

English Intent, Implementation and Impact Overview

At Ivybridge Primary School, we use the writing approach 'The Write Stuff'. Children are able to learn in mixed ability groups so that vocabulary can be shared between all children with the intention of closing the gap.

The Write
Stuff

Intent

It is our intention that we encourage our children to become confident, articulate and imaginative writers who can write effectively across a range of genres. English is a rich and varied language, full of complexities and should be a subject to be enjoyed by all. At Ivybridge Primary School, we value the spoken and written word. The English curriculum is designed to offer children a range of plentiful texts to immerse themselves in, sparking their imagination and offering them the skills to access texts independently.

We inspire an appreciation of our literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We encourage children to speak with confidence, through discussion as well as adopting listening skills.

We firmly believe that a solid understanding of the English language, allows children to successfully access a broad and balanced primary curriculum. Our broad and balanced curriculum offers a range of opportunities for children to aspire and achieve their goals.

Implementation

At Ivybridge Primary School, we provide our pupils with a wide range of opportunities to hear and use good quality and adventurous vocabulary, focusing also on variety. All members of staff model correct, standard English. Children are encouraged to ask questions, discuss in pairs and groups and to use conventions for discussion as well as debate. Opportunities for drama are sought throughout our curriculum, as it is recognised that the skills that are developed through this medium are essential to experimentation of language use.

Read, Write, Inc. (RWI) / Phonics:



We understand the importance of children being able to read, as this is the bedrock of independent learning and allows children to fully access the wider curriculum. In order to ensure children are able to read, children from EYFS to Year 2 are taught daily phonics lessons through the Read, Write, Inc. programme. This involves all teachers and teaching assistants adopting the same approach to phonics, including strategies such as 'Fred Talk', 'Fred In Your Head' and 'special friends', for example.

Regular assessments of the children's abilities are implemented, whereby children are organised into phonics groups, which enables children to access learning that is appropriate for them. Where appropriate, children in KS2 may attend phonics sessions, so that they can read English and access texts. These interventions are based on regular assessments of the children's reading abilities.

We firmly believe in a consistent approach to reading, and we encourage parents to adopt the same approach, in order to support the children's learning.

Reading:

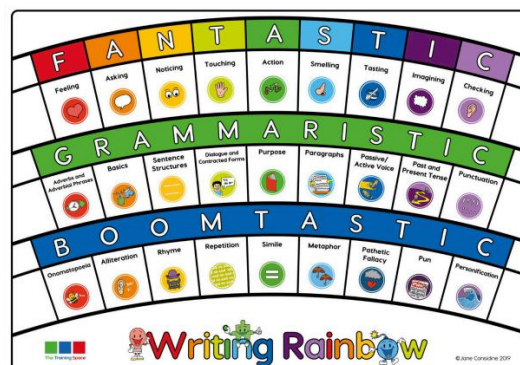
Our English curriculum encourages a love of reading through rich and varied texts assigned to each year group through 'class readers'. These texts form the foundation of the English curriculum and children are immersed in a broad and balanced variety of authors, genres and styles. Where children are not completing the Read, Write, Inc. scheme, daily reading sessions are adopted, which teach reading skills for decoding as well as reading skills for reading comprehension. Children are explicitly taught reading skills, using targeted comprehension lessons through to texts with accompanying questions that target specific skills and question domains.

Reading should be a pleasure, and across KS2, children will spend a significant amount of time reading their class reader, focusing on reading fluency, intonation and expression, as well as understanding the text.

Children regularly (usually weekly) visit the school library/classroom book corner, where they choose texts to read both in class and with their adults at home. These texts are based on assessments of the children's reading ages and abilities (STAR tests), but also offer the children ownership and freedom to choose their own books, thus developing a love of books.

Writing:

In KS1 and KS2, we aim to encourage a love of writing through adopting Jane Considine's, 'The Write Stuff' approach. The teaching of writing is looked at from three different zones of writing. The Fantastics, Grammaristics and the Boomtastics.



The Fantastics system uses a child-friendly acronym to represent the nine idea lenses through which pupils can craft their writing. The Grammaristics are an accessible

way to target key weaknesses in pupils' grammatical and linguistic structures. The techniques of writing are brought to life by the Boomtastics – the magic ingredients children need to begin developing their unique writing voices.

We adopt an 'Initiate, Model and Enable' approach to writing so that children are able to regularly practice writing and are given the tools to write a sentence concisely. Writing is often linked to the class reader text and is generated from this, helping children to form links between what they read and what they write.

Spelling:



In KS1, we follow the Read, Write, Inc. programme and also learn common exception words. In KS2, we follow the Oxford Owl spelling programme, which follows the National Curriculum (2014) spelling objectives for each year group. Every week, children are given a set of spellings to learn at home and parents are encouraged to support children in learning these words. Weekly spelling lessons are taught, outlining a specific spelling rule, followed by text books for the children to access activities, which relate to the spelling rule taught that week.

Grammar and Punctuation:

Long Term Plans outline progression in the teaching of grammar and punctuation. Children are taught key rules and strategies, with opportunities to investigate how other writers have applied these skills to model texts and extracts, in order for children to apply these skills independently.

The teaching and learning of grammar and punctuation is embedded within the English teaching sequence. This means, grammar and punctuation skills and knowledge are built into a sequence of preparatory work which is then applied within longer pieces of writing during the teaching sequence.

Handwriting:

Cursive handwriting is taught in a sequential and progressive manner. Teachers and teaching assistants model the cursive handwriting style. We believe that when a child demonstrates quality presentation, their self-esteem increases. We base the handwriting on the Read, Write, Inc. handwriting approach.

Handwriting sessions are taught discretely in Reception and KS1 and they are regularly incorporated into the English lessons across KS2. Extra handwriting sessions are given to those children who require intervention. We aim for children to form their letters correctly, joining with the cursive style and develop good handwriting habits so that they can write fluently, legibly and at speed by the end of KS2.

Impact

At Ivybridge Primary School, we want our pupils to achieve success within writing, whatever their ability. We want them to be inspired to write, enjoy writing and untimely see themselves as writers. We want children to be skilled at writing for different audiences and purposes and we aim for children to take pride in their presentation, spell words correctly and write in a grammatically correct way.

Outcomes will be visible in Writing books but also in all books across the curriculum. We aim for the percentage of pupils working at age related expectations and at greater depth to be in line or better than national standards.

Assessment criteria has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their reading and writing learning as they move throughout the school, ensuring that children are supported and challenged as appropriate. This data is analysed on a termly basis, and points for action are chosen to address any identified gaps for individuals in each class.

In addition, teacher assessment is informed by the termly (bi-termly in Year 6) undertaking of PiXL papers across KS2 which provide cross-class as well as individual pupil data. This is then analysed and utilised to identify key gaps across classes, groups and individuals, which is then addressed through future planning and interventions.

A particular development focus on phonics is being pursued through the Read, Write, Inc. programme undertaken SLT.

At Ivybridge Primary School, we intend our English curriculum to enable children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We wish children to leave Ivybridge Primary School with a love of the English language, fully equipped with the skills necessary to achieve well in reading, writing, speaking and listening.