

Little Sutton Church of England Primary School
Writing Statement

Intent

At Little Sutton Church of England School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of cultivating a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Implementation

The 2014 National Curriculum states that:

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum using the 'Pathways to Write' and 'Pathways to Read' schemes. This organisation provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Each day, children take part in whole class and/or group reading lessons whereby the teacher uses good quality, rich texts to enable discussion, excitement and development of language. This in turn inspires our children to incorporate language from these texts in their own writing. All teachers strive to deliver stimulating English lessons which incorporate cross curricular themes, drama, outdoor learning, ICT and collaborative learning. Delivering exciting lessons leads to a strong motivation to write.

We also provide a wealth of enrichment opportunities, from hosting World Book Day, organising whole school writing events, inviting school 'friends' to share books and stories, as well as reading challenges in collaboration with the local libraries.

We believe it is highly important to give children feedback that is rich and meaningful. Part of our rigorous marking policy is to provide children with instant 'live' feedback during their lessons, recognising their achievements and highlighting areas to be improved. By doing this, the children have a much better understanding of how to improve their own work and put their learning into action. Providing in the moment feedback also helps to create an open and honest classroom environment whereby children feel confident to address misconceptions and raise any thoughts about their learning.

Impact

As a result of this curriculum, we have a community of increasingly enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

English in the Early Years

At Little Sutton Church of England School, pupils in the Early Years start to learn basic key skills that will enable them to begin to read and write independently, as well as have time to develop vocabulary, interact with others and listen well. Much of this learning takes place through play and 'real life' situations. The children also have discreet Phonics lessons daily following the Jolly Phonics scheme. In the second term, children begin to take part in daily storytelling sessions which begin to expose children to story structure, characterisation, and reading for pleasure.

English in Key Stage One

As pupils move into Key Stage One, learning becomes more formalised. English is delivered as an individual subject using 'Pathways to Write', but also through cross-curricular themes. In Key Stage One, daily discreet Phonics lessons (Jolly Phonics) are taught in class groups, as well as 'Pathways to Spell' in year 2. The children also have daily English lessons with an emphasis on real texts. Children take part in whole class reading sessions, guided reading sessions, individual reading sessions and have regular story times to develop a love of reading. Provision is made for children who require extra support through intervention programmes and differentiated class teaching and extended Phonic sessions.

English in Key Stage Two

In Key Stage Two, Children have daily English Lessons including Spelling, Punctuation and Grammar for writing using the 'Pathways to Spell' scheme. Additional English sessions include Whole Class and Group Reading, handwriting (using 'Letterjoin'), and a class novel which is read at the Teacher's discretion at a time throughout the day. The children's lessons incorporate an equal balance of speaking, listening, writing and reading. We use a wide variety of texts including fiction, non-fiction, poetry, plays, advertisements, magazines, letters, song lyrics, diaries and dictionaries. All pupils are given work at their ability level and challenged where necessary. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Equal Opportunities and Inclusion

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children for whom English is an additional language will receive additional support as appropriate.

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be

provided and demonstrated by children who require further challenge. All pupils are entitled to access the **writing** curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of '**What Do I Know Now?**' and '**What would I like to know?**', teaching takes account of children's own interests to ensure topic relevance to all individual learners.

Assessment and Recording

Assessment for learning underpins teaching and learning in English. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes. Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year. Pupil Trackers are updated regularly electronically using 'INSIGHT'.

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress.

Summative Assessment

This includes:

- End of year screening in Reception.
- Phonics screening in Year One
- Writing baseline in Key Stage One and Key Stage Two
- 'Write Away' writing tasks are assessed against taught objectives at the end of every unit and progress is tracked.
- Year Two National Curriculum tests
- Years Three, Four and Five optional tests
- Year Six National Curriculum tests
- Spelling Test of the National Curriculum Must Learn Words – spelling and reading

British Values

- **Behaviour in class:** Effective learning takes place in a classes where there is tolerance and mutual respect (as set out in the Equality Act) and where those with the protected characteristics receive fair treatment, so that all are treated equally. All providers should have a code of conduct. By maintaining these standards of behaviour in class, teachers will be promoting British values.
- **The Law and Democracy:** The process of facilitating classroom debates can be used to link to democracy as they should allow all opinions to be heard in a respectful way. This

will reinforce the concept of democracy.

- **Individual liberty:** Children can explore individual liberty through a study of texts, audio and video. English gives numerous opportunities to explore individual liberty as a concept and as part of British values.
- **Tolerance and mutual respect:** There are frequent opportunities in English lessons to discuss tolerance and mutual respect through the choice of materials which are studied. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance.

Christian Distinctiveness

Christian values such as forgiveness, perseverance, truthfulness, kindness, service and friendship underpin and enhance everything we ALL do within the community and fellowship of our school. These are evident in the way children and adults behave within English sessions and are implicit parts of the books and topics we have chosen to study.

The Curriculum Leader for English is:

Miss Diana Boycott