

### **Our vision and rationale**

At Oakley CE Junior School, we believe that writing and spelling are foundational skills that empower our students to express themselves effectively, communicate their thoughts and ideas, and engage with the world around them. Our intent is to cultivate confident and proficient writers who not only master the mechanics of spelling but also harness the power of language to convey meaning, evoke emotions, and inspire real audiences. Through our writing curriculum, we aim to equip children with the tools and techniques to articulate their thoughts, feelings, and imaginations with clarity and precision. We foster a love for writing by providing diverse opportunities for creative expression, narrative exploration, and effective persuasion. By immersing students in a rich literary environment and exposing them to a wide range of genres, styles, and authors, we ignite their passion for storytelling and enable them to become versatile and expressive writers.

In parallel, our spelling teaching program is designed to provide children with a step-by-step approach to tackling new spellings (Say, Snip, Stay, Target, Link). Through this clear system, regular practice, and targeted interventions, we strive to empower our students to spell with accuracy and precision in their written work. Embedded within our teaching of writing are our core Christian values of courage, respect, and grace. We nurture courage in our students, encouraging them to approach writing challenges with boldness and confidence, knowing that each draft is a step towards growth and mastery. Respect is paramount in our writing curriculum, where students not only appreciate each other's ideas, efforts, and perspectives but work together to support and develop each other's understanding and outcomes. Grace permeates our classrooms, inspiring collaboration, empathy, and kindness as students celebrate each other's achievements and uplift one another in their writing journeys.

Through our dedicated and holistic approach to writing and spelling education, we aim to empower every child at Oakley CE Junior School to become confident, articulate, and lifelong writers, equipped with the skills and resilience to thrive in an ever-evolving world.

### **Purpose of study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **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.

### **Inclusion**

As teachers and educators, we need to be flexible. As a school, we believe in 'Great expectations for all' and this is fostered in our approach.

### **Some pupils might need the following adaptations:**

- words highlighted and given to them on their desk so they can refer to new vocabulary
- word and phonic mats/ banks available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues

- continue to develop set skills before moving them on to the next step
- assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.
- use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic- learners prefer a physical, hands-on approach.
- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapted the resources
- allow children time to explore though talk for learning to build their confidence and understanding before committing their understanding to paper
- allowing the children the chance to record ideas in a range of ways e.g. talking tins, Clicker, Laptops and ipads, adults scribing children's ideas, collaborative mind mapping.
- tasks broken down into manageable chunks of learning
- teacher recording skills and processes in the classroom so children can make reference to them
- sentence starters and closed tasks to support children's writing.
- working in small groups or on a 1:1 to consolidate learning.

**All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed**