

# Hatherop CofE Primary

## English Curriculum

*Caring-Believing-Achieving*

### **INTENT**

At Hatherop, we aim to provide our children with secure knowledge and basic skills in speaking, listening, reading and writing in order to access the wider curriculum, achieved through:

- Providing opportunities to discuss their work and the work of others. Learning how to listen, understand and respond are key skills in all areas of the curriculum, so time is spent developing these skills in English lessons.
- Providing quality texts and frequent opportunities to read for pleasure and learn the necessary skills to decode words and comprehend sentences.
- Providing opportunities for **ALL** our children to become confident, fluent writers who are able to independently use the wide range of writing tools they have accessed and developed whilst on their writing journey with us.

By the time they leave Hatherop, we aim for our pupils to be confident and enthusiastic speakers, readers and writers, so they can take the necessary knowledge and skills to secondary school and beyond.

### **IMPLEMENTATION: Writing**

At Hatherop School we ensure that all children see themselves as a writer. All children write daily, in an English session, and across the curriculum. Teachers plan writing based on the 'The Write Stuff' by Jane Considine from Reception through to Year 6. The Write Stuff brings clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention as well as being exposed to 'real life writing' and exciting reasons to write.

The combination of fiction and non-fiction units we have carefully selected to follow provide children throughout their journey with the experience of a wide range of high-quality texts and authors. In our lessons teachers follow a repeated pattern of '**Initiate**', '**Model**' and '**Enable**' whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. The outcome of each unit will be an Independent Write which will be used to assess the pupil's skills against the Age Related Expectations (ARE) for their year.

High expectations are coupled with careful monitoring and scaffolding, enable our children to look at the structure of a sentence so that they feel ready to write independently using the wide range of writing tools. Opportunities are regularly provided to edit and improve their writing, after feedback from both their teachers and peers.

*In line with the National Curriculum, we ensure that children in each year group are taught the explicit grammar, punctuation and spelling objectives required for their key stage*

**Spelling:** Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Spelling Shed to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify words that children have spelt incorrectly from within that child's known ability and the child will practice these as part of their English lesson.

**Grammar and Punctuation:** Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the purpose of writing that they are teaching, linking it to the writing to make it more connected with the intended writing outcome. Teachers also focus on particular grammar and punctuation skills as stand-alone lessons.

**Handwriting:** We use 'Twinkl' cursive handwriting letter formation. Handwriting is taught explicitly in lessons and in context when the teacher models correct letter formation. In Reception and Year 1, children are taught printed letter formation which is a good starting point for them until they move to a cursive style in Year 2.

### **IMPACT:**

#### **Will be shown through**

- Summative assessment of grammatical knowledge and spelling NFER tests (3 x per year).
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding.
- Termly moderation of writing between year groups / phases and externally providing robust judgements.
- Monitoring of progress from year to year and key stage to key stage ensuring pupils remain 'on track' from their starting points.
- Termly monitoring of books show clear evidence of the use of vocabulary, spelling, grammatical understanding, and punctuation