

English



Our Writing curriculum is shaped by our school vision – ‘To SHINE.’ We aim to deliver a broad and ambitious curriculum, rich in knowledge and skills, which is accessible to all.

At Austhorpe we are a reading school. We aim to ensure that reading is promoted as an essential life skill which allows our children to write confidently and with purpose across a wide range of topics.

English

Teachers demonstrate high quality modelling within each literacy lesson and encourage children to include key vocabulary (linked to their Topic where appropriate), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level.



Scaffolds are in place to enable all children with identified SEND / Pupil Premium to access Quality First Teaching. Daily interventions/support may be put in place in order to accelerate writing skills.

English

Support in class may include small group work with an adult during lessons to model key skills, scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing.



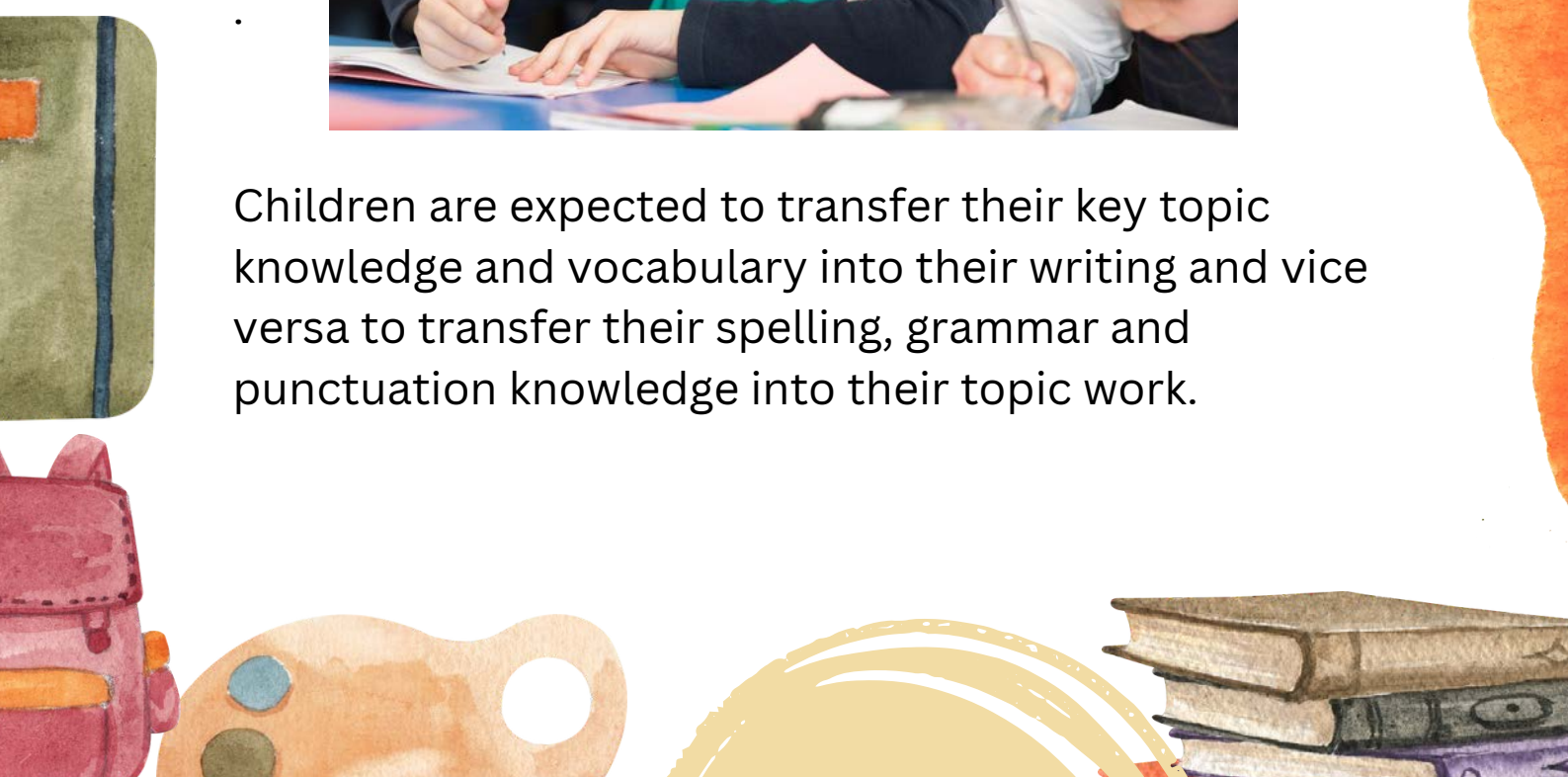
- The use of a WAGOLL (What A Good One Looks Like) is used as an example of how to be successful at the start of each unit of work. This provides children with an end goal. Children are encouraged to use this as a structure but also innovate their writing to make it their own.



