

Tenbury Primary Academy



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

'Therefore encourage one another and build each other up.'

Thessalonians 5:11

Writing at Tenbury Primary Academy

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Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

What English and Writing looks like in our School

At Tenbury, English is at the cornerstone to our rich and varied curriculum which strives to ensure that every single child becomes a confident learner. We understand that to enable children to be successful across the curriculum, they must progress well in all areas of reading, writing, speaking and listening. We are determined that all children will become highly competent readers and writers by the end of their time with us.

Through use of high-quality texts from a range of authors, immersing children in vocabulary rich environments, teaching the craft of writing and ensuring the curriculum expectations and the progression of skills are met, we enable our pupils to meet age-related expectations while developing a passion for writing, a love of reading and purposeful speaking and listening skills – irrespective of their personal background.

Writing at Tenbury

We teach writing through well-planned, text-led learning journeys with clear outcomes and embedded teaching of grammatical skills. We aim to give the children interesting and purposeful reasons to write. We give the children opportunities to apply taught skills across the curriculum. The children are encouraged to develop their writing skills and make improvements when given time to edit their work using purple pen. We ensure that all children can access the writing curriculum through adaptations based on prior attainment and assessment for learning.

Spelling at Tenbury

Daily phonics in Reception and Key Stage 1, following Read, Write Inc. The national curriculum objectives for spelling are also taught using Read, Write Inc. resources extended throughout KS2. The children will have teaching of a new spelling pattern from an adult and then have opportunities to embed and rehearse these rules throughout the week.

Handwriting at Tenbury

Cursive handwriting is introduced in Year 1 with a requirement to have consistent joined handwriting by the end of Year 2. Handwriting is taught in daily practice sessions.

What adults do:

At Tenbury Primary School we make English a creative and engaging learning experience. Teachers plan carefully to ensure effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. Where possible, writing opportunities are also extended into our cross-curricular topics, which supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

- Teachers and leaders work collaboratively to support each other in the teaching of reading and writing, understanding and applying current developments in the subject, and providing direction for the subject in the school
- Teachers show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement
- Staff create a positive, vocabulary rich, learning environment to encourage discussion and personal opinion. This is supported by a vocabulary 'Power Tree' within each classroom which shows the development of the children's vocabulary throughout the year.
- All adults ensure a safe working environment
- Teachers and leaders look out for opportunities to use specialists and outside providers when necessary

How we support:

We teach English to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- Small group or 1:1 where needed
- A range of equipment and resources, such as Working Walls, access to word/spelling banks, target cards, year group expectation mats so children can make progress

How we challenge:

- Adapted lessons
- Deepen activities to stretch learning or develop skills

How we ensure all children can access the curriculum:

We teach English to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. This could include:

- EAL and SEND children are introduced to vocabulary at the start of the lesson with relevant resources readily accessible
- 1:1 adult and peer support
- Providing equipment and resources that may support individuals, such as lap tops for pupils who find the physical process of writing extremely difficult.

The Literacy and Language Programme

Literacy and Language is a programme for children in Years 2-6. It is designed to stimulate and challenge children's thinking and create lifelong readers and writers. The core purpose of the programme is to ensure that children, as the 2014 National Curriculum aims state;

- read easily, fluently and with good understanding
- acquire a wide vocabulary
- develop the habit of reading widely and often for both pleasure and information
- use grammar correctly
- 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

Literacy and Language is based on Anthologies of carefully chosen complete stories, plays, poems and non-fiction texts by leading children's authors. The range of stories, plays, poems and non-fiction texts provide an opportunity for children to study texts which are absorbing, challenging, while being accessible to all children.

Literacy and Language comprises six units of work per year group. The units are designed to be used over three weeks, but can also be used more flexibly. Whilst all literacy skills are developed throughout the programme, every two weeks have a particular focus:

- Week 1/2- Reading fiction
- Week 3/4 Writing fiction

- Week 5/6 Reading and writing non-fiction (linked to cross-curricular topics)

In KS2, Literacy and Language is the core resource for English lessons, however staff may substitute certain units with other core texts, as shown in our curriculum mapping document. In Year 6, children will read whole class texts in English from the second half of the Spring Term onwards, in order to offer greater challenge and further develop vocabulary knowledge and reading stamina.

In order to consistently reinforce the teaching of phonics in KS1, all KS2 classes also have a set of the RWI sound cards and a sound chart in their classrooms.

The Talk For Writing Programme

The T4W programme, which is based on the principles of how children learn, is currently being implemented in EYFS and Year 1. Its aim is to fully immerse children in a text and support them with internalising the language needed for writing. In addition, the children will broaden their speech and language, widen their vocabulary and further their understanding of different text types.

Talk for Writing, developed by Pie Corbett, enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. This allows the children to become confident, independent story tellers and writers in a range of different genres.

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What you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are creative and fun, fostering a love of learning
- Children demonstrating a rich vocabulary
- Visually appealing and helpful displays in classrooms
- A clear love of books, authors and poets
- Curious children who ask questions and take part in discussions
- Children who understand the importance and value of making mistakes and endeavour to improve their work
- Confident children who are willing to persevere

How we know how well our children are doing:

- Informal judgements based on observation during lessons
- Half-termly assessments
- End of term assessments
- Writing moderations
- Target setting
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher

How English contributes to the spiritual, moral, social and cultural development of the child:

Within English lessons children are given the opportunity to work collaboratively and communicate effectively with each other. Through the vast subject that English is, there are great opportunities to develop opportunities for SMSC. For example:

- The studying of different texts - classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature

- Exposure to great literature and poetry and its place within a culture can lead to appreciating moral or social aspects
- Drama and stories which create opportunities for moral judgements
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view