

Context

At Huntingdon Academy, attainment on entry to Foundation One is well below the national average. According to the Indices of Deprivation, 95.7% of children come from 30% of the poorest households nationally. The school's IDACI figure of 0.59, makes the school one of the top 20% most deprived schools in the country. Over half (57.5%) of children are classed as Free School Meals under the new classification (FSM at any point in the last six years). This is nearly three times the national average value. The mobility of children throughout the school is high and well above the national average. We have 93 pupils (27%) on the SEND register. Approximately 45% of children have outside agency involvement such as social care and family support. The school has an increasing number of children who are asylum seekers, many of these children are at a very early stage of English acquisition. Presently, there are 32 different languages spoken by children from ethnic minorities - 41% of children speak English as an additional language. Huntingdon Academy has 13 out of 17 possible ethnic groups, the average number of groups for this phase of education is 9.

INTENT

At Huntingdon academy, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils 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. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils 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. 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. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. Across school we apply the methodology of Talk 4 Writing, use scaffolds for learning and share highly effective examples for pupils to aim towards.

Vocabulary and language acquisition are instrumental to the success of our pupils in writing due to the percentage of pupils with English as an additional language and those entering school with literacy levels below that of which is expected. Through dialogic rich teaching approaches and the use of oracy as a vehicle for learning in English we intend to powerfully address social disadvantage and encourage pupils to articulate ideas, develop understanding and engage with others. This commitment to both presentational and exploratory talk is a powerful tool for learning in English and empowers our students to better understand themselves, each other and our learning intentions.

At Huntingdon Academy, we understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we endeavour to develop a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

END POINTS

Huntingdon Academy has collated and evidenced example writing belonging to our pupils which reflects the expectations of WTS, EXS & GDS for each year group, across the academic year. We use this to support our accurate assessments at each assessment point throughout the school year. This helps us to tailor our teaching, learning and interventions – with an aim of enabling as many pupils as possible to reach the expected standard, and above.

Below are the 'end point expectations' for EYFS, KS1 and KS2.

 EYFS	<ul style="list-style-type: none">• Children use their phonic knowledge to write words in ways which match their spoken sounds.• They also write some irregular common words.• They write simple sentences which can be read by themselves and others.• Some words are spelt correctly and others are phonetically plausible
 KS1	<ul style="list-style-type: none">• Children can write simple, coherent narratives about personal experiences and those of others at least 1 A4 page in length (real or fictional).• They can write about real events, recording these simply and clearly demarcate sentences in their writing with capital letters and full stops, and use question marks correctly, when required.• They can use present and past tense mostly correctly and consistently.• They can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses.• They can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others as well as spell many common exception words.• They can read and write most of the first 100 high frequency words and those from the year 1 & 2 common exception words list.• Their handwriting is formed accurately using capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. There is spacing between words that reflects the size of the letter.
 KS2	<ul style="list-style-type: none">• Children can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.• They can integrate dialogue in narratives to convey character and advance the action.• They can select vocabulary and grammatical structures that reflect what the writing requires,• They can use passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility• They can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• They use verb tenses consistently and correctly throughout their writing• They use the range of punctuation taught at key stage 2 mostly correctly• They can spell correctly most words from the year 5 / year 6 spelling list, all 100 high frequency words and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.• They have developed and can maintain legibility in joined handwriting when writing at speed.

IMPLEMENTATION

In order to achieve the above intentions, we have planned our writing curriculum in a sequenced, progressive structure so that defined end points are attainable. New knowledge and skills are acquired by building on what has been thought in the previous years and facilitating engaging learning experiences. Oracy is at the core of our curriculum vision and this is especially evident in our expectations and planning in English. We embrace the learning of vocabulary and provide meaningful learning experiences, rooted in dialogic teaching methodology. This means that at all points in our writing curriculum, pupil's ideas

are scaffolded effectively and they are provided with time to articulate ideas, develop understanding and engage with others.

Planning

Huntingdon Academy follows the requirements and guidance laid out in the National Curriculum English Programme of Study (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2014).

