



## English Rationale (writing)

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)

### Intent

- The English curriculum at Lothersdale School focuses on the knowledge and skills needed by all pupils, enabling them to take advantage of the opportunities, responsibilities and experiences presented in later life. We endeavour to address social disadvantage and injustice and believe that all pupils have the cultural capital to be educated citizens.
- We have listened to our children's voices, and we have created a curriculum which encourages them to become enthusiastic and engaged with English, through varied learning opportunities, helping them to become confident and enthusiastic learners.
- We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas in all subjects across the curriculum.
- Through our English Curriculum, we strive to teach our children how important their reading, writing and speaking and listening skills are now and will continue to be as their education continues into secondary school.
- By giving a context to their learning, our children understand the value of English to them now and in their futures.
- In KS1, both reading and writing knowledge is our focus.
- Our English curriculum enables an interdisciplinary cross-curricular approach, which makes meaningful connections between subjects, enabling pupils to develop creativity across the curriculum.
- Knowledge and skills are well sequenced and develop incrementally.
- Teacher subject knowledge enables all children to reach their potential.

### Implementation

- Our English ladders demonstrate substantive and disciplinary knowledge and the opportunity for creativity in writing.
- Our aim is to foster pupils who are capable readers, writers, spellers and speakers, enabling them to transfer these English skills to other curriculum areas, preparing for the next steps in their education.
- In line with the new national curriculum, we ensure that children are explicitly taught the grammar,

punctuation and spelling objectives assigned to their age/year group, enabling them to use these elements in their independent work.

- As we believe consistency and well-taught English is the foundation of a valuable education, at Lothersdale we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children.
- As well as teaching the objectives in the context of an English lesson, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. All year groups use the same format for assessing writing which has been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.
- These meaningful opportunities to develop writing skills are embedded across the curriculum, with a particular focus on the appropriate use of both adventurous and subject specific vocabulary.
- Writing is taught through the use of a quality text, exposing the children to opportunities of inference, high-level vocabulary, the appropriate range of punctuation and characterisation. Each text is purposefully selected in order to promote a love for reading, engagement and high quality writing from each child, giving all children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually.

Impact: to be reviewed at the end of each year

### **Knowledge in English**

Knowledge refers to the understanding and application of grammatical, structural and linguistic features. At Lothersdale School, our planning and teaching builds on children's knowledge and allows opportunity for deliberate practice which is conducted with the specific goal of improving performance of grammatical, structural and linguistic elements. Once secure, this knowledge can be applied to a range of purposes in writing across the curriculum.

### **Substantive knowledge**

In writing, substantive knowledge is the ability to effectively plan, draft and construct writing for different purposes. Writing construction involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings.

### **Disciplinary knowledge**

In writing, disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to write effectively for a range of purposes. In addition to demonstrating fluency when using age and stage appropriate devices in writing, it involves the ability to 'draw the reader in' and 'make them work' by selecting appropriate vocabulary, structural and linguistic features, cohesively linking all elements of the

piece. It is the process of thinking critically and creatively, using the automaticity of substantive knowledge.

### **Creativity**

We aim to ensure that creativity and knowledge work together as creativity involves making connections and using 'old' knowledge to create 'new' knowledge. Our curriculum at Lothersdale School has been designed so that the natural links between English and other subjects are deliberate and purposeful in promoting such creativity. For example, children in Upper Key Stage 2 could apply their knowledge of events from a period of history and their knowledge of diary writing in English to write a diary entry from the viewpoint of a specified person from that time. They are able to draw upon their knowledge of history and English as well as using their imaginations to create unique pieces of writing.

### **Assessment**

It is essential that children's progress is tracked throughout school in order to establish their acquisition of knowledge. At Lothersdale School, learning starts with the children's prior knowledge and any misconceptions they may have; they are given the opportunity to demonstrate connected knowledge that is held in their long term memory. Across the school, teachers decide upon the most appropriate, age and topic-related way of obtaining the children's prior knowledge. Units of sequenced learning are then personalised to the needs of particular groups of children.

Misconceptions that arise during the unit are identified and addressed as appropriate, with low stakes quizzes and check-ups being used to identify and address such issues. End of topic assessments take place approximately two weeks after the end of the topic. Approximately six weeks and twelve weeks after this, two further recalls are planned to embed knowledge in long-term memory.

**Reviewed September 2019 - CF**