**Langley Fitzurse C of E Primary School – English Writing and Oracy - Intent, Implementation and Impact Statement**

**Intent:**

At Langley Fitzurse Primary School we believe that a quality Literacy (English) curriculum should develop children’s love of reading, writing and discussion and that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and speaking. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they reach upper Key Stage 2. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We want all children to work to the best of their ability and make appropriate progress. We want to inspire children to be confident in the art of oracy and use discussion to communicate and further their learning. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and encourage a home-school partnership which enhances children’s learning outcomes. We believe that children need to develop a secure knowledge base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

**Implementation:**

Staff subject knowledge allows the intentions of our writing curriculum to be delivered successfully. We continually strive to build upon teaching staff’s understanding of the expectations of the curriculum. We achieve this through frequent subject updates though courses which are disseminated throughout the teaching body, book looks and collaborative moderation. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.

Every term, children are given opportunity to write for different genres, following a carefully planned teaching sequence. This is where teachers explicitly model and allow children to practise a range of writing techniques. Independent pieces of writing are used to measure progress and set targets and next steps for learning. Children are encouraged to use high quality resources such as dictionaries and thesauruses. Curriculum maps outline context driven high quality texts and genre to support the planning and teaching. Alongside the curriculum map, we use other resources to ensure that our offer is rich and varied.

Teachers use progression grids to assess pupil’s levels and identify potential gaps in their learning. Correct grammatical vocabulary is modelled by all teachers. Interventions for writing are delivered for children which need additional support either individually or in small groups, depending on available resources. Children are given time to practice and perfect their spelling strategies throughout the week at school and at home. Feedback is given in a variety of ways. Discussion is essential to learning and children are encouraged to discuss their thoughts, ideas and writing styles with a partner, group or the teacher. Cross curricular writing is encouraged throughout the curriculum.

**Impact:**

The impact of our English curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that writing is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of writing due to learning in an environment where writing is promoted as being an exciting, engaging and enjoyable subject in which they can express themselves confidently and creatively. Our children have a good understanding of their strengths and targets for development in writing and what they need to do to improve. Our English books evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of genre, spelling, punctuation and grammar. Our feedback and interventions are intended to support children to strive to be the best writers they can be.