

# Gillespie Primary School



## Curriculum Intent, Implementation & Impact English

## Curriculum Intent, Implementation & Impact

### **The intent for our English curriculum provision**

At Gillespie School we share the ambition of the national curriculum for English to promote:

*High standards of language and literacy by equipping children with a strong command of the spoken and written word ...so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them using all the skills of language essential to participating fully as a member of society.*

We plan the curriculum carefully so that:

*Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually and... to acquire knowledge and to build on what they already know*

This means at Gillespie providing literature, poetry and text which includes a rich, diverse and varied literary heritage and which also draws on the diverse cultural heritage of our unique school community.

### **Spoken language Intent**

At Gillespie, we share the ambition for the national curriculum for English to:

*reflect the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically*

We plan the curriculum carefully so that pupils speak and hear fluent coherent spoken language, developing their vocabulary and grammar and their understanding for reading and writing. We aim to systematically develop pupils' confidence and competence in speaking and listening from Nursery to Y6 so that they can use discussion, debate, presentation and performance to communicate and to explain their understanding effectively in a range of contexts and to a range of audiences.

We ensure that by the end of their schooling with us children are confident, capable and skilled to use standard English fluently, preparing them for the next stage in their schooling and for an adult life where they are not held back by their competency with spoken language.

### **Spoken language Implementation**

Early Years Foundation Stage curriculum: Communication and Language:

At Gillespie we have a strong commitment to and focus on developing language and communication skills as we believe that language is the foundation of children's learning and thinking. Throughout the Nursery and Reception classes staff plan a range of activities to develop children's vocabulary in order for them to be able to articulate their thoughts and opinions in full sentences to make themselves understood when communicating with others.

We focus on developing children's understanding and use of social phrases, with the intention that children will be able to use phrases to initiate and respond in conversations and exchanges in a range of settings both in and out of school. We value this and believe that being able to initiate talk and have a back-and-forth exchange with someone has a significant impact on developing positive relationships with others.

We also concentrate on developing children's topic vocabulary. We aim to develop children's understanding of new words in order for them to develop a large bank of rich vocabulary that is transferable and can be used during free flow play. We do this by selecting high quality key fiction and non-fiction texts within our topic. By having constant repetition and modelling from adults, combined with a range of opportunities within the environment to practise and use new vocabulary, children will develop a linguistic richness that they will be able to use and transfer in their long term memory. We work closely with parents and carers to ensure that there is continuity with the use of social phrases and topic vocabulary at home, and that the expectation and model is of a high standard in both settings

Listening Detectives are used in the Nursery and Reception, and talk Detectives are used in Reception. These are roles that are heavily scaffolded by adults initially, and are designed to embed children's knowledge of what active listening and succinct talking is. One child is picked per day to be the Listening/Talk Detective. Their role is to identify someone in the class who is demonstrating all of the active listening/ talk behaviours. They then have the opportunity to award their chosen child with a super sunshine certificate at the end of the day.

The EYFS team is trained to deliver the *Nuffield Early Language Intervention* programme by targeting children who show weakness in their oral language skills at school entry. The structured programme is designed to improve children's vocabulary, develop their active listening and build confidence in independent speaking. Children are trained to be active participants in the programme, cascading new language and vocabulary to others in their class.

### Year 1-Year 6 spoken language

At Gillespie we carefully plan the programmes of study for English to ensure that the [12 statutory requirements for spoken language](#) from the National Curriculum, reflected and contextualised with the reading and writing programmes of study, are taught at an age appropriate level.

Teachers' termly medium term plans for English and for reading ensure that the national curriculum *programmes of study for reading , writing , spelling, grammar and punctuation* are carefully implemented and built upon each year .

The subject content of termly English plans are linked closely to the termly plans for the Foundation subjects so that all English learning is contextualised. Teachers ensure that speaking and listening, reading and writing activities have a real purpose, leading to meaningful outcomes, deepening knowledge, understanding and skills across the curriculum.

