



A voyage of discovery - we're sailing to success together... English



I N T E N T	AIMS		
	Nurture a love of reading and develop children’s phonological awareness, reading fluency and comprehension.	Inspire children to become imaginative and creative writers, by equipping them with the tools they need to write effectively.	
	Develop critical thinkers through discussing the language and devices used across a range of children’s literature.	Enable all children to progress in their learning through carefully planned sequences of lessons, assessment and targeted intervention	
I M P L E M E N T A T I O N	APPROACH: Holistic, physical , well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural		
	Phonics underpins all writing at Trafalgar. It is taught fast and first, using the Song of Sounds program as a basis for daily teaching in all year groups. Planned practise activities to support spelling are also included in early morning work and sent home on a weekly basis.	Each new unit of English teaching and learning, begins with a stimulus, often and a quality and engaging text: fiction, poetry or non-fiction. Chosen texts are linked to the current topic, cross-curricular learning, and to prior learning.	Whole class reading and book talk is used to foster engagement in the focus text and deepen understanding through: pre-teaching new vocabulary, developing the confidence to offer ideas and then reshape them in the light of other contributions, thinking together as a group and moving comprehension forwards.
	We frequently use Talk for Writing to develop imaginative, creative and effective writers. Based on the theory of generative knowledge, children learn to imitate the transferable structures and language patterns of a model text. Through rehearsal and repetition, using a visual text map and actions to strengthen memory, children are helped to internalise the text. Activities such as drama are used to deepen understanding.	The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Innovations to the model text are discussed and planned as a group and used for shared writing of a class text. Children then plan their own innovations using a range of planning formats and use their plans to draft their own writing, applying independently what has been taught and practised. Children use the text structure, and writing tools to write, drawing on the model, their wider reading and experience, so that they are writing independently, adding to, embellishing, altering and manipulating the original structure.	Children in KS1 continue to refine their writing in the independent application phase through proofreading and editing their work. During this phase, children learn the skills to make corrections and more significant changes in light of feedback and reflection. In the YR, children are provided with ample opportunities for self-initiated writing, putting their learning into practise in a language-rich and well-resourced environment. Running alongside the content-focussed writing curriculum, activities are planned to develop children’s fine motor control, practise letter formation and develop handwriting and presentation skills through ‘publishing’ finished pieces.
	Supporting and feeding into all stages of the sequence of learning; assessment and intervention ensure granular progression lesson by lesson for all children and enable teachers to tailor learning to individual needs, enabling all children to make progress.		
I M P A C T	CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS		
	Children acquire a good knowledge of grapheme-phoneme correspondence and an increasing knowledge of exceptions to rules, such that they are able to read and write with increasing fluency and accuracy.	Children progressively see themselves as readers and writers and use their skills to access information, read for pleasure, communicate and express themselves.	Children demonstrate a growth mindset and show confidence in their abilities and a belief that they ‘can do’ or ‘will be able to’.
		Children show a high level of pride in the presentation of their written work.	