



Deepcar
St. John's C.E.
Junior School

- ❖ Vision
- ❖ Intent, Implementation & Impact
- ❖ Progression

Vision

At Deepcar St John's Junior School, the teaching of **English** is the foundation of our curriculum. We believe that a quality English curriculum should develop children's love of reading, writing and discussion and we strive for a high level of English for all. A thorough grasp of literacy skills is crucial to a high-quality education and we aim to give our children the tools they need to participate fully as a member of society.

At Deepcar, we endeavour to create a passion for writing. Throughout their time at school, children develop their skills by exploring a range of different genres using a wide variety of models to aid the drafting and editing process. We hope to encourage a real enjoyment of writing in English lessons and in all subjects across the curriculum. The highest standards of writing are expected every time a child writes.

We want every child to leave our care possessing the skills of a writer with the ability to write fluently in the voice of an author.

Intent

Children will develop a rich and varied vocabulary through modelled writing, reading high quality texts, discreet vocabulary sessions and teachers having high expectations of oral responses. Children will be expected to apply this vocabulary across their writing and in discussion.

Punctuation and grammar will be taught in context and with a purpose so that children can apply these concepts to their writing for its effect and impact on the reader.

Children will become confident spellers, spelling new words by effectively applying the spelling rules they are taught to their work across the curriculum.

Sequence for Writing

Children are taught to think about the impact they want their writing to have on the reader and develop an understanding as to how they will achieve this.

Through structured writing development lessons - based on a systematic approach developed by the Literacy Consultant Teresa Heathcote - children develop an increasingly wide and varied bank of vocabulary and an excellent knowledge of writing techniques, which in turn extends detail and description in their writing.

We teach using the following teaching sequence:

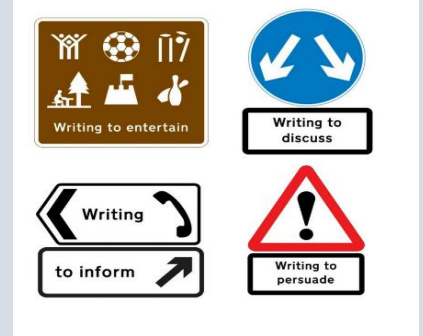
1. Immersion
2. Analyse
3. Skills
4. Plan
5. Write
6. Review
7. Redraft
8. Publish

The Writing Sequence



Implementation

The English curriculum is structured using the 'Four Purposes for Writing'. This is so that the focus is on teaching the purpose, audience and grammar for each piece of writing, rather than teaching genres. In this way, children can make links between purposes for writing across year groups, rather than seeing genres in isolation. We use a quality text on which to base all of our English work as well as a range of supporting texts. Teachers write or source a model text (WAGOLL) that includes all of the grammar features to be taught in the unit.



- Children are taught to think about the impact they want their writing to have on the reader and develop an understanding as to how they will achieve this.
- Through structured writing development lessons, children develop an increasingly wide and varied bank of vocabulary and an excellent knowledge of writing techniques, which in turn extends detail and description in their writing. Children are encouraged at all times to *deepen the moment* – look for opportunities to improve or extend their ideas.
- A wide and varied bank of stimuli are used to inspire children's writing, including stories, authors, video clips, poetry, drama, artwork and curriculum links.
- Teachers model the structure and organisation of writing based on each genre they are studying.
- Following the National Curriculum, discrete spelling lessons are taught through school – making links with phonics in EYFS & KS1.
- Whole Class Feedback, 1:1 'meetings' with their class teacher to discuss individual targets, and the time to act upon it, allows children to take ownership of re-reading and improving their writing so that each piece is produced to the best of their ability and better than the last.
- Grammar is taught in conjunction with writing lessons and in standalone lessons for areas of need or revision.
- Children are encouraged through the reference to year group specific 'Non-Negotiables', to copy, spell and punctuate accurately in independent writing.
- Introducing cursive script from Year 3 and through consistently taught handwriting lessons, presentation skills are developed and practised so that in all work, pride is demonstrated.
- In order for children to see progress in writing through their time in school and have aspirations for their own development, writing from all ages is regularly displayed around school.

Impact

The impact of the curriculum on children's independent writing is assessed in the following areas:

- Standards achieved against planned outcomes
- Creativity and children's ability to extend and deepen their writing
- Children's understanding and application of the fundamental principles of spelling, grammar and punctuation in their writing
- Children's ability to independently evaluate, edit and improve their writing

Our writing curriculum is high quality and well planned to demonstrate progression. If children are working within age related expectations, they are deemed to be making good progress. Writing is assessed at the end of each half term using end of year writing criteria. PITA (Point in Time) assessments are used to assess reading, writing and SPaG against ARE (age related expectations) in each year group. We keep individual records for each child to support target setting. Progress is tracked at half-termly Pupil Progress Meetings and moderation of assessment is completed during PDMs (Professional Development Meetings).

Overview of learning

To entertain Setting description Character description Sections of narrative Suspense writing Poetry	To inform Instructional Non-Chronological Report Recount Information text Letter	To persuade Letter Leaflet Advert	To discuss(UKS2 only) Historical explanation Balanced argument
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Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TFW: 'The Stocksbridge Frost Dragon' To inform: - Non-Chronological Report 'Libby and the Parisian Puzzle' by Jo Clarke To entertain: - Setting description	'Libby and the Parisian Puzzle' by Jo Clarke To entertain: - Setting description To persuade: - Visit Paris	Onomatopoeia by Joseph Coelho To entertain: - Poem 'How to mummify a tomato' To inform: - Instructions	Marcy and the Riddle of the sphinx by Joe Todd-Stanton To entertain: - Narrative	Meet me by the Steelmen by Teresa Tomlinson To entertain: - Narrative (Meet me by the fountains) To inform: Information leaflet about Fox Valley.	
Grammar and punctuation -Expanded noun phrases -similes - Coordinating conjunctions (FANBOYS)	-Subordinating conjunctions (ISAWABUB) - Adverbs of manner, place and time. -Prepositions -Rhetorical questions -metaphors	- Headings and sub-headings to aid presentation		- Use of inverted commas and other punctuation to indicate direct speech. -Start to organise paragraphs around a theme. -Using fronted adverbials (Using commas after fronted adverbials). -indicating possession by using the possessive apostrophe with plural nouns.	

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Charlie changes into a Chicken' by Sam Copeland To entertain - character transformation description	'The Firework Maker's Daughter' by Philip Pullman To inform: - Informal letter from Lila to Lalchand explaining leaving To entertain: - setting description - fire-fiend's grotto	'The Mousehole Cat' by Antonia Barker To entertain: - Poetry To entertain: - description of the storm as an animal 'Great Storm Cat' To inform: - Non-Chronological Report about Cornwall		Peanut Jones and the illustrated city' by Rob Biddulph To persuade: - advert to visit a particular section of the illustrated city To inform: - Instructions: How to use the La Porte pencil' To entertain: Short chapter written in a particular section of the illustrated city	
Grammar and punctuation - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Use of commas after fronted adverbials		Use of paragraphs to organise ideas around a theme		- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>'Clockwork' by Phillip Pullman</p> <p>To entertain: - Setting description - White Horse Tavern - Character description - Dr Kalmenius</p>	<p>To discuss: - Why did Claudius invade Britain?</p> <p>'Clockwork' by Phillip Pullman To entertain: - Narrative recount - Gretl in the Clocktower</p>	<p>'The Sea' by James Reeves To entertain: - Figurative poetry</p> <p>'The Explorer' by Katherine Rundell - Internal monologue (The Explorer river section)</p> <p>To inform: - Bear Grylls style instruction text</p>	<p>'The Highwayman' by Alfred Noyes</p> <p>To entertain: - First person recount of particular section</p>	<p>'The Highwayman' by Alfred Noyes To persuade: - Formal letter</p>	<p>'A Place called Perfect' by Helena Duggan</p> <p>To entertain: - Using dialogue</p>
<p>Grammar and punctuation</p> <ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 		<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity 			

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>'Nevermoor' by Jessica Townsend</p> <p>To entertain: - internal monologue - poetic devices (Passing Through)</p>	<p>'The Song From Somewhere Else' by A F Harrold</p> <p>To inform: - Diary entry</p> <p>To entertain: - Setting description</p>	<p>To entertain: - Poetry</p> <p>Titanium music video To inform: - Police incident report</p> <p>To discuss: - Should Tom be held in a research facility?</p>	<p>'The Invention of Hugo Cabret' by Brian Selznick</p> <p>To entertain: - setting description - dialogue - suspense</p>	<p>'The Invention of Hugo Cabret' by Brian Selznick</p> <p>To persuade: - Formal persuasive letter</p>	<p>Francis Brandywine video To entertain: - Suspense</p>
<p>Grammar and punctuation</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 		<ul style="list-style-type: none"> - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 			