

English

Research	Intent	Implementation
<p>‘Successful writing is like a ballet; it is only when all the steps have been learned, the sequences have been rehearsed and re-rehearsed, the techniques have been honed and the performer has brought them all together in a wonderful interpretation of performance that the abilities of the dancer (or writer) can be truly judged.’</p> <p>Oxford Primary Writing Assessment</p>	<p>At Southwick School, we believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing.</p> <p>We want our children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.</p> <p>We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.</p> <p>We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</p> <p>We do not put ceilings on what children can achieve in writing and we do not hold pre-conceptions about any children’ ability to make progress.</p> <p>Through the above, we ensure that our children are prepared for the challenges of secondary school.</p>	<p>English is taught as whole class lessons; all children have access to the age-related skills and knowledge contained in NC14.</p> <p>Within lessons, teachers and teaching assistants target support for identified children so that they are able to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling.</p> <p>Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.</p> <p>Spellings are taught according to the rules and words contained in English National Curriculum. Teachers use the No Nonsense Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings.</p> <p>Children are given spellings to learn each week and are given a spelling test the following week.</p> <p>Grammar and punctuation knowledge and skills are taught discretely and applied through English lessons as frequently as possible.</p> <p>Children are exposed to a wide range of genres of writing to ensure that all children are familiar with the purpose</p>

		<p>and features overview of both fiction and non-fiction genres.</p> <p>Children are also provided with frequent opportunities to write in other curriculum areas.</p>
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