

# English

## Subject Policy



### Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

### Intent

We aim to deliver a high-quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of English skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Further details of our approach to the teaching of reading can be found in our Reading and Phonics policy.

We provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We teach pupils how to plan, revise and evaluate their writing effectively. Our aim is to enable pupils to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words. We intend to develop composition skills so that children can form, articulate and communicate ideas and then organise them coherently for a reader, showing awareness of the audience purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

### Implementation

#### EYFS

In EYFS, children are introduced to early writing through the principles of the Talk for Writing approach. Throughout the Talk for Writing process, children are taught to internalise the language structures needed to write through 'talking the text' as well as close reading. The approach enables children to move from dependence towards independence by experiencing shared and guided writing teaching, resulting in children being able to write more creatively and powerfully.

Talk for writing units comprise of a block of three week teaching. Each unit has a carefully planned: Model Text, Genre Focus and Writing Skill Focus. During each Talk for Writing Unit, the children progress through three key phases:

Baseline Task - Cold Write (pre-writing assessment).

1. Imitation Phase – Teacher led (hook, text map, shared/independent reading, words and vocabulary, boxing up and short burst writing).
2. Innovation Phase – Independent application (innovate, create writing tool kits, draft and edit).
3. Independent application and invention – Hot Write (final, independent piece of writing).

#### Imitation

During this initial phase, the class will learn a model text and hook into writing by something out of the ordinary – like an Oompa Loompa coming to visit! The model text exemplifies good English language patterns and structures; it also models the key writing skills expected for the year group. Pupils learn this text off by heart and internalise the text so retelling becomes second nature. Once they become more familiar, the class will use drama and short burst writing to explore the text in more depth. Imitation also includes ‘reading as a reader’ and ‘reading as a writer’. Reading as a reader encourages pupils to understand the text and the characters at a deeper level. Reading as a writer gets the children thinking about a writer’s toolkit and ways in which they could recreate something just as effective. Reading as a writer will also break the text down so it pupils can clearly see the structure in which it is written.

#### Innovation

Once children have internalised the model text, they are ready to innovate. Innovation is when the children use the model text to support them in creating their own version. Younger writers or less confident writers may need to stay close to the structure and the vocabulary used in the model text to build confidence and understanding. More confident writers will come away from the model text and want to explore their own ideas or ways of writing against the story genre focus.

During this stage, teachers model writing through shared writing. Shared writing is writing completed by the whole class but the class teacher will keep questioning until the class get the very best ideas and sentences to be written. This also models the important of rereading your work and making it the best it can be and editing process using the purple polishing pen.

#### Invention

Invention is the final independent piece of writing that the children will produce- the HOT WRITE. The children are encouraged to draw upon their prior learning and innovation knowledge to create the best piece of writing they can. Editing and improving is an essential skill for all year groups; children check their own work by themselves or with a peer to support.

### **KS1 & KS2**

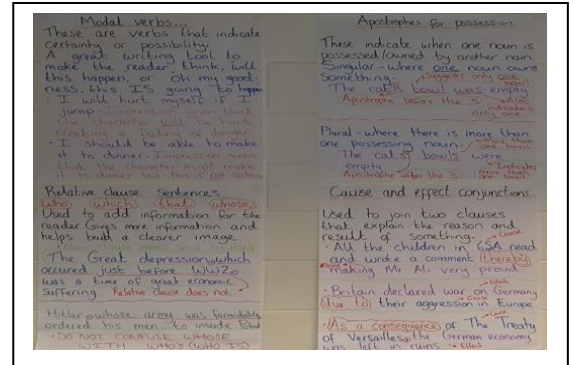
Writing in KS1 & KS2 builds upon the foundations learnt through the Talk for Writing approach taught in EYFS. Each unit of writing consists of a 2-3 week learning journey completed through daily English lessons. To ensure consistency and fluid progression throughout the year groups, the pedagogical process is detailed for each lesson, however teachers have the professional scope to make adjustments where needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).



## First skill of the learning journey

Here, you will focus on one of the two skills children will be applying in this unit of work determined by the children's prior knowledge discovered through the assessment write. These must be related to the National Curriculum. It is vital that children understand the purpose of the skill they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point.

This is an opportunity for the children to fully understand the writing skill they will be using. You will produce a guide to place on your working walls for children to refer to as detailed previously.



These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.

Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. For the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...

- Alma, who was a carefree girl, skipped through the icy streets of the city.
- The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.

## Second skill of the learning journey

Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence.

### Re-writing a WABOLL

Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your WABOLL should show a poor example of use of vocabulary and use of writing tools but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.

### Planning stage

Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey.

### First draft preparation with focus on SPAG skills

Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you 'think out loud', purposefully referring to the skills/writing tools and spelling rules you are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.

### Edit and Improve using the annotation and footnote system

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in red pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 5 sentences of sections of writing as a minimum.

NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.

### Final draft with continuous improvements

Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions. This should be done in children's Final Draft books. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can 'see' your and understand why you are making these changes.

### Post consolidation lesson

After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.

### Spelling

Our approach to spelling is based on the knowledge that children need to see and use spellings many times before becoming secure in their use. Spelling patterns have been deliberately chosen to fit with appropriate text types and interwoven into the model texts (WAGOLLS). This allows children to read and use the spellings they are learning in context as part of their writing. Discrete spelling lessons are taught weekly and children are encouraged to consolidate this learning at home.

### Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. We aim that by the end of KS2 all of our children have made considerable progress from their starting points in EYFS. With the implementation of the writing journey being well established and taught thoroughly in both key stages, our children are becoming more confident writers. By the time they are in upper Key Stage 2, all genres of writing are familiar to them and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills, progression and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their

education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.