Long Term Planning (LTP)

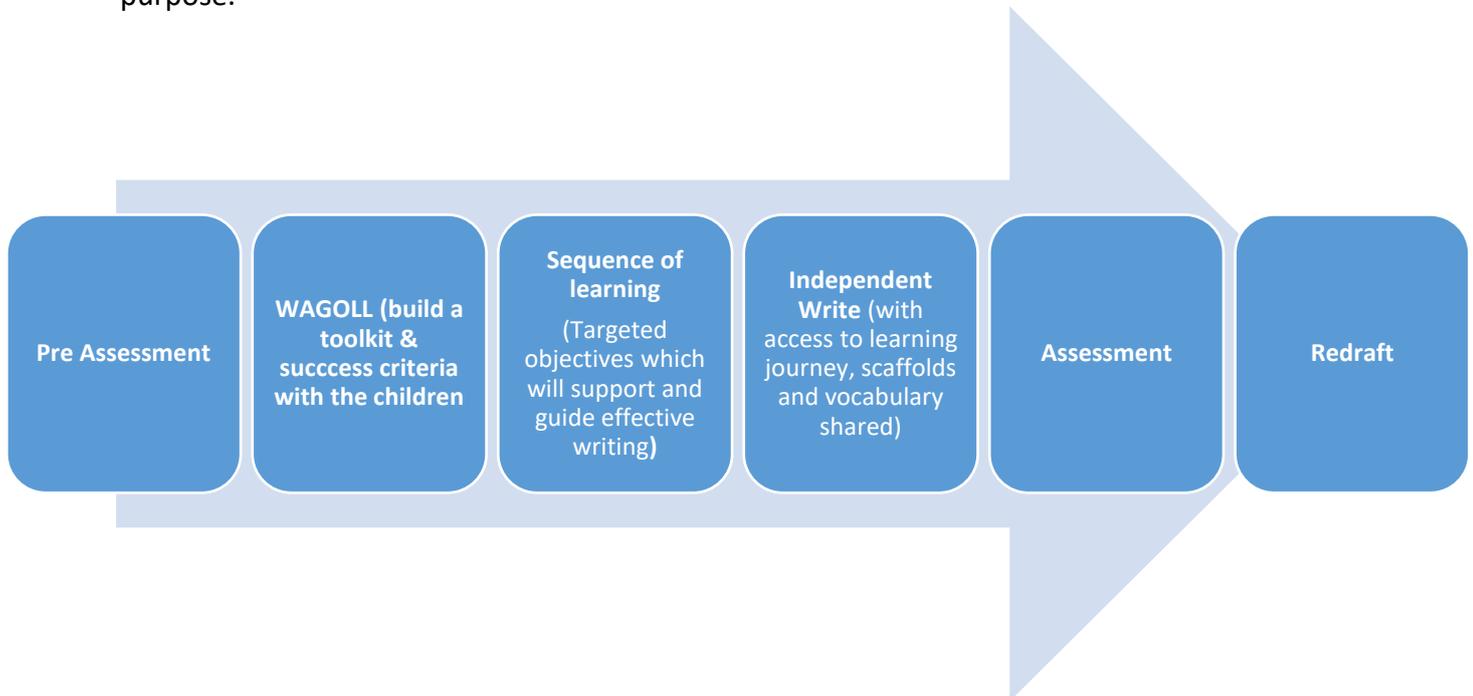
With novel study as a stimulus, we plan for long term objectives which are taken from the National Curriculum English Programme of Study for each year group. These key skills are then broken down and mapped out to ensure even, repetitive, coverage throughout the year. Where possible, relevant and meaningful cross curricular links are to be made with themes or special events in order to promote writing across the curriculum. A curriculum map is embedded across all year groups to ensure text type and genre coverage across school, allowing clear opportunities for skill progression. A spine of our novel study texts can be seen in appendix 2.

Medium Term Planning (MTP)

Each half term, medium term planning is used to show a breakdown of objectives and outcomes from planned units of work in each term – linked to the class novel. Planning makes reference to age related requirements, taken from the National Curriculum, for reading (word recognition and comprehension); writing (transcription, handwriting and composition); and vocabulary, punctuation and grammar. These will be used as lesson objectives and included on both children's work and shared by the teacher throughout the lesson. (See appendix 3a and 3b MTP formats).

Staff will use their focus text for the half term to plan for a variety of genres and text types across the half term. When planning and teaching a new genre, teachers should establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type and what the expected outcomes will be. There should be explicit links made to previous learning both in their current year group, and before.

Before each sequence of learning, the children will complete a 'cold write'. Teachers will then use this assessment to inform individual lesson objectives for a sequence of learning as well as interventions needed for individual pupils. The pupil's will then share 'what a good one looks like' to clearly understand where their writing is going, what they need to learn and what it will look like when they are successful. All writing has a clear context and purpose.



Short Term Planning

Objectives from the medium term planning are taken and broken down to form learning objectives to form short term planning. This is evident on teaching slides and children's work. Teachers use the learning objectives to plan a range of suitable activities to help pupils achieve the expected outcomes, taking account of prior learning, ability, timing, resources and support available. Explicit reference to how work will be differentiated for the range of ability groups should be evidenced in the pupil's outcomes, including how more able children will be extended and challenged. A variety of teaching strategies will be used, including demonstration, modelling, explanation, questioning and discussion.

Teaching and Learning Expectations

Foundation Stage

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

English is an integral part of teaching within the Foundation Stage. English teaching in Foundation Stage is based on the objectives taken from the Communication, Language and Literacy section of the Early Years Foundation Stage Curriculum (EYFS). In F1, F2 and the first term of Year 1, English is taught daily as follows:

English within F1:

- 10 minutes daily differentiated phonics session based on the phase 1 section of the letters and sounds documents.
- 15 minutes story time daily
- 15 minutes English focus activity in a small group with a member of staff at least once a week
- Guided reading and guided writing at least once each half term

English within F2:

- 15 minutes daily differentiated phonics session based on the phases 2 - 4 of the letters and sounds document. There are expected mid-term points each half term to support teachers in their accurate assessment of pupil progress.
- 121 reading twice a week
- 20 minutes story time daily
- 25 minutes English focus activity in a small group with a member of staff at least once a week
- Children will aim to learn 5 high frequency words/ tricky words each week and will take these home with reading books.
- Guided writing to take place every 2 weeks.

In addition to this each classroom has a variety of areas of provision which will be rich in language encouraging children's speaking and listening, reading and writing development.

Key Stage One

In Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. Children will be introduced to grammatical features using the technical terms and begin to apply this to their independent work.

Key Stage Two

In Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. In Key Stage Two, children should have increasing awareness of grammatical features, referring to these

using correct technical terms, and be able to accurately apply this into their independent work.

Whole School Teaching and Learning Approaches

Talk 4 Writing

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. 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. We use the talk for writing process (as outlined above) to support all pupils in writing effectively.

Guided Writing

Guided writing takes place as part of a small adult led group session within independent stage of the lesson. It is dedicated to developing specific writing skills in order to move pupils forward to achieve the next level and their next steps. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with a teacher supporting and / or scribing.

Independent Writing

Independent writing will be facilitated at the end of each sequence of learning. It will be used to provide an opportunity for children to work independently and apply newly learnt concepts; this provides teachers with an opportunity to assess children's progress in writing. Children are given time to plan and prepare for their writing before being given time to write completely independently for an extended period. On completion, children's work is marked against the success criteria for the text type (completed during their pre assessment too). The NC objectives for each year group will be used to inform 'assessments without levels'. Targets for the children's next piece of writing are to be given. In KS1 these are provided in symbol in line with our marking policy.

SPaG practice

A daily dash is used every day, at times to suit the class teacher. During this time, teachers provide children with activities which reinforce and practise core VPAG skills (Vocabulary, Punctuation and Grammar). Furthermore, these key ideas are kept high profile within every room through the use of display, reminders and integration in all lessons. It is also expected that within these sessions, grammatical features and their terms are consistently reinforced and referred to.

Handwriting

Spelling

INTENDED IMPACT

At Huntingdon we intend for our pupils to leave equipped with the following;

- An enjoyment of writing across a range of genres and curriculum subjects
- The ability to succeed in all English lessons because work will be appropriately scaffolded and have a focus on language acquisition.
- A wide vocabulary that they use within their writing
- A good knowledge of how to adapt their writing based on the context and audience
- Able to effectively apply spelling rules and patterns they have been taught

Finally, we intend for our parents and carers will have a good understanding of how they can support spelling, grammar and composition at home. We expect our percentage attainment for pupils at ARE to be at least in line with national averages and the same for those working within GDS. With this provision in place, there should be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)