English – writing

Curriculum Intent

Our curriculum offers a high-quality English education which provides a foundation for understanding the world and the ability to read, discuss and write about it. At Apley Wood Primary Academy, our English curriculum offer is taught through immersion in high-quality texts to develop young learners to have fluency and depth of understanding in a range of reading, writing, grammar and punctuation skills. The children are also given opportunities to analyse and discuss the social, moral, cultural and spiritual aspects of the texts that they are using and the genres that they are studying.

The expectation is that the majority of pupils will move through each year group following the school's progression document. Our English curriculum focuses on giving the children opportunities to overlearn foundational skills and knowledge surrounding transcription and composition throughout the year and the key stages.

Curriculum Implementation

At Apley Wood Primary Academy, we aim to enthuse children in order to develop their thirst for reading and writing. We achieve this by developing their foundational knowledge and skills for writing alongside providing interesting, challenging and meaningful opportunities that can motivate pupils to view written communication as useful, important, enjoyable and fulfilling. Within daily English lessons, we provide children with the opportunity to practise the foundational writing skills of transcription with a discrete focus on spelling and handwriting each session. Children from year 2 (who have completed the phonics programme) to Year 6 also complete daily spelling practice at home and at school. They are tested each week on the spellings set. Children in year 5 and 6 also complete spelling, punctuation and grammar homework based on what has been taught in that week's spelling, punctuation, and grammar lesson using CGP workbooks. Ensuring that children are secure with spelling, punctuation and grammar is a fundamental part of our English curriculum. All children, starting from year 1, will be assessed at the end of their year group on the spellings or spelling patterns covered throughout that year. This is used to identify gaps and inform spelling lists for the following year.

The teaching of transcription begins when starting Apley Wood Primary Academy in EYFS through 'Drawing Club', phonics and English opportunities within our continuous provision during independent learning time. The curriculum progression then allows pupils to develop their understanding of sentence structure through the use of dictation, oral rehearsal and written composition. Children learn to write a range of genres using themes which are also linked to the other foundation subjects that they are studying. By following a three-phase structure towards writing lessons in key stage 2 (understanding the text, acquiring key knowledge and skills and composition), it allows pupils to develop a wide range of vocabulary and understanding of different genres which enables them to become successful, varied writers. All children from year 2 upwards have access to writing journals which contain information on the different word classes and banks of vocabulary which the children can select from to use in their writing. Children with specific spelling and vocabulary needs have access to spelling mats and punctuation prompts in the back of their English books. Children are then given the opportunity to edit, improve and redraft their writing to address their previous targets and embed the grammar they have been taught within the sequence of lessons.

Curriculum Impact

Throughout each lesson, formative assessment takes place and feedback is given to the children through written or verbal feedback, close the gap and extension tasks. Children are assessed at the end of each 2 or 3 week genre sequence on their independent writing. Teachers then use this assessment to influence their planning and ensure they are providing an English curriculum that will allow each child to progress. The teaching of English is also monitored on a termly basis through book monitoring, learning walks and pupil voice activities. In EYFS, observations and assessments are completed regularly throughout the

week. Each term children from Year 1 and above complete a summative NTS spelling, punctuation, and grammar assessment to help them to develop their testing approach and demonstrate their understanding of the spelling, punctuation and grammar covered. Year 2 and Year 6 will use previous SATs papers. The results from both the formative assessment and summative assessment are then used to determine children's progress and attainment and to inform planning for the following term.