

Subject Intent through our Values

Community

We seek opportunities to write for real audiences in our community for a range of meaningful purposes. We prioritise our English curriculum as we believe firm foundations in literacy will equip our children with the tools they need to participate fully as a member of society.

Peace

We intend for our children to be effective communicators who can articulate their thoughts and feelings efficaciously, thus promoting positive emotional, social, intellectual and spiritual wellbeing.

Love

We intend to create positive speaking, listening and writing encounters so children can experience the associated advantages to their mental wellbeing.

Resilience

Our children are supported to see learning as a journey we are on together, whereby mistakes are an opportunity to learn something new. Our developmental marking policy promotes independence, resilience and ownership of personal targets as these are traits, we want our children to internalise. Making edits and improvements is a valued part of that journey.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- Experience days bring learning to life
- Links to real-life contexts
- Trips and visitors – authors, national celebrations
- Quality Texts including heritage
- Progression through genres and text types
- Reading and Phonics Catch-up groups
- Reading Scheme
- Buddy Readers from Year 6
- Vocabulary enrichment strategy

Our Curriculum Approach

A 'Talk for Writing' approach in EYFS and KS1 guides children towards independent application, whereby they can confidently invent their own compositions, through a 3-stage cycle of Imitation, Innovation and Independence. In KS2 we use 'The Write Stuff' to help children progress in their learning, Children continue to develop their 'toolkits' using 'The Writing Rainbow'. Both schemes favour an oracy approach with the goal to create fluent writers and confident communicators.

No-nonsense Spelling is used across both the Infants and Juniors.



How we develop children's language, including subject specific and technical vocabulary and oracy:

Oral skills are developed through peer talk, self-reflection, oral rehearsal, retelling stories and performing their writing to an audience.

Grammatical terms are taught explicitly in the context of a text type.

Vocabulary is extended through the creation of model texts, exposure of high-quality texts with ambitious vocabulary, the use of dictionaries, thesaurus' and creating word banks.

Spirituality

At Walsh, we encompass spirituality in English by teaching children's fundamental skills that are transferred into everyday life, connecting them with the wider world.

How we assess:

- RQ – Response questioning
- Self and Peer Assessment – purple pen
- Success criteria/Toolkits
- Year Group writing standards checklists
- Internal and external moderation
- Phonics assessments
- Weekly spelling test
- Formative, summative and teacher assessments are used to triangulate termly judgements.

Big Ideas

Writing for Purpose:

- Composition
- Transcription
- Purpose
- Text Types
- Writer's craft

Oracy

Confident Speakers

Strong links to Reading

Teaching and Learning Approaches used in this subject:

- Identifying the purpose, audience, form and tone for writing
- Opportunities for practicing writing skills through engaging, multi-sensory provision
- Activation of prior knowledge and use of displays to document the learning journey
- Ample opportunity for oral rehearsal of sentences
- Modelled processes of writing (linked to toolkits, plot patterns and lenses)
- Use of writing maps to support planning
- Metacognitive and self-regulatory approach to promote meaningful and personalised learning
- Evidence-led spelling practice bolstered with systematic vocabulary pedagogy.

How we Adapt Teaching to meet the needs of our Pupils:

- Adapted modelled texts, sentence stems and visuals – **dual coded**
- Writing frames for children to scaffold or embellish their work.
- Adults are used effectively to support and stretch children in lessons.
- Vocabulary instruction with strong cross curricular links to "close the gap"
- OAP strategies to promote QFT across all classrooms for all children.