



English at St Alban's

"Reading is like breathing in, writing is like breathing out." Pam Allyn

"There is something delicious about writing the first words of a story. You never quite know where they'll take you."
Beatrix Potter

Rationale

All pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Read Write Inc and EYFS

EYFS From week one in Reception, pupils learn how to form letters correctly. They progress quickly and begin to practise the skill of 'holding a sentence' in their head and getting it onto the page accurately. Pupils in EYFS enjoy 'The drawing club' and 'Scribble while you wiggle' programme to aid their fine motor skills.

KS1 In Year 1 and Year 2, as part of the Read Write Inc programme, children practise their transcription skills through dictation, 'hold a sentence' activities and 'edit a sentence' recognising errors in sentences and correcting them. They are taught how to spell accurately so that this becomes effortless. 'Build a sentence' supports pupils in their vocabulary development and their understanding of language. They enjoy playing with language and formulating exciting oral sentences before writing them on the page. The writing process is taught effectively and children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts.

The Get Writing! Books also include composition, grammar and spelling activities.

Curriculum Intent

We aim for children to read high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

By placing books at the core, we ensure teachers use the text as the context for the requirements of the national curriculum. The literacy tree guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons. Our chosen approach supports teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose. We always aim for our writing opportunities to be meaningful and to feel authentic. They can be short or long tasks and the audience is clearly identified.

Books offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality.

Impact

KS2 2023 Writing 83% EXS+ 7% GDS

KS1 2023 Writing 73% EXS+ 13% GDS

Implementation

The 'Literacy Tree' is used from Y2 onwards and provides book-based planning sequences, 'Writing Roots', which embed complete curriculum coverage and engage children to write with clear audience and purpose. Our 'Teach through a text' pedagogy is the backbone of each sequence. We have carefully selected a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. English curriculum maps and progression documents are in place for all year groups. Snowballing of learning with repeated practice of skills across individual sequences, terms and across the year across a range of contexts ensure that children make good progress.

In KS2, children write an extended piece of writing every 2/3 weeks. Teachers assess their work carefully and ensure that pupils understand their next steps of learning. Children who may need additional support are identified and work is scaffolded where needed to ensure success.. Teachers model the writing process effectively, talking out loud as they model writing showing the children how authors select language and punctuation for effect.

Writing for all year groups is moderated each half term across the school to ensure that judgements are correct and standardised. Reception, Y2 and Y6 teachers meet with colleagues from other local primary schools and moderate writing termly.

Handwriting We use the 'Letter join' programme - regular handwriting practice helps children to develop the fluency and speed of their writing. By the end of lower KS2 pupils should be using a cursive style throughout their independent writing in all subjects.

