



English Writing Profile May 2020

INTENT

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. It states that:

‘Teachers should develop pupil’s spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’ (p8 National Curriculum)

At Emerson Valley we believe that English underpins the whole school curriculum by developing pupils’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

All staff have a crucial role at Emerson Valley to support every pupils’ English development. We believe that all pupils should be able to confidently communicate knowledge, ideas and emotions through their writing. Through a wide exposure to writing genres pupils will be able to write accurately and coherently, will acquire a broad range of vocabulary, clear understanding of grammar and be able to spell new words by applying spelling patterns and rules taught in each year group. Our pupils are taught to become independent learners who know how to draft then edit their own work effectively during as well as after the writing process has been completed. Alongside this, the staff at Emerson Valley actively promote a continuous cursive style of handwriting and encourage all pupils to take a pride in their presentation.

We actively encourage a home-school partnership, which enables parents and carers to understand how to enhance the skills being taught at school.

IMPLEMENTATION

At Emerson Valley we are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances.

In order to achieve this, we use: 1:1 support, small groups within the classroom, intervention groups and team teaching. Teaching opportunities are planned to assist those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that ‘pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’ (p12)

Classroom Procedures

English is taught as whole class lessons so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Teaching assistants support pupils where necessary and may use a greater level of scaffolding and support materials such as Writers Toolkits, Word Banks or a greater level of modelling. More able pupils are encouraged to extend their writing to show a deeper understanding of the impact of their writing on others and by using a higher level of grammar and vocabulary features.

Writing:

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.



At Emerson Valley we use the 'Talk for Writing' approach using materials created by Pie Corbett, Poppy Corbett, Julia Strong and also the work of Alan Peat for writing exciting sentences. Each year group has a yearly overview of the writing genres for both narrative and non-fiction, covering key skills and ensuring accurate coverage of key genres. In addition to this, each half-term pupils will have a theme piece of writing marked in depth against the specific year group's expectations as set out in their generic marking ladder linked to Target Tracker. Writing units will take between three and five weeks to complete and are based on high quality texts, modelling and shared/ collaborative writing to demonstrate good practice. The units all finish with an independent, extended piece of writing, assessed against an agreed success criterion. All children are encouraged to plan, edit, revise, and uplevel their writing and summative judgements against year group expectations are made termly for each pupil.

SPaG

The 2014 National Curriculum divides this subject into two appendices: Spelling and Vocabulary, Grammar and Punctuation. It states: '...teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the grammatical terms in English and that these terms are integrated within teaching.' Consequently, vocabulary teaching at Emerson Valley endeavours to be:

- Active
- Progressive/ systematic
- Making links from known words
- Helping to develop understanding of shades of meaning
- To understand 'instruction verbs' used in examinations
- Recognise and understand subject specific- accurate mathematical and scientific words

Spellings

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. All teachers use 'No Nonsense Spelling' to support their teaching and to provide activities that link to the weekly spellings. Less able and SEND children follow Letters and Sounds. Specific year group spelling patterns are taught in short bursts three times a week in year group determined ability groups, which allows for necessary interventions and booster groups. Pupils are given spellings to learn each week and are given a spelling test the following week. When marking, teachers identify up to five words that pupils have spelt incorrectly from within that child's ability and the pupils are asked to write the correct spelling out ten times at the bottom of the work. More able pupils are encouraged to use a dictionary to correct their own spellings whereas less able pupils will be given the correct spelling by the teacher just to copy. Each class has a display of key words linked to topics and subjects, plus each class uses a system of NINJA vocabulary to increase pupils word knowledge.

Grammar and Punctuation

These skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it with the genre and the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that pupils need additional lessons to embed and develop their understanding or to consolidate skills

Marking and Feedforward

Marking should be completed, where possible, within the lesson and at Emerson Valley we view marking guidance as feeding forward into the next piece of work. Teachers mark extended pieces of work in-depth and set challenging, but achievable, targets for each pupil as stated in the school marking policy.

Formative Assessment

Formative assessment will be carried out on a daily and weekly basis and will feed into each individual class teacher's medium-term planning. Children's progress against teaching objectives and targets will be monitored and reassessed through completion of mini-writes, grammar exercises, theme writing and warm and hot tasks. Where appropriate support and interventions are identified for children not making the expected progress (Target Tracker). Teachers annotate the weekly plans for their own records and record the progress of groups and can use this as evidence for writing judgements if called upon to do so.



Summative Assessment

Summative assessments will be entered onto Target Tracker on a termly basis, with the expectation that MOST pupils will have made 2 steps progress per term. Teachers will use their professional judgement to determine whether a pupil is working within age-related expectations, above or below. They will base their judgements on the quality of the extended writing that pupils produce at the end of each unit and will determine to what extent pupils have met the agreed success criteria for that genre of writing. Teachers will use the agreed Emerson Valley Writing Progression documents pertaining to each year group and will moderate termly across classes and sometimes year groups to judge work as accurately as possible.

Reporting to Parents.

Emerson Valley holds two parent meetings in the year where teachers discuss progress and targets for each individual pupil. Once a year a written report is sent home to inform parents of achievements against the national standards. Where appropriate the national test results are reported. Each child has a reading record appropriate for their age and spelling lists are given in accordance with the homework policy.

INTENDED IMPACT

Through good lesson planning, modelling, teaching and resourcing the teachers at Emerson Valley School hope that the following impact will happen:

- ☐ All pupils will be able to access a wide range of English activities
- ☐ All pupils will be enriched by writing across a range of genres
- ☐ All pupils will succeed in lessons because of appropriate support and scaffolding of work given
- ☐ All pupils will have broadened their knowledge of robust vocabulary and can implement a range of new words in their own writing
- ☐ All pupils will have a measure of accountability for their learning and will be prepared to implement suggestions and advice to enhance their learning
- ☐ All pupils will take a pride in their presentation and will support each other to this end
- ☐ All pupils will have access to spelling rules and patterns and will leave primary school equipped to apply spelling rules and patterns they have been taught
- ☐ The percentage of pupils at ARE will be at the very least in line with the national average
- ☐ The percentage of pupils at Greater Depth will be at the very least in line with the national average
- ☐ Gaps in the progress of different groups of pupils will decrease significantly e.g. disadvantaged vs non-disadvantaged
- ☐ Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home and how to contribute regularly to homework