

## Raeburn Primary School

### English Writing Curriculum Statement of Intent

At Raeburn Primary School we believe that literacy and communication are essential life skills. In our English and Phonics teaching, we strive to give children the necessary tools to be able to communicate effectively and creatively through spoken and written language and to equip them with the skills to become lifelong learners. We want our children to express themselves clearly and articulately, and find their voice as a writer and a speaker. We also encourage children to develop a love of reading by using quality texts and topics which inspire and excite young readers and writers.

The English curriculum at Raeburn Primary School is delivered using the National Curriculum English Document (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum. The changes to the EYFS have shown the importance of literacy and the building block skills of writing and talk are promoted and developed from the moment a child begins school. We utilise the Read Write Inc programme throughout Key Stage one to support our children's learning of phonics and spelling. Where appropriate, English units will link to creative curriculum themes to promote cross curricular learning.

### Writing

At Raeburn Primary School we understand the importance of a learning journey that leads to opportunities for extended pieces of writing. By building up to a piece of writing, a teacher can ensure that key skills are taught that can be utilised and improved within the piece of writing. Much of the writing across the school is linked to a topic or a class text, carefully chosen to inspire and excite the children.

Teachers will often start with a stimulus, which could be a key part of the class text. To familiarise children with a particular new genre of writing, they will be shown different examples of a particular genre to understand their key features.

A teacher will also plan opportunities for children to share ideas, discuss their writing, and to collaborate with a partner, group or as a class. At Raeburn we understand the importance of talking when building towards a piece of writing, and we encourage the use of Drama techniques such as hot seating to build children's understanding.

Shared and modelled writing takes place within English lessons. This allows the teacher to demonstrate good writing practice to the children while using their ideas. Success Criteria will

be shared with the children, and as they progress through the school, they learn to self assess their writing, utilising their green editing pen.

As an important National Curriculum skill, editing, drafting and improving their work must be explicitly taught, and teachers will often revisit a piece of writing, looking for ways to improve and use new skills.

Children are expected to write frequently in a range of forms. This may be responses to a text, planning, short writing tasks such as writing as a character or writing a whole story or report as an extended piece of writing. Children will be exposed to a range of writing genres throughout their time at Raeburn, covering narrative writing, non fiction, persuasive writing and also poetry.

In the new English curriculum, spelling, punctuation and grammar (SPaG) now play a key role in children's writing. At Raeburn we aim to teach these skills within the context of a relevant piece of work, to ensure better retention. Children are then given focused spelling or grammar tasks to practise. These skills are referred to during English lessons and children are encouraged to integrate their grammar and spelling learning within their writing. SPaG is also taught discretely to cover the objectives for each yearband. Early morning sessions provide additional time for children to be taught and practise their weekly spellings and handwriting. Handwriting and basic letter formation is taught at Raeburn through the Read Write Inc Scheme. Through KS2, children have handwriting sessions within their morning activities, and those children who require additional support can be identified for work through a targeted intervention. Currently, children in KS2 can work towards earning their pen licence, which allows them to write using a handwriting pen. Handwriting pens can also be used by all children for extended writes or final pieces if a teacher believes this to result in an improved piece of work.

By the time they leave Raeburn Primary School, we are confident our children will have been inspired by different stories and topics, and will have learnt how to express themselves clearly and be creative.

### **Reading (see full Reading subject statement)**

Reading is an important part of the English curriculum in our School. Whilst on the Read Write Inc scheme, children in KS1 are given Reading books appropriate to their level, and are regularly assessed. These books are provided and sent home on a weekly basis for parents to read with their children. (This is explained in more detail in the Reading statement.)

Across the school, reading is promoted through Reading Record Books, which encourage parents to read to and listen to their children, and record the number of times this is happening

at home. Children who have moved on from the read Write Inc scheme in KS2 have access to the school's free reader book selection.

Shared reading takes place within English lessons to provide enriching experiences through more challenging texts. Teachers use these texts to teach these key reading skills that deepen children's understanding as readers;

- Questioning - What do we want to know to understand the text better?
- Summary - What are the key points or events?
- Inference - What can be deduced from the clues we have?
- Clarify - What does a particular word mean? / Why has the author used it?
- Prediction - What could happen next?
- Links - What other stories is this like? What is the overall theme?

These skills will be developed through writing and comprehension activities. Teachers also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader, and each week teachers will also read to a different class