



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
 - E veryone thriving in a secure, safe and happy environment
 - B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Writing at Raeburn Primary School

Intent

High Expectations	Modelling	Vocabulary	Inclusion
All pupils are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach which is accessible to all pupils.	Teachers use modelling of sentences within lessons and provide examples of what is expected and have high expectations.	We aim to broaden children's vocabulary and are clear when using terminology relating to Spelling, Punctuation and Grammar. Teachers actively teach new vocabulary and use working walls to promote a broader vocabulary to children.	The needs of all pupils are supported and catered for in an individualised approach. Where necessary, teaching and learning is adapted and additional support is in place to ensure that all pupils can achieve. All pupils are expected to take part in all English lessons.
Knowledge and concepts	Skills	British Values	Cultural Capital
Pupils are taught the programme of study for English using the Pathways To Write scheme in Key Stage 1 and 2. Knowledge is built upon each year enabling clear progression in English skills. Children follow the Read Write Inc spelling scheme.	We aim for all pupils to become able to develop their abilities through an integrated programme of spoken language, reading, writing, grammar, punctuation and vocabulary development following the National Curriculum objectives.	<p>Democracy Take into account the views of others in shared activities.</p> <p>The Rule of Law Undertake safe practices, following class rules during tasks and activities for the benefit of all. Understand the consequences if rules are not followed.</p> <p>Individual Liberty Work within boundaries to make safe choices during practical activities. Tolerance of those with different faiths and beliefs</p> <p>Mutual Respect To behave appropriately, allowing all participants the opportunity to work effectively, share ideas and opinions. We review each other's work respectfully, and work collaboratively when planning writing.</p>	We have chosen texts that represent people, characters, places and cultures from around the world.

Implementation

Curriculum(concepts, knowledge and skills)	Vocabulary
Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. In EYFS, children are introduced to carefully selected stories to develop their skills in	We aim to give our children the best chance to leave

<p>communication and language as well as in reading and writing and have focused teaching on writing based on one chosen book each half term. Children follow the Drawing Club scheme to stimulate awe and wonder and ideas for learning through play and writing. There are additional opportunities for writing within the provision and enhancement tasks. Children follow the Development Matters Government Guidance objectives, and writing is promoted throughout their learning environment.</p> <p>In Key Stage 1, phonics, reading and writing is planned and organised using Read Write Inc, where children move through the program, applying their phonics learning to their writing and guided reading sessions. Daily Read Write Inc phonics sessions support early reading and writing, where their home reading is also linked to their current phonic attainment.</p> <p>In addition, we teach the National Curriculum, supported through The Literacy Company's Pathways To Write scheme from Year 1 to ensure clear skills and knowledge progression through a mastery approach. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All the planning is based on high quality texts aimed to engage all students and build cross-curricular links as well as boosting reading and enthusiasm for literature in the classroom. Balance is ensured through group and individual tasks, independent and supported contexts and shorter or longer writing periods. The modelling of high quality writing is embedded across school.</p> <p>The Pathways To Write approach is as follows; Gateway: Hook the pupils into learning. Establish Gateway keys Pathway: Teach and repeat Mastery keys / Practise and apply in new contexts / Identify Feature keys Writeaway: Plan (sequence, section, share with a friend) / Write / Check against Mastery keys Children in Year 5 and 6 also do additional extended writing pieces based on other topic work to provide more opportunities for writing that can be assessed against their end of year NC objectives.</p> <p>In Year 3 to 6, daily Spellings sessions (20 minutes using Read Write Inc Spellings) are used. This program continues to link spelling to the phonics program taught in EYFS and KS1, ensuring consistency in approach and progression.</p> <p>Handwriting is taught daily in EYFS, with an extended focus session each week. Through KS1 and 2, Handwriting is taught regularly using the teachhandwriting website, ensuring consistency in approach and progression. In upper Key Stage 2, children are taught a fluent, legible joined style. We provide a rich environment where all children can enjoy learning, build self esteem and develop lifelong reading, writing and listening skills.</p>		<p>Raeburn able to express themselves clearly utilising a broad and rich vocabulary. Vocabulary specific to the particular task and unit is outlined in the Pathways planning. Children are actively taught new words and given a context to use them. Teachers utilise vocabulary building activities to build pupil understanding.</p> <p>Reading across the curriculum</p> <p>Stories are used as a hook/link to focus our writing within the Pathways To Write scheme. Each year has units of work with a rich selection of fiction and nonfiction texts to engage the children in their learning. These stories will help to develop their imagination. Our expectation is that reading will be visible in every classroom to help enhance the learning experience and provide further opportunities for research.</p>
<p>Inclusion</p>	<p>Assessment</p>	<p>CPD</p>
<p>SEND,EAL and Pupil Premium pupils are all expected to take part in English lessons and teaching and learning is adapted to meet the needs of individuals who need more support. All pupils work from the same starting point within their year group and any gaps in knowledge identified are addressed through support within lessons and writing frames to scaffold their understanding.</p>	<p>Assessment is an integral part of the English curriculum. Assessment is ongoing in lessons where teachers feedback to pupils verbally and live mark. At the beginning of a unit, all pupils will be asked to write a short piece of writing to highlight current writing knowledge as part of the Gateway stage. When completing a piece of extended writing, teachers will mark using a Mark My Words sheet which makes it clear which skills have been demonstrated in that piece. Following the Pathways To Write planning, the final part of each session will give pupils the opportunity for self-reflection and discussion of key</p>	<p>All staff have regular moderation meetings with staff from other schools to ensure consistency in their assessments. Staff are able to prepare for each module by watching the CPD subject knowledge training</p>

	learning points.	videos on the Literacy Company website.
Monitoring	Parental involvement	Cultural Capital
Subject leaders have a robust monitoring system including pupil voice, walk throughs, Teaching and Learning Teams, staff voice, book looks, coaching and drop ins. Changes in the English curriculum are delivered in staff meetings.	Work is shared through open classrooms and parents evenings. English homework is set each week, alongside selected spelling words. We use a Reading Record scheme to encourage home reading and set the children a target of 5 reads each week. Teachers then record the results for their class and compete in a school wide Reading League. Children who have consistently read at home are rewarded with a special Book Camp day at the end of term. These days include fun activities linked to reading.	We have chosen texts that represent people, characters, places and cultures from around the world.
Working Wall	There is an expectation that all classrooms from Y1-Y6 have an English working wall and are displaying the mastery keys for the unit, along with key vocabulary.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Children at Raeburn enjoy expressing themselves and using their imagination. They enjoy the range of stories taught at Raeburn to stimulate their writing. Raeburn pupils are confident when talking about their English work.	In each class, across KS1 and KS2, children will have an English book which will contain their extended writing and the activities that have built up to each piece.	Children will be given a range of opportunities to demonstrate their writing across a range of text types. Skills will be built upon and developed through the unit being taught. We use a 'Mark My word' assessment tool which involves self, peer and teacher assessment against the learning keys.	Children make good progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy.



EYFS Early Learning Goals

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

For more information, see <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>