

English- Belmont Community Primary School

Writing –The Write Stuff We use Jane Considine’s ‘The Write Stuff’ to inspire and equip children with the skills needed to become successful writers. We are passionate about using ‘experience days’ to engage and inspire children and give them a purpose for writing. Experience days often include drama activities, the school grounds, music or even tasting ice-cream. This is combined with high-quality grammar teaching that uses effective modelling. The grammar is taught in ‘chunks’ that are manageable for all children and help them to feel successful. In line with the recommendations of ‘The Writing Framework 2025’, we have a strong focus on transcriptional fluency. Alongside Jane Considine, we use ‘Active English’ from LEAD, which enables pupils to practise and recall grammar techniques and terminology. Additionally, a daily spelling lesson is taught every afternoon using ‘Active Spelling’. Overviews of these are available on our website.

Reading - Hooked on Books - We know that every child reading well by the end of Year 6 is essential for them to achieve highly at secondary school (DfE Reading Framework 2023). Therefore, we have adopted two rigorous and systematic approaches across the school. In EYFS and Year 1, we use ‘Read Write Inc’ systematic synthetic phonics program. This is also available for children in Years 2-4 who have not graduated phonics yet. In years 2-6, we teach reading using the Jane Considine ‘Hooked on Books’ approach. This ensures that all children have consistent and clear expectations. We are also working with LEAD on a ‘Fluency Project’ which improves fluency in those children who have graduated phonics, but are still not fluent readers. Children in Years 2 and 3 and part of this program.

INTENT – We strive for all children to become capable and independent writers, who not only understand the purpose and importance of writing within society, but also positively engage in the process. We intend for our children to be able to communicate and express themselves effectively through the written word across both fiction and non-fiction and be able to write for a range of purposes and audiences. We intend for our curriculum to cultivate an enhanced sense of authorship in the young, whilst being well-sequenced, inclusive and enriching. Children are challenged to take their writing to the next level by ‘deepening the moment’. This is open to all children, and we are passionate about every child reaching their full potential. We intend for our children to enjoy writing and take risks. We want them to be original and creative, as well as critical and reflective. We want our children to draw upon a rich exposure to quality literature, so that they can write as a reader and read as a writer.

INTENT- We strive for all children will become fluent, confident readers who understand the importance of reading on their immediate and future lives. We intend for them to leave having read a rich variety of fiction and non-fiction literature ranging from: graphic novels, classic texts and poems to modern stories. Through books, children must have an increased awareness of lives that are different to their own and explore themes of culture, diversity and inclusion. We intend for children to develop such an enjoyment for reading that they leave as avid readers choosing to read for pleasure and to read to learn. We intend for all children to have acquired the linguistic skills to be able to discuss, evaluate, reflect, compare, critique and engage in meaningful conversations about a wide range of literature in order to form an opinion. Reading will not only strengthen and enhance our writing and wider curriculums, but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually.

IMPLEMENTATION – How you teach it – your delivery of the curriculum

In EYFS and KS1, our curriculum is focused on foundational knowledge and transcriptional skills. Children spend time mastering letter formation, spacing and basic sentence construction. This is done through oracy, dictation and independent application of ideas. All of these key skills are embedded within the excitement of a high-quality text. Children in EYFS and KS1 receive daily handwriting instruction. Children in EYFS develop their writing skills through drawing club, phonics and letter formation sessions.

In KS2, children are hooked into their writing through a high-quality text. Children are then offered ‘experience days’ to excite them, spark their imagination and generate the vocabulary needed for writing. Teachers model and orally rehearse vocabulary and ideas to give children the skills and confidence to write. Grammar lessons are divided into ‘chunks’ to enable children to be supported and paced through their writing. For each chunk, ideas are gathered as a class and the teacher models and then the children write using their own or gathered ideas. After practising the skills, children spend time crafting their final piece of writing. They are given time to plan, gather ideas, draft and edit. Children are given verbal and written feedback on their final pieces, so they know what they need to do to improve. Teachers have the knowledge of the children’s next steps in order to guide them on their own writing journey.

IMPLEMENTATION – How you teach it – your delivery of the curriculum

In KS1, children learn to read through daily Read-Write Inc phonics sessions. Within these sessions, children receive phonics instruction carefully matched to their next steps. Children are assessed every 6 weeks to ensure teachers know children’s gaps in knowledge and ensure rapid progress.

In KS2, children follow the Jane Considine ‘Hooked on Books’ approach to the teaching of reading. This ensures adequate modelling and scaffolds are in place to support all readers. A hybrid approach that combines whole-class comprehension and targeted group work, ensures all children are engaged and monitored. Children first explore the bigger picture of the text by unpicking themes. Book talk is integral to this and is modelled by teachers initially, but with the intention of leading to independent comprehension. Teachers model how to answer comprehension questions using written responses, before children then move to independent responses. The ‘reading rainbow’ helps the children to understand what reading skill they are practising and helps them to vocalise their learning. Teachers model reading with pace, expression and enthusiasm. Reading for pleasure is a vital part of our curriculum and children read their own reading books daily. Reading for pleasure books are available in every classroom for children to take home and share with their parents. The ‘Accelerated Reader’ scheme supports children to become more avid readers. Children also have story time daily and our ‘read aloud books’ are listed in our progression document.

IMPACT – so what – your evaluations of above

English teaching at Belmont is regularly monitored and reviewed. Regular ‘book looks’ are carried out, alongside planning audits, which show that teachers are planning and delivering high-quality teaching. In EYFS and Year 1 our teaching is firmly rooted in the mastery of transcription, which is evident in books. Our Long-Term plans for writing and reading show that lessons build on skills taught in previous year groups and units. The recent introduction of Active English and Active Spelling has had a significant impact on our children's progress and attainment in grammar and spelling.