In KS2 teachers have been trained to use carefully designed 'Let's think' cognitive acceleration lessons which use English texts to support the development of understanding through structured discussion, problem solving (cognitive challenge) and structured reflection (metacognition) . This helps pupils become more aware of their thinking processes which support the development of inference, deduction and analysis.

Children have planned opportunities within the classroom setting, and in the life of the school through assemblies, performances, presentations and school events including through the activities of pupil leadership teams; the lab\_13 Science Committee, Climate Club, School Council, Playground Buddies, Reading Buddies, Digital Leaders, to engage actively in discussion, conversation, debates, explanation and dialogue to develop their competence and experience with spoken language and communication.

### **Impact**

*By the end of KS2 almost all pupils are able to confidently use their oral language skills in different contexts and for a range of purposes including using formal language and Standard English and can hold the attention of listeners, including audiences.*

*Pupils will have acquired a rich and broad vocabulary enabling them to read and write effectively across the curriculum.*

*The great majority of pupils will be able to speak Standard English fluently and achieve expected levels or greater depth in their learning.*

*Children are well prepared for secondary school and have the foundations to enable them to fully access opportunities they seek as adults in society.*

## Curriculum Intent, Implementation & Impact for Phonics and reading

### Intent

#### Phonics (reading and spelling)

At Gillespie Primary School we believe that *all* our children can become fluent readers and writers. This is why we teach phonics through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Gillespie we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

#### Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning to acquire knowledge and understanding and for enjoyment. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an early reading leader, Stephanie Welburn, who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

### Implementation

#### Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- Attention to high-quality language.

We ensure Nursery children are well prepared to begin learning *grapheme-phoneme correspondences* (GPCs) and blending in Reception.

#### Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: from week 2 children play phonics games as a class and in small groups. Phase 2 phonics teaching begins in week 4 to ensure that children have had time to settle into school and are ready to learn.

We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

#### Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between

themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of [‘Application of phonics to reading’](#)
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 6. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children.
- We use the [‘Little Wandle Letters and Sounds Revised parents’ resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops

### Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### Ensuring consistency and pace of progress

Every teacher and every teaching assistant in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

Lesson templates, Prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### Guided Reading in Year 1

In Year 1, children engage in guided reading with teachers and support staff. Books are linked to their Phonic level to support reading. Interventions are planned provided for children who need extra support.

Whole class reading sessions are gradually introduced from the spring term when pupils become more fluent readers to focus on fluency and comprehension.

### Whole Class Reading

In Year 2 and KS2, children who are fluent readers will be taught reading in a whole class approach. Teachers in KS1 work with specific groups across the week to support children's' fluency and prosody. Teachers model reading and use 'think out loud' strategies to show children how to answer comprehension questions. Teachers monitor each group's progress and then plan subsequent lessons to support their understanding further.

In KS2, teachers use a whole class reading approach to build on pupil's fluency and comprehension. Teachers continue to spend time modelling fluency and prosody, but also start to dedicate more time to 'extended' and 'close' reading to build stamina and comprehension skills. Teachers model reading sections of text to highlight a specific skill, such as an author's use of punctuation, and then explain how this can enhance our understanding of the text. As children move up in KS2, they gain more experience and understanding of 'close reading' of texts to help them make inferences about language, author intent and characters. Teachers use pupils' answers to share positive examples of good answers to support pupils' to improve their responses through whole class feedback.

Teachers carefully select a range of engaging texts covering: fiction; non-fiction; poetry; and songs. Children who are struggling with fluency will take part in 1:1 or small group interventions. Over the week, teachers will teach a range of reading skills to support fluency, prosody (intonation, rhythm and stress), and comprehension strategies.

Over the weekly sequence of reading lessons, teachers cover a range of reading instruction covering the following areas:

Phonics instruction - used in KS1 and Year 3 mainly but Years 4-6 build on phonic knowledge from KS1 in spelling lessons.

Fluency practice-used across the school. Teachers will choose a challenging text and model reading it fluently and with good prosody to the class. Children will then work in partners to imitate this excellent model of reading. This repeated oral reading supports children to build fluency, stamina and prosody.

