



Subject on a page – English

At Belgrave we believe that an excellent English curriculum will develop creative and empathetic children who have the skills for life in modern Britain. We want our pupils to leave primary school as enthusiastic writers, ready for the next stage of their education.

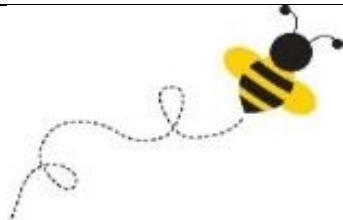


Intent – we aim to:

Provide children with an engaging and exciting curriculum that allows them to become effective listeners and confident communicators.	Give children the opportunity to explore language and develop a rich and wide vocabulary.	Develop their love of writing through using inspiring texts and giving them a range of purposes and audiences to write for.	Give the children a rigorous foundation in spelling, punctuation, grammar and composition ready for the next stage in their education.	Provide the children with high quality teaching, providing a secure basis in literacy skills to give our children the tools they need to participate fully as a member of society.
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Implementation – how we achieve our aims:

Consistent Systematic Approach National Curriculum objectives are supported using high-quality, research backed resources from the Ready Steady Write units of work. This consistent approach allows for the progressive development of language and introduces children to inspiring, challenging texts and writing tasks, with a wide range of vocabulary and grammar structures. Classroom environments support the consistent RSW approach with working walls showing the writing process through it's phases.	Strong foundations – EYFS Daily Monster Phonics sessions are started promptly at the beginning of children's time in Reception. Children are exposed to a range of text types and fine motor skills developed to support early writing. Children are supported with the foundations for composition of writing from the moment they enter Reception. With a focus on oral language, story songs and the development of foundational skills, children are engaged from the start, for example with Story Friends and Sentence Snake.	Grammar, Punctuation and Spelling Monster Phonics is used in EYFS and KS1 to lay the foundations to become successful spellers. In KS2 "Superhero Spellings" supports the content of the National Curriculum in weekly spelling and practice sessions through three core phases: Learn, Build and Show. Grammar is taught contextually within the Ready, Steady Write units' focussing on sentence accuracy. This encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study for writing. Spelling shed is used at KS2 to reinforce learning.
High Quality Texts Through the use of high-quality, vocabulary-rich texts, we provide a range of exciting and meaningful reasons to write. These will include fiction, non-fiction and poetry. Children are immersed in literature and taught to craft their writing with precision.	The Writing Process The writing process is consistent across school following a four-stage process: Immerse, analyse, plan, write. High quality modelling by teaching staff is crucial at each stage of the process.	Handwriting Correct letter formation is taught in EYFS and practised daily as well as developing gross and fine motor skills, coordination and positional awareness, core strength, stability, balance and spatial awareness. In Y2 children are introduced to cursive letter formation which is then built on in Y3. Explicit handwriting teaching continues throughout KS2 to develop automaticity and a personal style.
Recording work In English books, there will be footprint of learning through the whole writing process from immersion, analysis, planning, writing (including editing and revising). Children will share their work in a variety of ways including reading to peers, other classes and publishing their work. Children will edit their work in red pen, often working with a peer to make changes.	Feedback and Reflection Feedback in English is given in a range of different ways: On-going verbal feedback, whole class evaluation and feedback, peer marking, self-assessment and written marking. Wherever possible feedback will be done at the point of learning. In books at the end of longer pieces, teachers will mark in black pen and write a positive comment to acknowledge the hard work/ achievement.	British Values and Encouraging Diversity Through our 'No Outsiders' approach, we celebrate difference; children learn that we are all different and all equal. They learn about the 2010 Equality Act and are better prepared for life in the modern world. English texts are often used to support and promote British Values and diversity.

Children also have separate books for handwriting, spelling and grammar.				
Adaptive Curriculum Children will be expected to access the same objectives as their peers with adaptive teaching used to ensure all learners experience success, make progress and feel challenged. Where this is not possible, further adaptations are made to ensure that children are accessing the right level of English teaching.		Explicit Vocabulary Development Children will be exposed to and explicitly taught new and challenging vocabulary at all stages of their time in school. Teachers will focus on Tier 2 vocabulary, providing repeated exposure and opportunities for pupils to use new language.		Oracy and Drama Development We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Preparing presentations, taking part in class performances and class debates may all be used to enhance and encourage the children to become active listeners and confident, articulate speakers.
Cross-curricular links Where appropriate, links to other subjects will be made but not at the expense of the subject specific knowledge or skills.				Partnerships and Engagement We recognise the importance of making strong links with parents and the wider community and the positive impact these can have on English teaching at Belgrave. Through Class Dojo, Celebration assemblies, workshops and PTA events we try to fully involve parents in their children's journey through school.
Impact – how we will know if we have achieved our aims:				
Children are interested to read and write and are engaged during English lessons.	Children become creative, imaginative writers who can communicate in a range of different ways according to audience and purpose.	Children have a solid grounding in spelling, punctuation and grammar so that they can go on to develop English skills at the next stage in their education.	Children are able to apply writing and reading skills across the wider curriculum and are ready to do this at secondary level when they leave Belgrave.	Children are respectful and active listeners and can speak clearly to express their own thoughts, opinions and ideas.
Class teachers will continually assess the progress and attainment of the children in their class through: • Insightful questioning and discussion which highlights misconceptions and understanding. • Reviewing work in books. • Low stakes tests. Summative judgements will be made termly, supported by Ready Steady Write assessment grids, moderation sessions and KS1 and 2 writing frameworks. These judgements are then shared at progress and review meetings with head teacher where key questions are asked: • Are they on track to meet end of year expectations? • Are they making progress? If the answer to either of those questions is NO, then a conversation will be facilitated to understand why and what extra support may be needed. Subject Leaders will monitor progress across the school - whole classes, groups (SEND, PP) and individuals. Pupil voice – focussed on small groups from each year group. This is a way of understanding progress and attainment on a more individual level. Focussed questioning will check children’s engagement with and understanding of maths. Books – monitoring during staff meetings; a good way of seeing progression within the year and across years.				