



*Celebrating Learning Together*

## English Vision, Intent and Implementation

At Shebbear Community School, English lies at the heart of all learning as across the curriculum, we provide engaging and enjoyable opportunities for learners to develop and practise their literacy skills to enable them to become skilled communicators. Please also see our statement on the teaching of reading at the school.

### Writing

We aim for all of our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and set out in an appropriate way. It is our hope for them that they will learn to enjoy writing, see the value of it and for them to leave us as confident, accomplished writers. We acknowledge the role that discussion and oral rehearsal plays in our understanding of the written word as well as the importance of teacher modelling of the writing process. Both of these aspects form an integral part of our teaching of writing through the "Talk for Writing" model which is implemented across the whole school. In this approach, children listen to and retell a variety of genres; learning some off by heart using actions. This helps them to internalise language patterns and learn new vocabulary giving them the confidence and tools to write themselves.

From early on in their learning journey, children explore a range of genres, see adults writing and experiment themselves through mark marking, symbols and conventional script. Though oral rehearsal, children learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

As they move through the school, children develop an understanding that writing is essential to thinking and learning but also enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. Powerful teaching techniques such as shared and guided writing mean children are exposed to high quality demonstration, exploration and discussion of the choices writers make.



Children use the planning, drafting and editing process to improve their work and alongside effective feedback, are encouraged to become reflective, resilient learners.

We strongly believe in giving children first hand experiences to draw on information and emotions to enhance their learning and consequently make use of our local community regularly. Trips to local places of interest and visits from local figures are essential to provide an engaging starting point to enable the children to achieve high quality writing. We also feel that, wherever possible, children should write for a purpose and take pride in their learning; therefore we provide many opportunities for children to share their writing with the intended audience and to exhibit their work with the rest of our school community via prominent school displays.

We believe children require a secure understanding of spelling, punctuation and grammar to develop a true understanding of English and to be successful, so these concepts are taught discretely within English lessons in engaging ways. Through careful planning, teachers introduce new concepts in relation to the genre that the children are currently studying.

We also feel that children should be able to write with ease, speed and legibility so follow a consistent approach across the school to the teaching of handwriting.

## Speaking and listening

Opportunities to develop and hone children's oracy skills are embedded not only in the English curriculum but also across the wider curriculum at Shebbear Community School. Teachers are resourceful in their planning of topics and look to include learning end points involving speaking and listening wherever possible such as through discussions, debates, performances and presentations. Children practise speaking for a variety of purposes and audiences, adapting their language appropriately as well as their intonation, tone, volume and actions, and are able to work individually or in small or larger groups with peers or older or younger children.