Extended reading involves prolonged engagement with a longer text or extract. These sessions will focus on fluency, vocabulary meanings and inferences based on the text and the wider reading and life experiences of the children.

Close reading involves the sustained, detailed analysis of a short text or extract. These sessions will focus on vocabulary meaning, inferences based on the text and the wider reading and life experiences of the children. There will be lots of discussion, questioning and debate in these sessions.

Shared reading involves the teacher sharing a book with the class. The children should be exposed to a range of stories and poems that represent their own life experiences and also introduce different lives and ideas. These sessions will involve brief discussions of new words or exciting and unexpected plot twists.

### Comprehension strategy instruction: VIPERS

These strategies are embedded into daily teaching lessons over the week.

#### **VIPERS**

**V**ocabulary

**I**nference

**P**rediction

**E**xplain

**R**etrieve

**S**ummary

## KS2 Interventions

Children who are not yet fluent readers, take part in Phonics and Fluency interventions to build their skills. Teachers closely monitor children in whole class reading and plan appropriate interventions for comprehension support.

## **Reading across the curriculum intent - reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

We love reading at Gillespie! We encourage children to read for pleasure in class and at home. Children confidently talk about books and enjoy recommending new books to their class. Teachers share class picture books, poems and novels in daily sessions.

## What we do to develop a reading for pleasure culture at Gillespie:

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Gillespie and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Children love talking about books and class reading sessions and discussions are encouraged in all classrooms.
- In Nursery, Reception and Year 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Reading volunteers- we encourage family and community volunteers to come into school and read with children
- Use of high-quality texts across the curriculum- teachers work with the Islington Library Service to choose a range of fiction and non-fiction books linked to their History, Science and Geography topics
- Book corners – Teachers provide tidy, attractive and fresh book corners for their classes.
- School Library – We really value our library at Gillespie. All children love their weekly library visits where they are encouraged to explore fiction, non-fiction and poetry titles. Children from EYFS to Year 6 love the adventure of climbing up to the top of school to visit the library and select books that capture their imagination.
- Book fairs – We host a Scholastic book fair twice a year. Parents and children always enjoy buying new books and helping to raise some extra money for our school.
- Class picture book, novels and poems- We select a range of diverse, high-quality stories and poems to share with our classes over the year.
- Reading Road Map Islington – We take part in this excellent Islington scheme every year. The Reading Road Map is a reading initiative aimed at nurturing reading for pleasure and helping to improve literacy from KS1 to KS2 and beyond. We use three different maps for Years 1 and 2, Years 3 and 4, and Years 5 and 6. The brand new books give all children a real sense of excitement when they arrive on class book shelves. It always creates such a great buzz around the school as children start to earn certificates and awards in assemblies for their reading.
- Visiting authors and workshops – We have really enjoyed experiencing visits from authors and storytellers.
- World Book Day – We celebrate World Book Day every year at Gillespie with fun author events and online author shows. In class, we work on a favourite author or set of poems to produce some wonderful writing to put on display around our school. We also like to dress up to express our love of books.

## **Impact of reading by the end of the EYFS**

*By the end of the EYFS all children have developed a love of reading. It is important that children see literacy skills as a fundamental gateway to accessing the wonderful opportunities in the world around them.*

*By the end of the Autumn Term in Reception Class almost all children will have completed phase 2 phonics and therefore should know the sound for each letter of the alphabet, be able to segment to spell and blend to read simple words and sentences. Almost all Children learn phase 3 sounds and complete phase 4 by the end of the Reception year. They are well prepared to follow this phonics programme into KS1 ensuring continuity and progression.*

## **Impact of reading by the end of KS1**

*By the end of KS1 almost all children will be fluent and confident decoders and are developing their comprehension skills through being taught linguistic knowledge and knowledge of the world. Almost all children pass the National Phonics check in Y1. Teachers develop a range of formative and summative feedback strategies in reading lessons and across the curriculum to support the great majority of pupils to achieve expected or greater depth in the N.C. for reading by the end of Y2. Children have developed a love for reading and are well prepared for reading successfully across the curriculum in KS2.*

### How we measure impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used daily within class to identify children needing Keep-up support And weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Termly assessment weeks are used to assess reading progress of every child and to report to parents against national expectations. Reading provision is adjusted to ensure all children receive appropriate interventions to make continuous progress
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Y2.
- Standard Attainment Tests for reading are sat at the end of KS1. Children will be judged as working below the expected standard, at the expected standard, or working at greater depth. These results will be reported to parents and on the school website.

