



St Francis

Catholic Primary School

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English Curriculum Intent

Writing

English has a pre-eminent place in education and in society.

At Saint Francis Catholic Primary School, we aim to provide a high-quality education in English, as we believe that English and communication are key life skills.

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. English is central to children's intellectual, emotional and social development so has an essential role across the curriculum and thus helps pupils' learning to be coherent and progressive. All the skills of language are essential to participating fully as a member of society.

Our aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all children:

- be effective, competent communicators and good listeners
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- foster an interest in words and their meanings and develop a growing vocabulary in both spoken and written form
- understand spelling conventions
- use grammar and punctuation accurately
- develop powers of imagination, inventiveness and critical awareness in all areas of English
- acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- enjoy and engage with and understand a range of text types and genres
- 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.

Implementation:

Spoken language

The national curriculum for English reflects the importance of spoken language in a child's development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At Saint Francis we therefore ensure the continual development of children's confidence and competence in spoken language and listening skills. They should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers ensure that all children build secure foundations by using discussion to probe and remedy their misconceptions. Children are encouraged to give SHAPE (Speak in full sentences, Hands away from face, Articulate - no mumbling, Project your voice, Eye contact) answers to improve their spoken language when answering questions.

In KS2 children are also taught to understand and use the conventions for discussion and debate.

All children should participate in and gain knowledge, skills and understanding associated with the practice of drama. They should be given the opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. And 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 performances.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops a child's competence in these two dimensions. In addition, children are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

At St Francis we use the Literacy Tree scheme, that is a novel based curriculum, allowing children to engage with a text and write in different genres based on that novel. Teachers are encouraged to plan in the 7 stages of the writing into the Literacy Tree planning to ensure there is a clear progression in writing and ample time to revise and edit their work.

Shared Writing:

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Children contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Guided Writing:

Children are ability grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing:

Children are encouraged to focus and apply themselves whilst working in a very calm environment. They are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess both their own and each other's writing in order to further their own learning.

Handwriting:

Handwriting is taught in KS1 and where needed in KS2. In some cases a teaching assistant supports children who have been identified as needing additional guidance in this area. Lessons are clearly modelled by the teacher and can reinforce the week's spelling and phonics strategies. Using the school font 'XCCW Joined PC7a' the cursive script is reinforced as a visual on Flipcharts, displays and modelled by the teacher. Year 1 teach the pre-cursive script for ease when transitioning into cursive writing.

Spelling, Vocabulary and Grammar and Punctuation

The two statutory appendices - Spelling and Vocabulary, Grammar and Punctuation - give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance a child's vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show children how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach children how to work out and clarify the meanings of unknown words and words with more than one meaning.

Children are also taught to control their speaking and writing consciously and to use Standard English. Throughout the programmes of study, teachers will teach children the vocabulary they need to discuss their reading, writing and spoken language. At Saint Francis we believe it is important that children learn the correct grammatical terms in English and these terms are integrated within our teaching. At the beginning of each writing session that children 'flashback' to a grammar concept that they have previously been taught in order to recall that knowledge. There is

also a 10-minute grammar starter included to teach a new grammar concept and for children to practice the new skill.

Spelling

Spelling is taught using the order from 'Twinkl' and supplemented with the strategies from the 'No Nonsense' programme. Children are encouraged to develop and use a range of strategies for learning new words. A weekly spelling test takes place from Y1 through to Y6.

At Saint Francis Primary School we make English a creative and engaging learning experience. Teachers plan carefully to ensure effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. This supports the use of reading and writing for real purposes.

We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Providing resources of different complexity depending on the ability of the child.

Within a lesson there will be clear learning intentions, steps to success, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment. These help to promote children's independence and encourage them to take ownership of their own learning.

Curriculum Impact:

Assessment criteria has been developed in line with the National Curriculum requirements, and enables us to assess children as they move through each stage of their learning journey. We regularly attend CMAT moderation meetings as a Trust for EYFS, Year 1-6 to discuss standards wider than just our school community.

In our school, we carry out regular and consistent learning walks and book monitoring to measure the impact and assess the implementation of our curriculum.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards, and be at or above the national standard in the, KS1 National Assessment and KS2 National Assessment using the Teacher Assessment Framework.

Children's levels are recorded once each term using Target Tracker. Pupil Progress meetings are held each term, to discuss the progress of individuals in the key areas of reading and writing. Any concerns are raised and additional support put in place.

Writing

From Year 2, the children's work is recorded in their final draft or writing book. Work in this book aids the teacher's overall judgement when levelling individuals' writing. The STACMAT statements are used to aid in the levelling of writing and setting of individual targets.

Spelling

Weekly spelling tests allow teachers to assess children's development on a regular basis: lists of words are given to the child at the beginning of each week and tests carried out at the end of the week. Daily opportunities are provided in class, where children practise these spellings as well as developing phonics skill. Phonic skills are developed from EYFS through to Year 6 (where needed)

As part of the SATs in Key Stage 2, children take part in a formal spelling test.

Year 1 children complete the Statutory Phonics Screening Check. This takes place in June each year. Results are reported directly to parents.

Daily English lessons are recorded in English books. Teachers identify misspelt words in children's writing, through marking; these are highlighted/underlined or marked as sp in the margin and then corrected by the child.

Teachers assess children's work in reading and writing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the year, the teacher makes a summary judgement about the work of each child in relation to the skills they have developed in-line with the National Curriculum and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.