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| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary School**‘I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.’** **Psalm 32:8**BcL READING-INSPIRED CURRICULUM: ENGLISH WRITINGINTENT, IMPLEMENTATION AND IMPACTSubject Team: Mrs Newbury (English Lead) & Mrs Holt (Phonics) |
| INTENT: |
| We are determined that:At our school, we endeavour to create a love for literacy. We want every child to leave us with the skills of an excellent writer. Throughout their time at Blyton cum Laughton children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of texts t inspire different genres of writing. We expect the highest standards of writing every time a child writes in any subject.We aim that:* Children have the ability to write with fluency and each has an author’s voice.
* Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this.
* Children develop writing from high quality text models and worked examples.
* Children develop proficiency in writing in a range of genres, have a sophisticated bank of vocabulary, and an excellent knowledge of writing techniques to extend details or description.
* Opportunities for writing purposefully are developed through all areas of the curriculum within all year groups.
* Children develop writing stamina.
* Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
* Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.

By the end of each key stage, we expect children to have met the objectives set out in the National Curriculum. We achieve this by ensuring that a progression of English knowledge and skills is taught throughout a child’s journey at Blyton cum Laughton Church of England Primary School.Using our school Christian Values, we will:Friendship - develop the communication skills to work togetherCourage - meet new reading and writing challenges with positivityHope - persevere and try different ways to develop our reading and writing skillsThankfulness - feel confident in our skills and knowledgeCompassion - use our communication and our own knowledge to support others in our love of reading and writingTrust - have faith in the knowledge and skills we have already to meet new challenge |
| IMPLEMENTATION: |
| We ensure that children develop a love of writing and the skills needed to be an effective writer:* Teachers ensure that short and long writing opportunities are regularly provided in a range of curriculum subjects.
* Modelled, shared, guided and independent writing are frequently used by teachers.
* Children are provided with clear expectations and outcomes when writing.
* Spelling, Punctuation and Grammar are taught within lessons and applied to their text.
* High-quality texts are used as models for children’s own writing.
* Activities and tasks provide learners with the appropriate level of support and challenge.
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| IMPACT |
| We endeavour to increase children’s knowledge and understanding, so that they become proficient in selecting and using scientific equipment, collating and interpreting results as well as becoming increasingly confident in their ability to draw conclusions based on real evidence. Our curriculum delivery is designed to promote critical thinking, questioning skills and the use of a wider range of vocabulary in communicating with their peers. End points: By the end of EYFS, pupils will* Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be ready by others.
* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

By the end of Key Stage 1, pupils will:Spell by:* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
* learning to spell common exception words
* learning to spell more words with contracted forms
* learning the possessive apostrophe (singular) [for example, the girl’s book]
* distinguishing between homophones and near-homophones
* add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
* apply spelling rules and guidance, as listed in English Appendix 1
* write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
* form lower-case letters of the correct size relative to one another
* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
* use spacing between words that reflects the size of the letters.

Develop positive attitudes towards and stamina for writing by:* writing narratives about personal experiences and those of others (real and fictional)
* writing about real events
* writing poetry
* writing for different purposes
* consider what they are going to write before beginning by:
* planning or saying out loud what they are going to write about
* writing down ideas and/or key words, including new vocabulary
* encapsulating what they want to say, sentence by sentence
* make simple additions, revisions and corrections to their own writing by:
* evaluating their writing with the teacher and other pupils
* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
* read aloud what they have written with appropriate intonation to make the meaning clear.

Develop their understanding of the concepts set out in English Appendix 2 by:* learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
* learn how to use:
* sentences with different forms: statement, question, exclamation, command
* expanded noun phrases to describe and specify [for example, the blue butterfly]
* the present and past tenses correctly and consistently including the progressive form
* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
* the grammar for year 2 in English Appendix 2
* some features of written Standard English
* use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

By the end of Key Stage 2, pupils will:* use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* continue to distinguish between homophones and other words which are often confused
* use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
* use dictionaries to check the spelling and meaning of words
* use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
* use a thesaurus.

Write legibly, fluently and with increasing speed by:* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task.

Plan their writing by:* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to
* guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:* assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural,
* distinguishing between the language of speech and writing and choosing the appropriate register
* proof-read for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Develop their understanding of the concepts set out in English Appendix 2 by:* recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
* using passive verbs to affect the presentation of information in a sentence
* using the perfect form of verbs to mark relationships of time and cause
* using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees of possibility
* using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:* using commas to clarify meaning or avoid ambiguity in writing
* using hyphens to avoid ambiguity
* using brackets, dashes or commas to indicate parenthesis
* using semi-colons, colons or dashes to mark boundaries between independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently
* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

This document should be read in conjunction with our reading and writing progression documents and class reading inspired curriculum. |