## **Impact of Reading by the end of KS2**

*By the end of KS2 almost all children are able to read fluently and with confidence across the curriculum being well prepared to be able to read any subject in their forthcoming secondary education.*

*All children at Gillespie have continuous opportunities and encouragement throughout their schooling with us to develop a love for books and read widely and avidly across fiction and non-fiction texts to stimulate their imagination and curiosity about the world and its possibilities. The great majority of pupils will achieve expected or greater depth in the N.C. by the end of Y6.*

### How we measure impact:

- assessment for learning is used daily within class to assess gaps, address these immediately and support words and spellings for any pupils who are struggling with fluency or comprehension and to identify children needing keep-up support
- Termly assessment weeks are used to assess reading progress of every child and to report to parents against national expectations. Reading provision is adjusted to ensure all children receive appropriate interventions to make continuous progress.

- Standard Attainment Tests are sat at the end of KS2. Children will be judged as working below the expected standard, at the expected standard, or working at greater depth. These results will be reported to parents and on the school website.

## **Writing at Gillespie**

### **Intent**

We believe our children should be creative, confident and fluent writers who use their skills and knowledge to engage audiences for a given purpose and to express and communicate ideas, opinions and feelings. We value writing across the curriculum and aim to provide children with rich opportunities to experience high quality texts and models over a range of topics. We share the aim of the national curriculum for English to ensure that effective teaching of the writing programs of study develops pupils' competency with transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) so that by the end of their schooling with us children can compose and organise writing with clarity for a range of purposes, can spell accurately and quickly and can use a growing range of vocabulary, grammar and punctuation effectively.

### **Writing Implementation**

Teachers produce detailed medium term plans to implement The EYFS curriculum and the National Curriculum programmes of study for writing, spelling, grammar and punctuation. They carefully plan writing opportunities making appropriate cross-curricular links to the foundations subjects, making connections, where pertinent, to deepen knowledge, skills and understanding in all subjects. We ensure that children are given a real purpose for their writing. Teachers use inspiring texts including fiction and non-fiction and first hand experiences to stimulate writing.

Writing lessons are planned as part of a sequence of lessons which engage children in reading, speaking and listening and visual literacy to support and scaffold the teaching and learning of transcription and composition skills.

Children are given time to edit and improve written work after feedback from their teacher. As they become more confident, mature and fluent writers children have regular opportunities to learn to draft, develop and publish pieces of writing.

### Sources of stimuli and enrichment for writing

Throughout our pupils' journey at Gillespie, visits from authors, poets, storytellers, historians, scientists, dancers, actors and musicians to the school and class visits to museums, galleries, outdoor environments and performances broaden their life experiences, and stimulate their writing.

Through our membership of Futurezone, an Islington School Improvement partnership of 20 schools we take part in two collaborative writing projects each year:

- Y4 writing through art –in conjunction with Kenwood House and English Heritage children engage in a writing project stimulated by paintings they have studied at Kenwood house.
- Y6&Y7 writing competition - pupils across the partnership engage with each other whilst studying a carefully selected set of poems and publish a school collection of poems written by them at the end of the project. A winning poem from each school is selected and published in an overall Futurezone publication and an overall winner becomes the Poet Laureate for the year, with a key task of helping to select the winning entry for the next year

Outcomes from these projects produce high quality work and collaboration between children, placing a high value on writing and creativity.

