

Updated: September 2021

Intent

The national curriculum in English aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

Our aim

By the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.

Meeting the needs of our pupils.

Teaching to ability Children in EYFS and KS1 are not taught English in ability groups, as a main aim of both curriculums is the oral skill of retelling stories. By not setting children they are all exposed to higher level language aiming to lessen the ability gap. In KS2 children are taught in set ability groups, this enables teachers to teach children at the correct level for their them. This also allows teachers to effectively challenge all children to help push on their learning.

Vocabulary At the beginning of a unit the teacher will go through the model text and pick out any unfamiliar vocabulary . They will then share this with the children and allow them to pick out any further words. In talk for writing this is done through a traffic light system. Using this at the beginning of the session we will use the word aware grids to teach the children the new vocabulary and then this is displayed on working walls.

Targeted interventions.– If children are struggling with a concept in writing, the teacher will pick this up and offer extra support. This can be done in lesson through teacher time or if necessary a intervention.

Oracy through talk for writing the children learn a model text. This is learnt through a text map. The children orally rehearse the text map every lesson with the aim to strengthen memory and help children internalize the text. Through talk for writing lessons children also have the opportunity to talk to their partners and to the class, have discussions, take part in drama and share their work with the class.

Cultural Capital Due to the heavy focus of the 'talk' aspect of talk for writing. It aims to get children to tell a story before a child can write one. Talk for writing also helps aid children who have different learning styles. We teach a lot of deepening understanding of texts through drama and every model text has a text map to support children.

Parents To support parents understanding of talk for writing, we aim to invite parents into school to see lessons. We also send the children home with texts maps so the parents can see how we are teaching story telling in school.

Implementation

Linking learning to EYFS, KS1 and KS2

The EYFS curriculum has been matched to the National Curriculum expectations for year 1. This allows teachers to know starting points for GLD (Good Level of Development) children as they begin their learning in year 1. We follow the National Curriculum for English, which outlines the objectives for each year group to follow and teach.

Staff training

All staff have participated in several Talk for writing trainings and in school we have a talk for writing leadership team that participate in more training across the year.

Retentions and revisiting

Children regularly revisit story types and skills through talk for writing. They are constantly using their oracy and storytelling skills through English lessons. They are assessed termly in English and also produce longer pieces of writing at least 2-4 a term that are also assessed. Teachers use these to find what skills need to be taught and what children's next steps in learning are

Timetabling

At Firs, English is taught four times a week for a hour. Additional to this children have Read write inc/SPaG time 5 times a week.

Pupils starting points

All children are formally assessed termly. Teachers assess pupils daily and through cold, warm and hot writes, which are done twice a half term. Targets are picked up from these assessments and children receive interventions or pre teaching if they need them. New children are assessed once they begin school.

Monitoring progress

Progress of the children is monitored through termly assessments.

SEND and disadvantaged

All SEND children are assessed using the same assessments. Children are then set targets specific to their needs enabling them to progress. Work in tailored to the children's needs through using more visuals, communication in print, colourful semantics or through more discussions.

Progress, attainment and future planning

All English lessons are recorded in English books. Teachers plan units of work around a focus, using a model text specific to this.

Impact

Monitoring

Book scrutiny's, staff voice, pupil voice, lesson walkthroughs, data analysis

Achievements

Every child is accessing learning at their ability. Every child, including SEND and disadvantaged have the equal opportunity to succeed by have specific interventions, pre-teaching and they are taught in specific groups based of their needs.