



Deighton Gates Primary School

Curriculum Overview: English Writing

(including Transcription, Composition, Spelling, Vocabulary, Punctuation, Grammar)



Intent

At Deighton Gates Primary School, our intent is to deliver a high-quality English education that promotes high standards of language and literacy, equipping pupils with a strong command of the spoken and written word. Our English curriculum will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others.

Aims:

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.

In order to achieve these aims we have designed an ambitious curriculum that is coherently planned and sequenced and fulfils the requirements set out in the [National Curriculum](#). We have identified the key 'Threshold Concepts' which define the fundamentals of the subject.

We use these threshold concepts to ensure that our curriculum offer is coherently planned and enables pupils to make progress within each discipline. The [Long Term Plan](#) sets out the specific, intended progression for each threshold concept.

The Threshold Concepts in English (writing) are:

Composition (articulating ideas and structuring them in speech and writing).

Handwriting

Spelling

Vocabulary

Punctuation

Grammar

Sequencing

The curriculum has been sequenced to ensure that children progressively develop the knowledge and skills defined within each threshold concept. Each is broken down into specific year group content (matched closely to the Nation Curriculum) and children work towards mastering these objectives during their time in a given year group. The [Medium Term Plans](#) for each year group set out the intended sequencing of the curriculum.

Implementation

The intended English (writing) curriculum is implemented through the planning, teaching and assessment of the subject as a specific discipline in each year group. From EYFS to Year 6, children are taught writing skills through daily Literacy lessons which follow the writing process of modelling,



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scaffolding, independence, re-drafting and producing a final draft. Vocabulary, Punctuation and Grammar are incorporated as part of the daily teaching of writing and we focus on the development of these skills, within standalone lessons, and embed them through day to day writing.

Across the English and wider curriculum, the pupils are given the opportunity to:

- Write in a variety of contexts and genres
- apply and practise skills across a range of subjects and situations
- Study language, through shared texts and subject specific vocabulary
- Learn compositional skills (drafting, editing and improving)

High quality, cursive handwriting is promoted and taught throughout school. In Reception the children are taught correct pre-cursive formation, with letters sitting on the line and of a consistent size so that it can be read back. In Year 1 the correct pre-cursive formations, positioning and sizing are embedded and from the Spring term joins are introduced. From Year 2 onwards consistent cursive handwriting is practised and embedded with focus on writing legibly, fluently and with increasing speed.

Spelling (EYFS and KS1): As part of phonics teaching, children learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. Tricky and Common Exception words are also a focus of spelling teachings and form non-negotiable once taught for the vast majority of pupils.

Spelling (Year 2 – Year 6):

We follow the Read, Write, Inc Spelling scheme which focuses on the teaching of spelling patterns and irregular words as well as the curriculum word lists. This scheme links directly to the spelling patterns and rules detailed in the National Curriculum (English Appendix 1).

The detailed Long, and Medium, Term Plans (see links above) sets out when, within the curriculum's design, each concept is taught, revisited and assessed.

From Year 1 to 6, teachers conduct half-termly writing (Composition, Transcription, Spelling, Vocabulary, Punctuation and Grammar) assessments and use Classroom Monitor (an online database) to: record pupils progress towards each objective, identify next steps and to inform teacher assessment. Between April and July teachers collate evidence, using WVLP writing criteria, and make summative assessments of pupils' attainment in a similar style to the current Year 2 and 6 assessment arrangements. In Reception, teachers use Tapestry and day to day to teaching to record ongoing assessments against the early learning goals.

Specific Assessment of Spelling and Grammar:

Each half term children's progress (EYFS, KS1 and Specific KS2 children) through letters and sounds is assessed and recorded on a cohort tracker. This is used to inform the next sequence of teaching. From Year 2 to Year 6, half-termly spelling assessments are used to track pupil progress and inform teaching.

In Year 3 to 6 termly grammar assessments are used to track pupil progress and inform teaching.

In Year 2 SPaG SATs are administered to inform teacher assessment on whether each has achieved the expected standard for their age.

In Year 6 SPaG SATs are administered to assess whether each child has achieved the expected standard for their age. These results are reported to parents and the DfE.



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Termly Pupil Progress meetings are held with the senior leadership team to track the progress of groups and individuals. This enables staff to evaluate the implementation of the curriculum and identify opportunities for further review. Whenever necessary, all staff are able to identify specific pupils with special educational needs and/or disabilities, as well as those with an identified specific talent; and adapt the curriculum's implementation accordingly.

Impact

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

The impact of the English (writing) is evaluated and reviewed through annual reports that are created and shared with governors by the subject lead. The purpose of these reports is to highlight the impact of the implemented curriculum, its strengths and areas for review.

In addition, we measure, and validate, the impact of our curriculum through the following methods:

- The tracking of assessment data
- Termly pupil progress meetings
- Regular WVLP Writing Moderation Meetings
- Analysis of 'in house' summative assessment at the end of each year
- SLT and Subject Leader Lesson observations; including subject enquiries
- Work Scrutiny