### Writing Implementation in the EYFS

We understand that children's physical development impacts on a range of other areas of learning including writing and that certain skills are developed through specific age appropriate activities and provision. We use the '*Development Matters*' document to inform our planning and use of resources in our continuous provision in order to provide an effective range of opportunities for children to develop their fine and gross motor skills.

Teachers audit the indoor and outdoor space termly to identify any areas that need to be replenished, or whereby equipment needs to be added or moved around. We ensure that the space is as open as

possible and has a good balance between seated structured activities and alternative spaces whereby children have the room to lay down, spread out and develop their core muscle strength.

### Fine Motor skill development and early writing:

Children work with adults in small groups to learn how to use a range of tools such as – hole punches, scissors, tweezers, pipettes. This equipment is left out in the continuous provision so that children can practice independently during free flow play.

Every week children in Reception Class participate in small focused sessions with an adult working on developing the following fine motor control activities:

- Name writing
- Numeral formation
- Cutting skills

There are smaller intervention groups of children who are identified as needing more support and therefore additional OT recommended resources are available and used when appropriate.

Children in Reception have weekly letter formation practise as a whole class, we use a letter formation script that is used consistently throughout the setting whenever anyone is modelling letter formation. Home learning tasks and resources are sent home on a weekly basis for parents to be using at home with their child.

There is a dedicated malleable area in the nursery and reception settings to ensure children have constant opportunities to develop their fine motor control and strength.

When making crafts at Forest School children use equipment such as mini saws, mallets and peelers under the direct supervision of our Forest School Leader. These tools are used regularly and therefore children develop their understanding of how to use equipment safely. Techniques that are learnt in Forest School are mirrored back at school with similar equipment in the mud kitchen.

Throughout our setting children are exposed to and immersed in the '*Talk for Writing*' approach in literacy developed by Pie Corbett. We take certain key texts per topic and use the Pie Corbett actions to teach the children how to learn and orally retell the story. We use the story maps to visually plot and enhance the narrative, and we do modelled and shared writing to accompany the drawings on our story maps. Then make their own story maps, create alternative endings to the story, and write captions and sentences for their work.

### Writing Implementation in KS1

- *The Hook* – a creative stimulus to inspire children. This could be an experience, picture, book or film.
- *Oracy* – KS1 children use a '*Talk for Writing*' approach to focus on the plot and characters. Teachers support children to orally retell the story and use a range of actions, key words and pictures.
- *Story structure*- Teachers use story mountains and 'story S' planning visual aides to plot the story with the whole class. The story model is used and referred to throughout the writing process to help children internalise key story structures like, beginning, middle and end.
- *Teacher Modelling* – teachers use story language and features to add to their story model with the class. Children are exposed to key vocabulary and encouraged to add their own ideas to the structure map.
- *Shared Writing* – Teachers model a range of story sentences and make clear references to grammar and punctuation. Children will imitate these ideas and structures in their own writing on whiteboards.
- *Drafting* – Children in Year 1 will then write in small groups, pairs or 1:1 with the teacher to annotate pictures, write about character feelings or write story sentences. In Year 2 children will be more independent and can now write using their story maps and word banks.
- *Editing* – In Year 2, the teacher introduces the concept of independent editing and teaches the children how and when to edit writing. By the end of Year 1, the teacher will introduce green pen editing for spelling, grammar, and punctuation.

- *Publishing* – In Year 2, children will publish their work in their books, on special display paper, in class books or by reading and performing their writing to the class. By the end of Year 1, children will have experienced publishing work for display, class books and had experience performing their stories in groups.

