



Linton Primary School

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English Statement

Intent

At Linton, we believe that our English curriculum should develop children's love of reading and writing. We aim to inspire children to read widely and avidly. We wish for our children to take pride in their writing, and write clearly and accurately, adapting their language and style to entertain, inform or persuade the reader in a variety of contexts. We also want our children to be confident in the skill of speaking and listening so that they can communicate effectively throughout their school life and as adults.

Implementation

Talk 4 writing is a key approach at Linton Primary. Using this approach, children learn and imitate strong literary models, learning to read like both writers and readers. They acquire new vocabulary and knowledge of sentence structures as well as constructing writerly toolkits, which they apply in the planning, drafting and publishing of their independent pieces.

New vocabulary is planned using the tiered approach and explicitly taught.

Children are supported in their writing using high quality texts, working walls, modelled and shared writing, 'Write Like a Ninja' books, dictionaries and thesauruses, grammar dictionaries and writing journals or magpie books.

As much as possible, children receive in the moment feedback during English lessons, enabling children to edit their work immediately.

Planning for English in EYFS follows Development Matters. They experience a language-rich curriculum in which they are encouraged to explore the use of language through role-play, stories, rhymes and other activities. Oral story-telling enables children to re-tell known stories with a series of actions.

Reading is mainly taught in whole class groups. This focuses on teaching the skills of information retrieval, vocabulary understanding, inferential and deductive reasoning as well as reading fluency.

Children from the Early Years to Y6 are learning to spell using the Sounds Write phonics programme.



Derbyshire Healthy Schools
Community Award

Impact

Our pupils 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
- be able to discuss books with enthusiasm and interest, often recommending books to their peers
- enjoy writing across a range of genres
- 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 the phonics, spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

Writing

Attainment in writing is measured consistently throughout the year. Children's independent work is gathered in an independent book or in a portfolio, this is a showcase of their skills towards the end of a teaching sequence, although work in other subjects, such as Science and History, is also taken into consideration. Termly moderations take place to quality assure judgements made. These are completed within school and as part of a cluster of local schools. Children are taught to self-correct, edit and improve their writing and that of others. Evidence of this can be found in books.

End of Key Stage writing: teachers will assess a selection of pieces of writing in Years 2 and Year 6, using this to inform reported teacher assessment judgements. Exemplification materials are used to support judgements made.

Spelling and grammar: Years 1 - 5 complete EGPS summative assessments six times a year using Rising Stars termly assessments. In Year 6, old SATs assessments are used. Progress and attainment is also assessed in the context of writing.

Reading

Attainment and progress in reading is measured in Years 1 - 5 using summative assessments six times a year (from Rising Stars termly assessments). In Year 6, old SATs assessments are also used. These assessments are used in conjunction with a range of other evidence e.g. reading records, reading exercise books and at termly moderations, which are completed in order to quality assure judgements made. These are either in house, or as part of a cluster of local schools.