English

At Burley Gate our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use devices to help them communicate and further their learning.

Our intent is to enable children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

At Burley Gate we ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. We teach using the Pie Corbett model of Talk for Writing and adapt it to the needs of each class. After skilled based teaching and learning, the final hot task will be based on cross-curricular links to enhance and develop children's knowledge further. The steps for Talk for Writing are outlined below.

Using the TFW approach:

1. Baseline assessment and planning - 'cold' task

2. The imitation phase

3. The innovation phase

4. Independent application and invention - 'hot' task

5. Final assessment - building on progression

Alongside our creative writing at Burley Gate, we will:

Create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.

Promotion of reading through teachers reading out loud regularly to their class.

An expectation of children to read at least three times a week at home and follow our Little Wandle Reading Scheme.

Pupils in EYFS and KS1 to have daily phonics sessions, following Little Wandle Scheme.

Using Nelson the children will have a daily session of handwriting to promote correct joins to promote pride in their presentation.

Age-appropriate spellings sent home weekly for pupils to practise their words that they have applied in school. Testing weekly.

Pupils are being adventurous with vocabulary choices.

Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).

Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.

Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.

Using TFW, the children will experience writing a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres.

Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that work is valued

Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.

Pupils will learn poems (cross-curricular based) to enhance English skills of reading, spelling, performance, pattern and rhyme but also memory power.

IMPACT

The impact on our children will be that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of TFW sequence being established and taught in both key stages, children will become more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children will have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will progress and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Long term children will:

be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
be able to read fluently both for pleasure and to further their learning.
enjoy writing across a range of genres
Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
have a wide vocabulary and be adventurous with vocabulary choices within their writing
have a good knowledge of how to adapt their writing based on the context and audience
leave primary school being able to effectively apply spelling rules and patterns they have been taught
make good and better progress from their starting points to achieve their full potential Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Baseline assessment

cold task = 'have a go' (at least a week before unit)

- set targets

Planning

- Decide on key language focus
- Adapt model text & decide how it can be innovated
- Test model:
  - box-it-up
  - analyse it
  - plan toolkit



1. Imitation



- Creative hook & context
- Warm up/embed words, phrases, grammar & short-burst writing – revisit throughout



- Internalise model text – text map
- Deepen understanding e.g. drama
- Reading as a reader:
  - vocab
  - comprehension





- Reading as a writer:
  - box-up text
  - analyse features
  - co-construct toolkit



2. Innovation

- Create new plan: map/box-up & talk the text
- Shared writing – innovate on model
- Pupils write own version & guided writing: peer assess
- Teacher assesses work – plans next steps
- Feedback and improvement





3. Independent application

- Next steps based on assessment
- Pupils write independently



Final assessment

- Compare
- Assess progress

