



The English Curriculum

Vision

At Carrington Junior School, we believe English is an essential part of the curriculum: a subject that not only stands alone, but one that should be an integral part of all learning. We aim to deliver an ambitious writing curriculum which develops and promotes a true love for writing.

Intent

We intend to develop children into writers by delivering an engaging and exciting curriculum that inspires children to want to write. We will encourage children to be imaginative and to bring this to their writing. We shall provide children with the essential skills in grammar, spelling, punctuation and composition so they can express their ideas clearly and creatively through the written word. Children will have a clear understanding of the writing process, including planning, drafting, editing and revision of their work.

Implementation

Reading for writing

At Carrington, we recognise that reading and writing go hand-in-hand, therefore we aim to provide high-quality, aspirational and inspirational literature that act as model texts for children when writing. We read and write for a range of purposes and audiences, enhancing pupil's skills so they see themselves as authors. We use Bob Cox's 'Opening Doors' ideas as a starting point for many of our English writing units. These use aspirational texts and extracts from our literary heritage, supported by linked reading texts the children have access to so they can further enhance their skills and understanding.

Composition

Lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for the reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar.

Children write for a range of purposes, repeated across the year groups to solidify understanding of text types and to enhance skills in grammar, sentence construction and punctuation.

Teachers guide pupils through a clear writing process so they have the opportunity to explore a text, identify and use features, generate ideas, plan, draft, edit, revise, publish and evaluate their writing.

Grammar, punctuation and spelling



Pupils are taught to use identify, understand and use grammatical features, as well as the correct terminology. Grammar is taught both in context, where pupils can discuss and learn from the works of notable authors, and in stand-alone sessions where specific skills are taught.

Spelling is taught in stand-alone sessions using the Jane Considine Spelling scheme. Pupils investigate a spelling rule and then complete exercises to practise these skills. These are then incorporated into both reading and writing lessons.

Handwriting

In Year 3 and 4, handwriting is taught daily using the 'Happy Handwriting' programme. When pupils can write legibly, joined and at speed, they receive a Pen Licence. In Years 5 and 6, handwriting interventions take place 3 times a week for targeted pupils.

Further support is provided through the use of Theraputty to improve hand strength, pencil grips, writing slopes, guidelines, model handwriting desk strips and highlighted texts.

Impact

Children's understanding of the writing process helps them make good progress, with a high number of children achieve the expected standard or higher in writing, and through interventions and in-class support, those who find writing challenging are helped to catch-up.

Writing is developed from imaginative ideas, using ambitious vocabulary and a wide variety sentence types, applying spelling, punctuation and grammar rules. Published pieces of writing are high quality and well-presented in a range of ways. Children take pride in their work by making choices in language and presentation to appeal to the reader.

Pupils will have gained the essential writing skills to allow them to access the whole curriculum and transition to secondary school confidently.