXS and GDS for their year group so that staff know which skills are key to</p>	<p>Ensure that the curriculum promotes 'cultural capital'.</p> <p>Ensure that children are made aware of career opportunities in English.</p> <p>English leads to look at criteria for greater depth at the end of Year 6 and track back through year groups to ensure it is built up over time. Draw attention to these skills for class teachers.</p> <p>Teachers to use a self-regulated strategy development (SRSD) as an approach to ensure that foundational skills, such as handwriting and spelling, are taught explicitly and in stages.</p> <p>Review Audlem marking scheme and policy.</p>
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	<p>moving from EXS to GDS.</p> <p>English leads to revise F&F criteria to ensure priority is given to areas which will have the most impact.</p> <p>Embed the teaching of RWInc Spelling. Monitor through Flick and Fix.</p> <p>Continue to increase the rates of progress of Disadvantaged pupils specifically in KS1 and diminish differences in attainment for disadvantaged pupils in Y2, Y3 and Y6</p> <p>Continue to increase the rates of progress of SENd pupils across school.</p> <p>Monitor the use of IDL.</p> <p>Monitor the impact of the new EYFS curriculum</p> <p>CTs to prioritise editing and proofreading, even after shorter pieces of writing. These are skills which require explicit teaching for pupils to become confident with them.</p> <p>Effective transition into Year 1 and analysis of learning gaps with effective planning to address these.</p>	
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** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*