



## ENGLISH POLICY DOCUMENT

*This policy is overarched and subject to the agreed contents and conditions of the Safeguarding Children and E-Safety Policies.*

Tynsel Parkes CE Primary Academy is a welcoming community, committed to providing a nurturing and safe environment where every child is valued and loved. We aim to foster a love of learning that is supported by the teachings of the Bible: "Dear friends, let us love one another, all love comes from God." - 1 John 4:7. We work together, encouraging all to be compassionate, confident, and responsible individuals who positively contribute to their communities and the world around us. We are dedicated to creating a learning environment that reflects the love of God, where every child can grow and learn with happiness, encouraging all to treat one another with kindness and respect. This is reflected through our living motto practised throughout the Academy 'Loving & Learning Together'.

Our writing curriculum is designed not only to fulfil statutory requirements but to enthuse all children with a love of learning. This will be achieved through a mixture of; exploration, discovery, creativity and a variety of learning opportunities that broaden children's knowledge and understanding.

English curriculum Intent: English programmes of study: key stages 1 and 2  
([publishing.service.gov.uk](http://publishing.service.gov.uk))

We believe that English, and writing, is one of the essential ingredients in providing our children with the best possible education. It is an important subject in its own right, the platform for accessing the whole curriculum and the world in which they live. At a fundamental level, English allows children to communicate, form friendships, empathise, and make their needs known. It connects us in the global world that we are a part of as it is the most widely spoken language in the world and is generally regarded as the language of the internet as the majority of websites are written in English. Recent research by the National Literacy Trust has shown that vocabulary development from as young as the age of five is linked to success in exams taken at sixteen; this is why it is imperative that we model high standards of Literacy and have high expectations of all of our children.

### **English across the curriculum:**

We promote the transference of accurate English across the curriculum and give children opportunities to read, write, perform, debate, question and listen in a range of contexts from Early Years through to Year 4.

Reading and writing are further promoted through focus days such as World Book Day, and whole school projects.

## Writing

### Purpose

To provide all pupils with a high quality education in English to teach them to speak and write fluently so that they can communicate their ideas and opinions to others. Through the use of high quality texts as vehicles for writing, they will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Writing also enables learners to acquire knowledge and build upon what they already know. All the skills of language and grammar are essential to participating fully as a member of society.

### Intent

The overarching aim for English and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching and learning will equip pupils to write for different purposes and audiences within a range of genres. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their GPS, vocabulary and English knowledge.

### Curriculum

The Tynsel Parkes writing curriculum is designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. GPS skills are all mapped out across the year groups to ensure that pupils build on secure prior knowledge. Writing genres are mapped out and pupil outcomes show progression both across the year group and across the school.

Each genre is taught explicitly and other opportunities are provided for learners to apply skills independently on more than one occasion before the end of the year.

Writing is delivered through subject specific teaching organised and linked to a key, high quality Literacy text. Meaningful links with other subjects are made to strengthen connections and understanding of concepts.

## Implementation

- New learning is built upon prior knowledge which is revisited regularly.
- All new learning starts by revisiting prior knowledge. This knowledge has been explicitly mapped out progressively for Grammar, punctuation and spelling and for each genre across the year groups. All staff are aware of prior learning and consider this carefully when planning and delivering an objective or teaching a genre.
- Grammar and punctuation objectives are taught explicitly through a progressive learning journey that provides learners with a range of consolidation opportunities to embed learning before finally applying skills within independent writing opportunities.

This learning journey is broken down as follows:

### **Revisit previous skills that are needed before teaching the year group skill**

**1. Identification of grammar feature in the text and discussion about the function. Give a clear definition that is revisited each day.**

**2. Matching activity with prepared sentence parts**

**3. Matching activity with an element of child choice i.e. conjunction, pronoun**

**4. Completion of a sentence with children writing their own addition/part**

**5. Building sentences using a scaffold**

**6. Writing sentences to match an illustration**

**7. Correcting misconceptions and errors in prepared sentences**

**8. Improving a prepared sentence**

**9. Manipulating a sentence to change the meaning and discussion**

**10. Applying the grammar skill in a piece of writing**

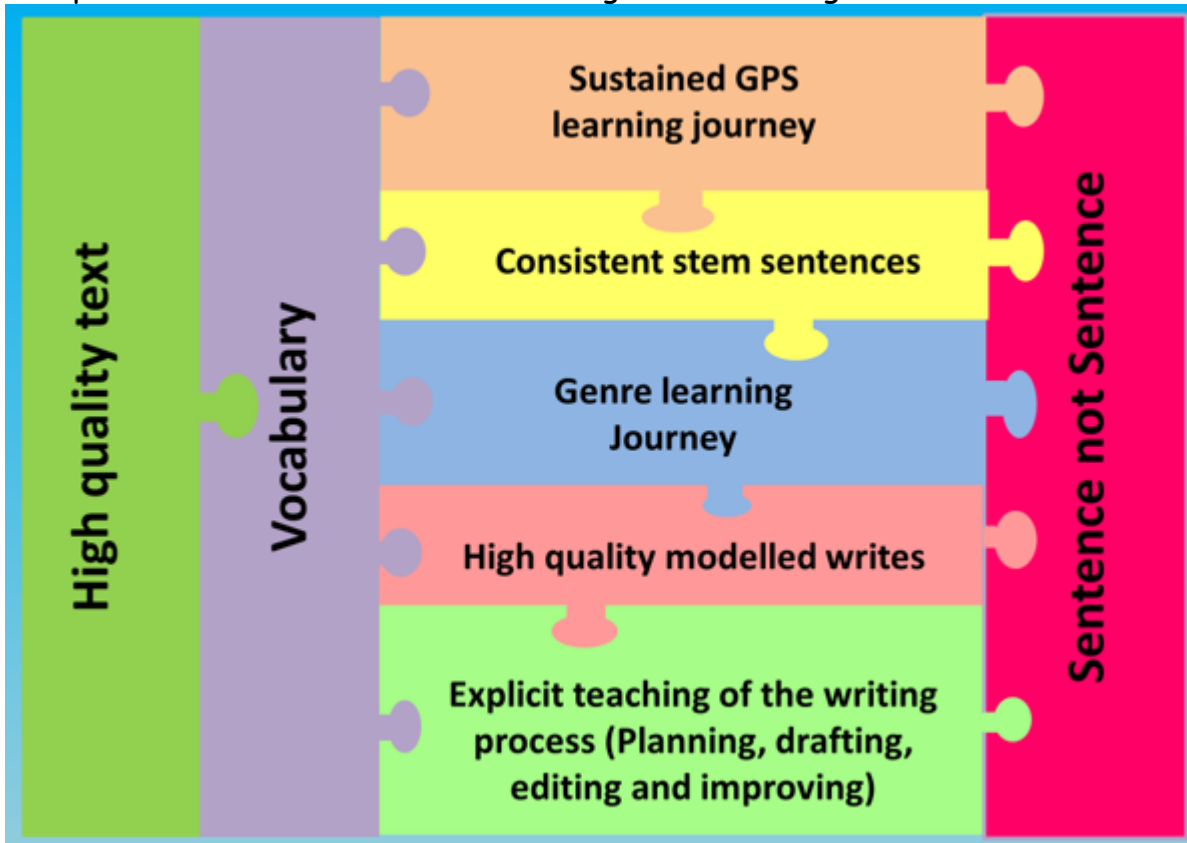
**11. Retention of skill through sentence not sentence activities**

Precise teaching of vocabulary is a non-negotiable through this journey and will be taught in English lessons and through linked texts in Whole Class reads.

The structure of teaching will be as follows:

- **Revisit previous skills that are needed before teaching the year group skill**
- **New Learning- introduce a new concept/skill/knowledge**
- **Consolidation- range of different activities for children to consolidate their new learning**
- **Application- children apply the new concept/skill or knowledge in narrative and non-narrative writing**
- **Retention of skill through sentence not sentence activities**

The process can also be visualised through the following model:



Staff explicitly model the subject-specific vocabulary and the robust instruction of vocabulary is taught explicitly through learning journeys either within guided reading or within the build up to an independent write.

Parallel to this, a learning journey is planned to teach the genre features and skills that are needed to write a final independent written outcome.

When planning this journey to the written outcome practitioners also consider:

- What knowledge/skills do the learners need to be taught in order to write in the style of that genre?
- What does the written outcome look like for a learner who is at or above the age related expectation?
- How will you sequence the components of the journey to ensure that the knowledge is embedded at each stage for the children to have a true understanding of the objective outcome?
- Does planning identify the components leading to the key outcome?
- Are the components planned in enough detail?
- Are components sequenced carefully to create readiness for the upcoming knowledge?
- Does planning take into account and provide readiness for learning beyond the year group?

Learners are taught to edit and improve their work.

The editing and improving process begins at the planning stage and continues throughout the first draft, the completing of editing stations and ends with a final draft stage.

Throughout the editing and improving process, changes to vocabulary, grammar and punctuation are made to ensure accuracy, enhance effects and to clarify meaning. Learning is supported by the use of learning walls that provide children with visual information that supports them to retain GPS and vocabulary in their long-term memory. Subject specific vocabulary is displayed on the learning wall.

### **Retention**

Daily Sentence Not Sentence sessions are used to review learning and articulate knowledge and previously taught skills through the use of STEM sentences to embed concepts and skills.

Skills are applied within independent writing opportunities across subject areas.

### **Handwriting**

Pupils will be taught a "print" style as soon as they begin to write letters. The school follows the 'Nelson Handwriting Scheme' which develops print from the Early years, introducing joins during Year 1. Pupils are encouraged to form letters of a regular size and orientation through the Nelson handwriting scheme to develop appropriate orientation as well as clear ascenders and descenders.

### **Writing Impact**

Writing assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. Formal assessment of the application of skills within independent writing occurs at the end of each half term. The subject leader for Writing works closely with Senior leaders to monitor teaching and learning in writing and pupil outcomes. Monitoring in this subject includes: pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations.

Bespoke support and challenge is provided for practitioners as a result of monitoring. Moderation takes place across the year group, phase(s) and across the school to ensure consistency and progression.

Updated: September 2024