### Writing Implementation in KS2

- *The Hook* – a creative stimulus to inspire children. This could be an experience, picture, book or film.
- *Oracy* – Talking about the stimulus in pairs and in groups helps children to form ideas for their writing. Role-play and drama will often be used in this phase to support vocabulary and character invention.
- *Modelling* – Exemplar texts, teaching of grammar in context, identification of audience, and the modelling of the writing process prepare children to be ready to write their own text. The Grammar, Spelling and Punctuation features (GPS) of the exemplar texts will be studied and practised, so children can experiment with these new structures in their independent writing.
- *Planning* – Children will use a modelled planning format to help organise their ideas from the oracy and drama phase to capture crucial plot points and language features in the writing process. Success Criteria will be generated in collaboration with the teacher and class.
- *Drafting* – Children write their first draft. Teachers break down this process into smaller chunks to help children focus on key GPS and language features. Instant feedback and support in class helps guide children through the writing process.
- *Editing* – Through whole class, small group, and/or 1:1 feedback, children will be supported to make revisions to their first draft. These revisions will be closely tied to the Success Criteria shared with the children at the start of the drafting phase of writing.
- *Publishing* – The final, edited draft is published. This helps to give purpose to earlier stages of our writing approach. These published works may be put on display, published in a book, or performed depending on the text-type.

### **Handwriting, Spelling, Vocabulary, Grammar and Punctuation**

Handwriting is taught each week across the school. In the Early Years we develop fine motor skills, mark making and patterns. By Y6 almost all children have developed a legible, controlled and individual joined handwriting style. We use the *Christopher Jarman* Handwriting scheme in KS1 and KS2.

The learning of spellings is built on the foundations of our phonics programme. Each class teacher carefully plans to teach the national curriculum programmes of study for spelling, vocabulary, grammar and punctuation integrated in to English lessons with some specific spelling lessons taught discretely. We supplement this with resources from the 'No Nonsense Spelling' Scheme. Spelling patterns and word lists are shared with parents as part of children's weekly homework. They are also displayed in classrooms so that children are encouraged to use these words in their writing.

Specialist vocabulary and language is introduced across the curriculum as well as in English lessons and through reading of rich texts so that children are building up knowledge and understanding of technical vocabulary in Science, Maths and in the foundation subjects including History and Geography. The teaching of grammar and punctuation is integrated in to English lessons. Some specific grammar and punctuation lessons are taught discretely.

### **Writing Impact**

*By the end of KS2 almost all children can write fluently and with confidence across the curriculum being well prepared to engage with any subject in their forthcoming secondary education. Children are able to apply their growing knowledge of grammar, punctuation, spelling and vocabulary to produce well-structured, technically accurate pieces of writing in a range of styles and genres and can independently self-correct, edit and improve their writing. Most importantly, they demonstrate their love for writing as a vehicle to express their ideas, feelings and opinions and communicate them with clarity and purpose. The great majority of pupils will achieve expected or greater depth in the N.C. for writing by the end of Y6.*

## Measuring Impact of writing

### ○ *Feedback in lessons*

Through careful questioning and assessment for learning strategies, teachers monitor pupils' understanding. Children receive instant feedback through individual, group or whole class feedback throughout lessons from teachers and teaching assistants. Teachers use their assessments within lessons to help gauge the pace of the lesson, and if they need to provide any additional scaffolding or guidance. After the lesson, the teacher uses the outcomes of their instant feedback and assessment to help plan next steps in the teaching sequence over a unit of writing.

### ○ *Whole class feedback and interventions*

In longer pieces of writing, teachers will look closely at each piece of work and mark using our school mark scheme. Teachers make notes and take examples of positive outcomes and key misconceptions to inform their whole class feedback for the following lesson. Some children may require individual or small group feedback on a specific gap to help them move onto the next part of their learning. Teachers will also use this assessment time to plan interventions or pre-teaching sessions for target children.

### ○ *Writing assessments*

Once a term, children are given a writing task to complete independently to help teachers assess their writing. In the summer term, every class uses the same hook for their writing assessment so that teachers can moderate writing together as a staff. Staff meeting time is used to share writing in KS1 and KS2 and then teachers support each other to use the Islington writing criteria documents to assess a chosen sample of writers across the school.

Teachers also closely track the progress of a small sample group of children in their classes across the year to monitor their progress. Teachers complete tracking grids for this sample group and this helps to inform their teaching sequence, interventions and assessments.

### ○ *SATs*

Standard Attainment Tests are sat at the end of KS1 and KS2. Children will be judged as working below the expected standard, at the expected standard, or working at greater depth. These results will be reported to parents and on the website.