

At Spring Grove Primary School, we aim to provide a high-quality English curriculum which will develop our children's skills in reading, writing, speaking, listening and discussion preparing them for a successful life ahead.



Intent - We aim to...



Deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write.

Develop fluent, imaginative writers who can apply their writing skills to a wealth of genres and subjects.

Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.

Create a supportive language-rich learning environment where children are able to share their ideas and are engaged in high-quality dialogue.

Create a culture where children love to read and can express their thoughts and ideas clearly and creatively through the written word.

Develop children to become writers that have an understanding of the writing process, including proof reading and editing to enhance their work.



Implementation - How do we achieve our aims?

Our Curriculum

We deliver innovative learning embedded in a rich creative **cross curricular** curriculum which is underpinned by a wide range of quality children's literature. Our choice of literature has been **carefully mapped** across the school, *refer to English Writing Pathway*, and provides rich and purposeful learning opportunities which **reflect our school values**. We want our children to have a positive attitude towards communication in all its forms and to be able to express their emotions and ideas independently. Children are **taught essential knowledge and skills** to craft a piece of writing **over time** in order to build stamina, and sufficient time is given to ensure quality pieces of work. Teachers guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and publish their writing.

A Consistent Writing Approach

Our **English Book Spine** ensures that our children have access to **high quality** texts and visual stimuli which spark imagination and inspire ideas for writing. These high quality texts are also used to explore layout and language features of specific genres. Children are taught how to **plan, revise** and **evaluate** their writing and to be able to critique their work and make improvements, and are given time to do this. We **teach specific sentence structures** to children from Year One which are incremental and ensure children are learning to write a range of sentence structures accurately, developing a wide range by the time they leave Spring Grove. We **specifically teach DADWAVER openers** and a progressive range of **Alan Peat sentences** as outlined in our English Writing Pathway.



Strong Foundations

In Nursery children begin by engaging in **listening activities** to help them identify sounds within words. Beginning in Reception and in Key Stage One children practice writing simple sentences using key experiences and texts as inspiration. Children are taught phonics daily, in small groups, following the progression outlined in **Read Write Inc**, our SSP, and the children apply the phonics sounds they have been taught to write words and sentences.



Development of Key Skills

At Spring Grove, we believe that **language** provides the foundation of thinking and learning and so ensure that all classrooms are language-rich, with children engaged in high-quality dialogue. Opportunities are created for **meaningful conversation**, discussion and talk around learning. **Questioning** is at the heart of our teaching and we encourage our children to be inquisitive and to share their thoughts, confidently in a supportive environment. Much of our teaching is dialogic, so that children are actively involved in their learning, with a range of strategies used for checking understanding and taking responses. **Oracy** can enhance pupils' ability to communicate with greater clarity and effectiveness, help build vocabulary, help improve spelling, support a growth in confidence and self esteem, help retention of subject-specific knowledge, help transferring comprehension or reasoning skills into other subject areas.



Implementation (continued)

Strong Grammar and Punctuation Teaching

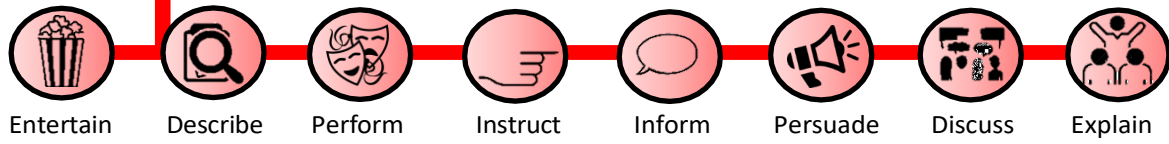


An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught in the **context of a piece of writing** and **explicitly** in whole class work. Linked to the National Curriculum guidelines for year groups, grammar and punctuation is taught and planned to fit in with relevant genres of writing. The **progression of writing skills is mapped** across the school so that pupils develop key spelling and grammatical skills as well as expanding their range of reading material and knowledge of writing purposes over their time at Spring Grove.

Writing for a range of Purposes



Children in Reception and Key Stage One write for a **range of purposes and audiences** and this is developed and strengthened in Key Stage Two, with children enhancing their understanding of a writer's craft and seeing themselves as authors. In Key Stage Two, writing purposes (see below) are repeated across the key stage to solidify understanding of text types and to enhance skills in grammar, sentence construction and punctuation. Throughout the school, teachers make **meaningful links** to the class room text being studied or classroom experiences.

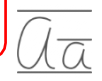


Rigorous and Consistent Spelling



In EYFS and KS1, the **Read Write Inc** phonics scheme is used to teach spelling and by the end of Year Two **Spelling Shed** is implemented for those children who have completed our phonics programme. In KS2, spelling is taught and tested weekly. The **spelling curriculum** includes opportunities; to revise common KS1 spelling patterns, National Curriculum statutory words and new topic words. Time is spent engaging children in **Word study**- teaching children strategies for decoding and encoding words, such as identifying morphemes, prefixes, suffixes, and roots.

Handwriting



We place a value on children taking **pride** and **care** over their work and handwriting is a key part of this. A **fluent, comfortable handwriting** style is crucial for children to develop writing stamina and feel proud of their work. In the EYFS, there is a big emphasis upon fine motor skills and we use a range of resources to practice these basic skills. This moves to correct letter formation with a focus on both upper- and lower-case letters. Currently, we use the **Nelson handwriting scheme** as a basis for teaching. Handwriting is taught every week in Key Stage One and lower Key Stage Two. It is also taught, for those who need extra support, in upper Key Stage Two. Our **goal** is that all children will have a **fluent cursive script** and we encourage children to join their writing as soon as they are forming their letters correctly from Year Two.



Poetry in the Curriculum

Children **listen** to and **read** a range of poems in the EYFS and KS1 and children begin to write their own. **Meaningful** links are made to class topics or the class text being studied, as outlined in our **English Writing Pathway**. In KS2 specific poetry types are taught across the key stage. Most types are **repeated** so children can solidify their understanding of poetry techniques; enhance their skills at crafting effective poems; and practice performing poetry. We celebrate poetry in all its forms and host an **annual poetry performance**; children are encouraged and supported to learn by heart and emphasis is placed on their **performance**.



Impact - How will we know we achieved our aims?



Children are engaged and actively participate in lessons.
Children are proud of the work that they produce and want to share it with others.



Children's writing is developed from good ideas and is imaginative in use of ambitious vocabulary and figurative language.



Children can remember more and do more and have the skills and knowledge to access the whole curriculum independently and transition to secondary school with confidence.



Children can communicate effectively and can articulate themselves well.



Children are actively engaged in book talk, are inspired by the texts that they read or have listened too and want to be part of a book club.



Children take pride in their work by making choices in language and presentation to appeal to the reader.