

## **Vision for Supporting Children to Master English**

### **INTENT**



We believe all children should feel confident in communicating effectively. They should believe that what they say and write is valuable and it is our duty to teach our children the skills needed to succeed.

The classes across the school share a common language of English.

Teachers use:

- The Write Stuff Planning as a basis for English lessons across the school.
- Read, Write Inc is used as a basis for planning phonics
- Decision Spelling Programme
- Book Talk planning as a basis for teaching the skills of reading (see reading intent statement).
- In addition, the importance of vocabulary and high quality writing is maintained across the curriculum.

### **Courageous and Truthful Speakers**

Every English lesson is structured to include opportunities for the children to CHOT (chat and jot) and kind call out.

We purposefully plan opportunities for the children to learn how to speak to others from different ages and backgrounds.

PRE- SCHOOL	RECEPTION	YEAR 1/2	YEAR 3/4	YEAR 5/6
Celebration of learning Show & Tell External visitors to school - question & answer sessions Book Buddies	Celebration of learning Nativity performance Show & Tell External visitors to school - question & answer sessions Book Buddies	Celebration of learning Nativity Performance Show & Tell (linking with parents via Tapestry) External visitors to school - question & answer sessions Book Buddies	Supporting roles in play performed at Landmark Theatre Present Book Reviews? Opportunity to become a school leader Recording stories for younger children. Book Buddies	Main roles in play performed at the Landmark Theatre Senior Dudes - serving grandparents & local community dinner Broadening Horizons - talking to people about their career Leading walking nativity for community Leavers speeches Book Buddies

## **Confident writers**

Our writing curriculum prioritises a clear and systematic approach to writing, enabling all children to succeed. Lessons are structured as experience days and bite sized 'learning chunks' within a sentence stacking lesson. Children are given opportunities to:

- be exposed to high quality texts and a variety of sources as a stimulus for writing
- take part in experience days to immerse the children in the language needed for writing and foster enthusiasm
- experience a writing curriculum with high quality modelling at the heart of lessons
- share exciting vocabulary and build their 'vocabulary vault' through chatting and jotting (chotting)
- be supported in understanding how to apply sentence scaffolds to their independent writing as they develop their expertise
- work through many examples that are provided over the year that extend understanding through a wide range of genres and non-fiction text types
- have a clear view of what high quality writing looks like using a variety of grammatical structures
- have a clear concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes
- to be surrounded by a high standard of co-created writing through the Sentence Stacking displays
- be supported to 'deepen the moment' and extend their writing further.
- using 'in the moment' feedback (outlined in the marking policy) to immediately support children to identify areas in which they have succeeded, errors they have made and time to make the corrections. Ensuring children know more and remember more
- edit their work using the E1, E2 & E3 edit as outlined in our marking policy.

## **Vocabulary**

Our entire curriculum is centered around building children's knowledge, understanding and breadth of vocabulary. In English lessons, children capture ideas from others when we CHOT (chat and jot) and Kind Call Out. They build words daily in a **Vocabulary Vault** and refer back to them for independent writing.

Children choose words with awareness of their shades of meaning (thesaurus thinking) considering positive and negative intent.

In all areas of the curriculum our Specialists ensure language is repeated and referred back to constantly. Knowledge organisers allow children to refer back to this whenever needed. Teachers identify tier 2 and tier 3 language and teach these explicitly.

## **Brave Spellers**

We encourage 'Brave Spellers' so we do not compromise on the quality of vocabulary. Children 'have a go' using their phonetic knowledge, etymology and morphology of words. They use this to highlight a word they are unsure of, then use their knowledge of words to attempt it three times using increasingly accurate attempts.

Spelling is a key focus during the edit stage (see marking policy) where children are encouraged to identify words to correct and use a dictionary if needed, in line with age related expectations.

Children learn to accurately spell words that are appropriate for their age and stage of development.

### **\*Also see separate reading intent statement**

Useful links

The Write Stuff

<https://www.thetrainingspace.co.uk/about/>

Phonics

<https://www.ruthmiskin.com/en/programmes/phonics/>