



<b>Intent</b>	<p>Following the National Curriculum and Early Learning Goals, the overarching intent for English at The Mosley Academy is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that children:</p> <ul style="list-style-type: none"> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>appreciate our rich and varied literary heritage</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>						
	<p><b>At The Mosley Academy our children will present the following characteristics of learners:</b></p>						
	Pupils will be able to write fluently and confidently for a range of purposes.	Pupils will be able to identify audience, purpose and context.	To have an awareness to compose writing through forming, articulating, and communicating ideas then organising them for a reader.	Pupils will learn the correct grammatical terms in English and that these terms are integrated within teaching.	To present work with fluent, legible and, eventually, speedy handwriting.	To understand the relationships between words, how to understand nuances in meaning and figurative language.	To apply their knowledge of spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
To plan, revise and evaluate their own writing according to the above.	To compose through articulating ideas and structuring them in speech and writing.	Pupils will develop a wide range of vocabulary creating a love of language.	The love of writing will be discretely taught allowing children to develop an appreciation of the craft of writing.	Skills to clarify the meanings of unknown words will be a part of teaching.	To use the elements of spelling, grammar, punctuation and 'language about language'.		

<b>Implementation</b>	<p><b>Early Years - Talk for Writing</b> - Talk for writing is used in the Early Years Foundation Stage to develop a range of skills including knowledge, confidence and independence in writing through a rich and engaging curriculum. This starts with a 'hook' and then follows three phases of Imitation, Innovation and Invention. A variety of high-quality texts including well-known fairytales are carefully chosen to give children a firm understanding of story structure. Progression in vocabulary is carefully planned for within each unit of work.</p>		
	<b>Imitation</b>	<b>Innovation</b>	<b>Invention</b>
	The process starts with a creative hook and oral learning of the model text. By creating a class story map, children learn to retell the story orally, retell the story in play with props and costumes and through activities that deepen their understanding of the text. In the process, they learn to internalise language patterns and transfer key vocabulary into their play.	The innovation phase starts by changing the class story map with children's ideas and learning to retell the new version. Shared and guided writing are used to write the new version of the story using the class story map. Children draw their own changed story maps and retell their own stories.	The invention stage is where children independently apply their learning by writing their own invented stories. The process of drawing and retelling another new version is modelled by the teacher. Children are then encouraged to write or tell their own inventions and to have these published/celebrated in the classroom.
	<p><b>Plazoom Real Writing:</b> For each year group, units have been arranged to build progression of skills, whilst ensuring there is spaced repetition wherever possible, and skills build upon themselves. Progression is focused on grammar objectives, which are all covered in the two or three discrete grammar/vocabulary/composition lessons taught within each unit. Repeating genre types and national curriculum objectives allows for spaced repetition to ensure children retrieve previous knowledge and build upon it rather than experience several units using the same objectives or of a similar genre at the same time. Units of learning have also been carefully sequenced to allow children to apply their wider curriculum knowledge to enhance their writing and create a thread of learning across the year. Additional units have been added to include 'real books' allowing teachers to follow children's interests and promote a love of reading and writing.</p>		
	<b>Key concepts</b>		
	<b>Phase 1 Familiarisation</b>	<b>Phase 2 Teaching and Rehearsing</b>	<b>Phase 3 Application</b>
	This phase focuses on being 'hooked' into the text. Children read (in detail) a modelled text to understand the genre of writing they are studying. Text structure and language features are explored. This phase includes the teaching of new vocabulary; opportunities to sequence and summarise; and to read or perform the text in a variety of ways.	Grammar, vocabulary and composition skills are taught discretely throughout this phase to ensure clarity of skill. Children build upon previous knowledge and skills through retrieval and extensive practice, supported by effective feedback.	The final phase focuses on the application of knowledge and skills acquired throughout the unit. Children plan, draft, revise and edit their writing with opportunities to publish throughout the year. It is essential that children understand their reason for writing with a clear purpose and audience, allowing them to adapt their writing as needed.
	<b>Writing For Pleasure:</b> Children are given opportunities throughout each year to independently devise pieces of writing. They can choose the genre, content, purpose and audience of the text. Freedom of choice and enjoyment of writing are promoted whilst allowing wider application of taught skills.	<b>'Real Books':</b> Each term, time has been allocated for teachers to plan units following the three phases but using a 'real book' by a prevalent, influential author. This supports a love of reading as well as allowing the children's interests to be utilised.	<b>Handwriting</b> Letter Join is used to support the progression of handwriting across the school.  <i>EYFS and Y1: Printing</i> <i>Y1 Summer Term: pre-cursive</i> <i>Y2: Cursive Writing</i>
	<b>Opportunities in the Wider Curriculum:</b> Celebrating writing is a key part of school life. Star writing is displayed on each classroom door and celebrated in all classes. The school participates in several events including World Book Day and English Subject Excellence Awards, promoting both a love of reading and writing.	<b>Spelling Shed &amp; Little Wandle</b> Both programmes support the teaching of spelling, ensuring progression and coverage of English Appendix 1. <i>Little Wandle: Reception and Year 1</i> <i>Spelling Shed: Year 2 and Year 6</i>	KS2 have weekly sessions focused on handwriting to ensure the continuity of the skill.
	<p><b>At The Mosley Academy we understand that SEND can be categorised in four main ways:</b> <b>social, emotional, and mental health      cognitive and learning      communication and interacting      physical and/or sensory</b> We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. Teachers promote and embed the EEF 'Five-a-day' principle. Examples of targeted support includes: the use of visual or practical resources, the use of adult support, differentiating by outcome according to the child's needs, pre-teaching key vocabulary, providing templates to scaffold, the use of spaced repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.</p>		

<b>Impact</b>	<p>Our children will become effective and confident writers and have the knowledge and skills to be able to write successfully for a range of purposes and audiences. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. Skills and subject knowledge taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.</p>	
	<p>Children complete a range of writing tasks in English lessons as well as applying their writing skills in other subject areas. Children share their work and writing is displayed in classrooms and around school. A range of formative and summative assessments are used to inform teaching and learning; ensuring children are supported and challenged appropriately. Teachers use MAT-wide writing grids to formally assess writing every term. Opportunities to moderate both internally and externally, including transition meetings, are planned throughout the year.</p>	
Monitoring through: Book Scrutiny Learning Walks Peer Observations Pupil Voice Data Analysis Internal and external moderation	Increased Cultural Capital through an expose to a wide range of vocabulary and texts.  Greater understanding of British Values: Mutual Respect and Tolerance	Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.  Provision is adapted so that it is suitable for all groups of learners, including SEND.

