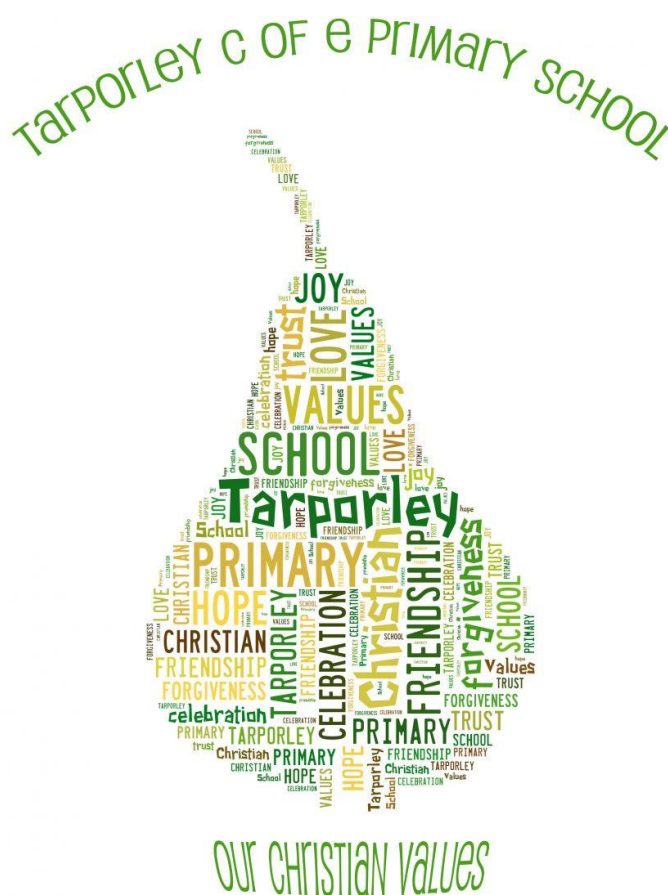


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are:
LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

English Policy Writing and SPAG

Mission statement

As a Church School, we approach all that we do through our Christian Values which are embedded throughout our curriculum. They are...

Joy, Celebration, Hope, Friendship, Forgiveness, Love, Trust

Our Christian Values are integral to all that we do and form the bedrock of our attitudes and approach.

We want all of our children to *Let their light shine (Matthew 5)*.

We follow the BOOKS approach to our curriculum which is embedded into our English curriculum. We aim to embed a love of writing, creating a school ethos where a desire to succeed and be the best that you can be, is at the core.

Our aims

In writing we aim:

- to enable children to write with confidence and independence using strategies to self-monitor and correct;
- to inspire children to have a love of writing in all its forms;
- and to develop the powers of imagination, creativity and inventiveness.

In speaking and listening we aim:

- to develop each child's competence, confidence and enjoyment;
- to use drama experiences as a means of expression, exploration and to raise self-esteem;
- and to embed activities across our broad and balanced curriculum.

In Spelling, Grammar and Punctuation we aim for pupils:

- to have an interest in words, their meanings; developing a growing vocabulary in written and spoken forms;
- to apply relevant vocabulary, including technical vocabulary, to articulate their responses;
- to develop an understanding of the structure and composition of standard English.

Teaching of English

In the foundation stage children should be given opportunities to engage in speaking and listening activities and to communicate their ideas. Communication and language is embedded in every part of the curriculum and we immerse children in an environment rich in print.

In our daily English lessons from Rec- Y6 we follow Pathways to Write which is a mastery approach to the English curriculum. It holds inspirational texts at the heart and always begins with a hook for writing to engage the children. This programme provides planning and resources for teachers to follow and adapt to the needs of the children, covering speaking and listening, SPAG, reading and writing. We have created a 2 year rolling programme for these units and year group plans have been adapted to meet the needs of the children and provide challenge to all.

Lessons cover a wide range of text types and genres in order to immerse the children in a variety of writing styles. This is ensured through Pathways to Write which also provides progression grids for the features of writing, including -SPAG, and speaking and listening objectives. Teachers adapt the teaching to suit the needs of their individual classes and proceed at a suitable pace for their class. Greater depth tasks are included to challenge the more able writers.

We expect children to write every day in English or across the curriculum. Pupils are consistently given opportunities to write independently. This is built up over the year groups to allow the children to develop as independent writers and to demonstrate their writer's voice.

Spelling, Grammar and Punctuation

At Tarporley CE Primary School we deliver the majority of grammar and punctuation (SPAG) through English lessons. Teachers will try to embed this method of the children using the features through the specific genre they are teaching.

When necessary discrete SPAG sessions will be delivered including the taught spelling rules which occurs once a week. At Tarporley CE we follow the Pathways to Spell scheme of work to ensure full coverage is maintained in every year group and sets challenges for the more able. This is on a two-year cycle to ensure all children are taught equally.

We expect children to be applying their SPAG work throughout their writing across the curriculum.

Handwriting

At Tarporley CE we follow the Kinetic Letters programme of handwriting. Please see separate policy for more details.

Cross-curricular literacy opportunities

There are a wide range of cross-curricular opportunities we give to the children to help develop a love of writing as well as making it practical across subjects. Trips and residentials are planned for and writing opportunities are immersive for the topic.

Assessment

Work will be assessed inline with the Assessment Policy.

In Writing, teachers are expected to use the Pathways assessment grids to support their judgements and this is recorded on Insight. This should be completed following independent work within the classroom. Pathways to Write provides opportunities for assessment at the beginning and end of the units to show progression.

Termly moderation meetings will be held in Key Stage Meetings and Whole staff meetings. A selection of work and evidence is expected across subjects.

Learning Environment

In all classrooms there is a 'Let Your Writing Shine' working wall. Every child will have a piece of work displayed on the wall and these act as a 'beat that' display for the children. These displays should be updated half termly to show progression and keep the children engaged. The children may choose which piece they would like on the wall if they feel proud of the work they have produced.

Every classroom has an English working wall where the feature keys are displayed along with any SPAG and vocabulary teaching to assist the children during their lessons. Guidance for this is given in each Pathways to Write document.

Inclusion and Differentiation

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors so that we can take some additional or different action to enable the child to learn more effectively. Assessment allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;

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