



English Strategy at St Peter's Brafferton CE VA Primary School

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

As the subject of English is such a vast area of the curriculum, the following strategy has been divided into separate domains:

Writing

Spelling

Speaking and Listening

Writing

We strive to create a positive writing culture in our school so that pupils find writing engaging and enjoyable, by providing exciting stimuli and purposes for writing. It is our aim to enthuse, inspire and equip our pupils so they become confident, fluent writers who enjoy writing and can independently use the wide range of writing tools they have developed whilst on their writing journey with us. We believe effective composition of writing is dependent upon hearing and using high quality talk and ambitious vocabulary and as such we expose children to a wide range of high-quality texts, from a wide range of genres and subject areas. This encourages our pupils to have confidence in a range of writing styles, embedding ambitious vocabulary and effective grammar in their written work across the curriculum.

Children learn to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children learn to refine and edit their work



independently over time as this is an important part of their growth in writing process. Our pupils are encouraged to take pride in the presentation of their writing by developing a neat, clear and joined, handwriting style by the time they move to secondary school.

Class teachers with Year 2 upwards plan writing lessons based on The Write Stuff, Jane Considine approach, and Reception and Year 1 learn reading and writing alongside each other in the Read, Write, Inc programme. Once Year 1 children are confident and ready, we move them onto 'The Write Stuff' approach as part of transition into the next year group.

Writing is taught everyday across all classes with a continuous focus on spelling, punctuation and grammar.

Handwriting and presentation

Our pupils are encouraged to take pride in the presentation of their writing by developing a neat, clear and joined, handwriting style by the time they move to secondary school.

Pupils in Reception and Year 1 learn the Read, Write, Inc approach to forming letters and once children are ready (usually at the end of Year 1), we teach the children cursive script through weekly handwriting lessons and continuous, daily, teacher modelling.

We provide writing grips, aids and fine motor activities for all pupils if needed.

Assessment & Impact

The effectiveness of our Writing curriculum is measured by the extent in which our children are able to write confidently and accurately across a wide range of genres and for various purposes and audiences. Children should leave Year 6 with an enthusiasm for writing and equipped with all of the essential skills and techniques to flourish in writing for the remainder of their education and beyond. The impact of our curriculum is assessed robustly on a day-to-day basis to ensure it is providing children with the best possible foundations in which to succeed in writing.

Our writing is celebrated and assessed in a variety of ways:

1. Assessing sustained pieces of writing against the relevant writing objectives using insight tracker.
2. Assessing children against end of Key Stage 2 SATs (Year 6 only) to assess understanding of grammar, punctuation and spelling.
3. Whole school writing gallery showcasing the progression in writing from EYFS to Year 6.



4. Regular book looks, learning walks and pupil voice to identify good practice and areas for development conducted by the English lead alongside the Headteacher and the link governor for English.
5. Weekly awards for hard work across the curriculum which includes writing.
6. Discrete spelling and handwriting sessions which are additional to the writing journey.

Spelling

We understand the children's spelling is closely linked to their understanding of phonics, which is why we place a huge understanding on Phonics within Early Years and throughout the school. For more information about how phonics is taught in school, please refer to the Phonics Intent, Implementation and Impact statement and progression document.

From Year 2 to Year 6, children who have secure phonic knowledge are taught discrete spelling lessons three times per week. We follow the 'Read, Write Inc KS2 spelling scheme' for these sessions and they are in addition to phonics sessions for pupils who still need phonics. The programme has been designed to meet the needs of the 2014 national curriculum and it does that in a very manageable and flexible way, explaining comprehensively how to effectively teach spelling. We have chosen this spelling programme as it closely builds on the phonological understanding children have developed and allows for careful progression. An additional statutory spellings worksheet is sent out termly, which provides pupils with extra opportunities to learn the age appropriate spellings for them.

As well as the discrete spelling sessions, it is our aim for children to develop spelling strategies which will help them for life. We identify common spelling errors within work and encourage children to use dictionaries and personal dictionaries to support them in correction. Some pupils have more additional bespoke support, from classroom resources or specific spelling intervention programmes to help them 'keep up' not 'catch up'.

The impact of our spelling curriculum is measured through summative and formative data. Teachers assess how well pupils apply spelling rules within independent writing, spelling sessions, spelling assessments (for children on the SEND register) and termly SATs assessments (for year 6 children).

Speaking and Listening

The National Curriculum states that all pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate



and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

We have developed a Speaking and Listening Progression of Skills to carefully ensure all pupils get a range of speaking and listening activities in their time at St Peter's Brafferton.

On a day-to-day basis, all pupils are encouraged to use language to communicate their ideas effectively in lessons. We incorporate the Read, Write Inc partner signals into lessons and our writing programme 'The Write Stuff', gives many opportunities to use drama and debate.

We pride ourselves on the drama opportunities we give our pupils such as weekly celebration assemblies, local village shows and in our Christmas (Preschool, Reception and Year 1) and Summer Productions (Year 2-6); closely linked to our music and PE curriculum.

Writing, spelling and Speaking and Listening are closely linked to our Reading Curriculum (see also Reading Vision, implementation and Impact)

Reviewed February 2025

Next review February 2026

S. Anderson (Headteacher)

S. Atkinson (English Lead)

V. Ellis (Phonics Lead)