



English Curriculum at Bletchingley Village Primary School and Nursery

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Bletchingley Village Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.</p> <p>By the end of Year 6, our goal is for:</p> <ul style="list-style-type: none">• All children to leave primary school with a love of writing• All children to have the ability to express their thoughts and ideas clearly and creatively through the written word. <p>In order for children to see themselves as successful writers, they need to be involved in writing for a real purpose, a range of genres and for different audiences.</p> <p>We also intend to create writers who can re-read, edit and improve their own writing, and confidently use the essential skills of grammar, punctuation and spelling.</p>	<p>For Our Writing curriculum, we use the Talk for Writing approach which over time enables children to read and write independently for a variety of audiences and purposes within different subjects.</p> <p>At Bletchingley, we have a big emphasis on oral rehearsal and speaking and listening which is a key feature in the Talk for Writing process whereby children internalise the language structures.</p> <p>The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.</p> <p>The key phases of the Talk for Writing process, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. Spelling, grammar and punctuation are all interwoven within a unit based on what fit a particular unit and around the needs of the child.</p> <ul style="list-style-type: none">• A cold task is used to assess the areas that their children will need to be specifically taught.• Teachers are given model texts to adapt based on the cold writes. These include key grammar features and aspects of the toolkits for each unit.• Warm and hot writes (independent writing) are used at the end of units to assess progress.• Children are shown what a good one looks like, before then identifying the features in the specific text type that is needed.• Vocabulary is a focus in every unit.• We use the Spelling Shed programme, for Y1-6, so that there is continuity across the school in the teaching of spelling rules and patterns. In EYFS and KS1, the children are also taught to spell through phonics.• Grammar is taught through the model text, but also through discrete lessons.	<p>Pupils understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry) and become confident and effective communicators.</p> <p>In addition to this, most pupils will also be enabled to:</p> <ul style="list-style-type: none">• Write with confidence, clarity and imagination.• Understand and apply their knowledge of phonics, grammar and spelling accurately.• Plan, write and edit their own work, and learn how to self and peer. assess against the success criteria• Develop a technical vocabulary to understand and use within their writing.• Develop their imagination, creativity and expressive language. <p>We also aim to ensure that our pupils are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families.</p> <p>How does school measure impact?</p> <ul style="list-style-type: none">• Assessment in writing is ongoing as teachers carry out assessment of children's writing after every cold write which includes grammar and punctuation.• Children are tested half termly on spelling and this data is used to inform next steps.• FFT Aspire is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.• Monitoring will take place throughout the year by the Subject Leader through monitoring books, learning walks, monitoring planning and pupil voice interviews.• The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole