

## Writing and Speaking & Listening Intent

National curriculum for English Aims:

- Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
- Pupils should be taught to speak clearly and convey ideas confidently using Standard English.
- Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure
- Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

At St. Erth, we teach English (Literacy) daily. The children have a writing/ English grammar lesson, spelling/ phonics and a guided reading session every morning. We recognise the importance of basic skills in reading and writing and give this high priority in our curriculum. Wherever possible, English is taught through cross-curricular themes linked to the term's Topic to develop and embed a broad and balanced curriculum. We value the importance of reading high quality texts and use these as a cornerstone for our Topics to inspire and educate.

We promote discussion and language acquisition through Talk for Writing and throughout the curriculum, talk partners are encouraged to clarify, engage, develop and ignite imaginations and teachers use adventurous language to develop children's understanding of vocabulary. Key writing structures are introduced through talk for writing and children are given opportunities to explore sentence structure and language before writing independently. We want our children to be confident and informed writers inspired by their reading and love for stories as well as their growing knowledge of sentence structure, grammar and topics studied.

## Writing and Speaking & Listening Implementation

When reviewing our curriculum and the teacher's assessments, we realised the importance of ensuring spelling and reading were given stand-alone lessons. With the purchase of Read, Write, Inc spelling for Years 2-6, there is a guarantee that each child has a daily spelling session and the National Curriculum spelling objectives are being taught efficiently. Our bespoke phonics scheme allows children opportunities to begin writing from day one and phonics for reading smoothly develops to phonics for spelling as the children progress through the programme. The children also have opportunities to practise these spelling words with daily handwriting practise and with specific programmes like Reading Eggs which we purchased to support children during COVID remote learning but value the positive impact so have continued this subscription.

Likewise, teachers have ensured that specific guided reading lessons are occurring daily and have moved to whole class sessions rather than groups to ensure high-quality teaching at all times incorporating speaking and listening. With the inclusion of resources like Literacy Shed, many reading objectives can be taught even with different levels of decoding in class and a big emphasis is placed on speaking and listening through deep discussion in these sessions. Teachers also ensure that interventions are appropriate to

support those who do need further support in Literacy areas including writing and speech and language. We have used the NTP and teachers in school to deliver COVID catch up to improve children's writing and close any gaps. Teachers at St Erth are very aware of SEND and are quick to identify and support the needs of individual pupils. Our bespoke curriculum is assessed daily and recorded throughout the term on an online platform called Balance which is beneficial to assess gaps in learning and allows SLT to monitor progress efficiently.

We incorporate Talk for Writing when appropriate to give children the internal structures for sentences and texts and allow them to experience a variety of language structures. Teachers compose the texts used for Talk for Writing to ensure the grammar, language for the term and sentence structures are evident and reinforced and ensuring the texts we tell are of the highest quality. Writing targets are used on a class and individual basis depending on what is appropriate for the child and activity.

Moderation takes place within key stages and as a whole school to ensure assessments are accurate and to share the good practise at St Erth. We have termly pupil progress meetings where we review the teaching and assessment to ensure progress is being made and any gaps are closing.

## Writing and Speaking & Listening Impact

The impact of having a curriculum that is rooted in Topic work ensures that the children's work has purpose and builds on Science, History and Geography skills alongside their basic skills in English.

We have observed that children's vocabulary is progressing and the children are becoming more confident in taking risks with language and are happy to use thesauruses and dictionaries to check their vocabulary choices in KS2. Through the use of ambitious class texts to tell, enjoy and read, the children are being offered opportunities to use heightened language throughout the school.

Read, Write, Inc. Spelling has had a positive impact on the teaching of spelling and making this more manageable for teachers workloads. We will keep reviewing this and allow the three years to trial to see the true impact of this programme. The impact of our bespoke phonics scheme is having a very positive impact on spelling too as children are more confident in using their phonics for spelling from Year 2 onwards.

As a result of the children at St Erth being given challenging texts to read, tell and write with higher level vocabulary, they are confident. This is apparent through our dramatic performances in KS1 and KS2 which are of a very high standard.

The children are becoming more confident to discuss their learning through the development of metacognition in school and using target cards to prompt. As always, teachers at St Erth discuss and adapt materials and activities to ensure the best provision is always offered to the individual pupils and enabling them to be confident writers who compose a variety of engaging pieces using a variety of structures.