



English

English Curriculum

At Benson C of E Primary School, we strive to deliver an exciting and innovative English Curriculum which enables and empowers all children to be passionate about writing. We believe that a quality English curriculum should develop all children's passion for writing and discussion both in their English lessons and throughout the rest of the Curriculum. We recognise that being able to express yourself through your writing and spoken language is vital; we want to inspire all children to be confident in the art of speaking and listening and to enable them to use discussion to communicate and further their learning. We aim to create writers who have a "toolkit" of skills at their disposal that they can use confidently to write effectively. Children are explicitly taught Spelling, Punctuation and Grammar to develop their sentence skills and enable them to write clearly and accurately. They learn how to edit their work effectively and learn to value presentation and take pride in their writing. We believe that a secure basis in these skills is essential and will give our children the tools they need to participate fully as a member of society.

Teaching of English

EYFS aim to achieve the Early Learning Goals from Areas of Learning including Communication and Language, Physical Development, Literacy, Expressive Arts and Design, Understanding the World and Personal, Social and Emotional Development at the end of their learning journey and use child-initiated provision daily to do so. This provision involves spoken language and writing as appropriate. For the remainder of the school, English is taught daily throughout the year with staff teaching units of writing. These units start by exploring a text type and often end with a final, published piece. At the start of a sequence, children are told the outcome and the purpose of their writing. Teachers use high quality examples from books, or those they have written themselves, as a model for children to explore. Writing may be inspired by an experience, text, video clip, picture or another stimulus. Sequences include engaging experiences where possible which add to the writing and motivate the children. Teachers make good use of plenty of speaking and listening opportunities as well to build children's spoken language and their understanding. Once the children know how to write that text type effectively and feel motivated to write, they plan. Their plan focuses on the ideas and vocabulary they will need to use to write effectively. They then write their first draft during a Big Write session: independent and in silence. Their focus is on taking their ideas and vocabulary and creating effective sentences. Next, the children edit and improve their writing. They focus on spelling, grammatical errors and punctuation to ensure their reader understands their meaning and they check for effectiveness. Teachers deep mark their edited first draft to help support them

in editing it fully. Written feedback focuses on the effectiveness of their writing and gives them steps on how to improve that piece- a Pink to Think. Finally, the children write their final, published piece. They take their time on presentation. The purpose of the published piece is then met. Writing sequences contain at least one SPaG session with a specific focus and explicit teaching. Teachers also model high SPaG subject knowledge throughout units and regularly incorporate SPaG retrieval activities into their lessons. Spelling rules, etymology and morphology are taught daily and children are taught vocabulary which links with their writing. Spelling is taught daily in Key Stage 2 classes with children learning morphology, etymology and spelling rules where appropriate. Children are given time to practise and use a range of activities to do so. In Years 3&4, teachers use the Twinkl Spelling Programme to ensure coverage and progression. In Years 5&6, teachers embed previously learnt spelling rules in the Key Stage and introduce those from the National Curriculum for Years 5 and 6. Staff have high expectations of children's handwriting and model this in their own writing. In Reception, children practise the formation of letters which have been taught in their phonics sessions every other day. They're also taught correct posture and pencil grip during writing focus sessions. In Years 1 and 2, children practise their handwriting twice a week with Year 1 children continuing to develop print and Year 2 moving on to cursive handwriting. In Years 3&4, teachers follow the Twinkl Handwriting Programme with letter formation taught once a week and dedicated handwriting practise taking place a further 1-2 times a week. Children in Years 5&6 practise cursive handwriting once a week and learn which handwriting is efficient for purpose.

Support and Adaptations for Children with SEND

Teachers make good use of a wide range of adaptations to support children with SEND. These include:

- Scaffolding
- Word banks and mats
- Pre-teaching
- Questioning
- Adult support
- Adapted planning and writing templates
- Use of electronic devices
- Children identified as falling behind their peers take part in extra phonics sessions and/or small group interventions depending on their need
- Dyslexia Gold intervention programme

Recording of Work and Assessment

In Nursery, children's work is recorded using Tapestry and through staff observations. In Reception, staff use floor books and children record writing in English books. From Year 1 up, children's work is recorded in English books and their first draft of extended writing, their Big Write, is recorded in Big Write books. Staff use a range of assessment strategies in lessons to make formative assessment judgements and assess children's Big Write pieces three times a year as summative assessment. This is done using English tick grids with the National Curriculum objectives for that child's year group as well as reviewing children's understanding of objectives linked to different text types and SPaG terminology.

Structure of the English Curriculum

The English curriculum has been broken down into the National Curriculum objectives, objectives linked to different text types and into SPaG terminology across the different year groups. Teachers follow the whole-school book spine and use high-quality texts from this as models and stimuli for writing where appropriate. These texts may link to other areas of the curriculum where appropriate.