

English policy Reading into writing

At The Bramble Academy, we recognise that English is essential to every area of the curriculum and a good understanding of English enables children to make sense of the world and our place in it. We value the importance of speaking and listening, reading for pleasure and understanding, and writing with fluency and purpose.

Our English curriculum intent is to promote high standards of language and literacy by giving children the opportunity to learn, practice and consolidate the required skills as set out in the National Curriculum and to develop their love of literature through our Reading into writing approach.

Context

At The Bramble Academy we have a high proportion of children, approximately 45% who are classed pupil premium, almost 18% of children are SEND, 10% of children are EAL (have English as an additional language) and we high social mobility rates; only around 81% of leavers were at the Academy throughout the academic journey. Children start at The Bramble Academy (F1/F2) with communication and language skills that are below that which is typical. Many pupils start the academy at times other than is traditional. Therefore, it is essential that our approach to teaching English is accessible to all learners, regardless of background.

Intent

We aim to ensure that all pupils:

- develop the habit of reading widely and often, for both pleasure and information
- develop the skills to read easily, fluently and with good understanding (learning to read through our SSP Little Wandle revised letters and sounds)
- acquire a wide vocabulary and an understanding of grammar and linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop their speaking and listening skills to enable them to discuss, debate and present their ideas in different contexts.

We use a Reading into Writing approach that is intended to develop children's love of literature, develop their understanding of the world, build their vocabulary and cultural capital as well as providing a model for their own writing.

The teaching of writing ensures the progression of both transcription, (spelling and handwriting) and composition (articulating ideas and structuring them in

speech and writing) so that children can write confidently for a range of purposes and audiences.

Spoken language underpins the development of reading and writing and therefore is central to a child's development across the whole curriculum. At Bramble we are committed to all children being confident and articulate communicators through the use of spoken language. We role model the use of Standard English, whilst recognising the value of dialect and colloquialism. Children are given opportunities to rehearse their ideas orally in order to develop clarity and confidence as speakers and develop active listening skills, learning to make appropriate responses to others by varying their use of language, tone and register. We develop speaking and listening skills throughout the curriculum e.g. through different drama techniques; collaborative activities; vocabulary teaching and language development; grammar sessions and shared reading activities.

Implementation

At The Bramble Academy we use a Reading into Writing approach which covers the statutory requirements as set out in the National Curriculum and EYFS Framework. Children begin their writing journey in EYFS developing early skills in mark making, phonics, reading, handwriting, spelling, punctuation, grammar and composition and an understanding of audience and purpose. These foundations are built upon as the children progress through KS1 and KS2.

Each half term a high quality, carefully chosen text is the driver for our English teaching. Our children have opportunities to write for a variety of purposes and audiences and as much possible we aim to provide real-world reasons for writing. We give children opportunities to plan, draft, edit and publish their writing and cover a range of fiction, non-fiction and poetry. We provide daily opportunities for children to develop their understanding of grammar, punctuation, spelling, vocabulary, transcription and composition, all rooted in the high quality text.

Introducing a new text

At the start of each unit, children are immersed in a new model text. This is pitched just above the pupils' independent level and has the underlying, transferable grammatical structures and language patterns they will need when they are writing independently. Teachers select texts that have a clear purpose and audience and allow for opportunities to make links and connections with other areas of the curriculum. Activities such as drama, debates, discussion and

role play are regularly used to develop understanding of the text and create an opportunity for the learners to hear and use language in a meaningful context.

Reading as a reader and reading as a writer

We seek at every opportunity to develop children's love of reading. Through our English lessons we encourage children to read both as a reader and as a writer so that they begin to see themselves as authors. Children have opportunities for book talk and exploring both the text and illustrations. We explore characters, settings and plot and how authors have created atmosphere. We then begin to unpick and analyse things the author has done and the effect they have so that children can use these techniques in their own writing. This may be through exploring the effect of vocabulary, specific sentence structures or the structure of the text as a whole.

Developing writing skills

Once the children have 'warmed up' to the tune of the text the teacher plans a sequence of learning activities that will help the children to think about the key ingredients that help to make the model text effective. The class will co-construct a 'toolkit' for the specific text type so that they fully understand the key ingredients for success in their own writing. The children are given opportunities to learn, practice, apply and review the skills identified in the toolkit. Teachers explicitly teach vocabulary and provide a meaningful purpose for writing.

The children are then ready to start 'playing' with the text and language structures to create their own writing. Most importantly at this stage, the children engage in shared and guided writing, helping them to develop confidence and write their own by "doing one together" before having a go independently.

The children then move onto the independent stage where they use the skills acquired through the teaching sequence to create their own published piece of work. This will be drafted and the children are encouraged to edit and polish their work in light of feedback given and class discussions. The children will publish their work in a range of different ways which may include ICT and illustrations.

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used daily within class to identify children needing additional support or scaffolding and weekly in the Spelling and Handwriting

lessons to assess gaps, address these immediately and secure understanding and progress.

Summative assessment is used every half term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to inform planning to ensure that gaps in understanding are filled. Termly moderation supports consistency across school and provides confidence in teacher judgements. When making their teacher judgements, teachers will use evidence from the independent, end of unit writing as well as 'distance' writing tasks to form a balanced assessment.

Summative assessment is also used by SLT using our assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers or groups of pupils can be put into place.

Statutory assessments are completed for children in Year 2 and 6 through the Standardised Assessment Test (SATs) process. For writing this is a teacher judgement made from analysing a portfolio of evidence. We use moderation within school and across our Multi Academy Trust to ensure that the data we submit is robust, we also participate in local authority moderation.