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At Austhorpe we immerse children in a termly history/geography themed topic and encourage cross-curricular links.

We provide engaging writing hooks which are linked to each termly topic to give children an audience and purpose for writing.



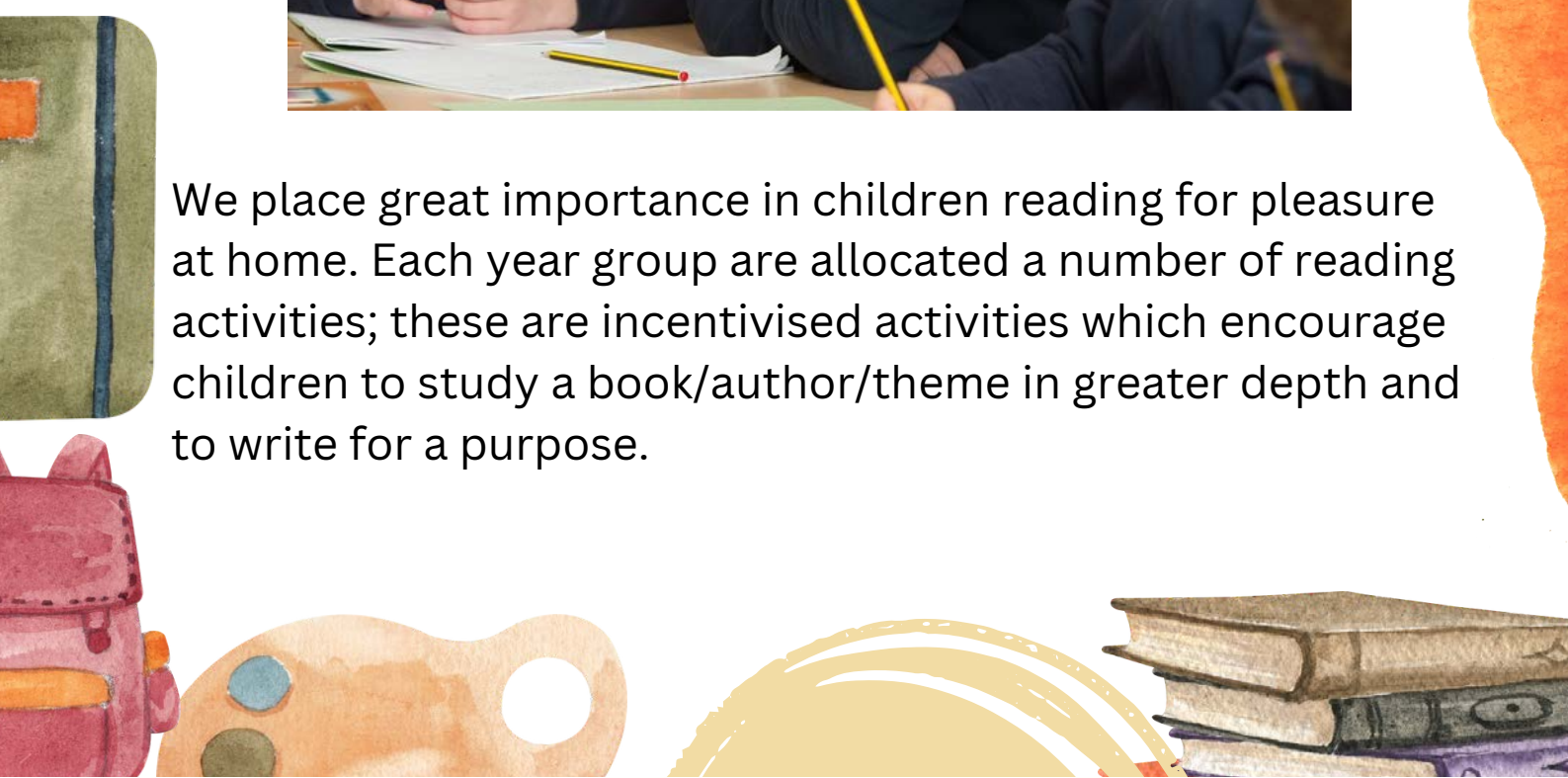
Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work.



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Teachers start each writing unit with a hook – maybe a video, a story, a trip or visitor in school.

Our class novels are carefully selected to take into account the interests of both boys and girls to stimulate and encourage writing for pleasure.



We place great importance in children reading for pleasure at home. Each year group are allocated a number of reading activities; these are incentivised activities which encourage children to study a book/author/theme in greater depth and to write for a purpose.

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Children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children.

We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes.



English

Developing Oracy

Why does a high-quality oracy education matter? At Austhorpe we aim to empower all of our children to use their voice for success in school and in life. Evidence shows that a high-quality education can: improve academic outcomes; improve literacy development; increase confidence and wellbeing; equip children to thrive in life beyond school and shrink the language gap.

We know that contributions in class increase as the children have the tools to express themselves and they make full responses to what others have said.

