

# Speaking and listening – Triple I



**RIDGEWAY**  
Primary School

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Intent</b></p>	<p><b>To develop a curriculum which:</b></p> <p>Provides pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively. Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of text types, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of the features of different text types, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum. We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use correct Standard English.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Implementation</b></p>	<p>Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills in Bookflix; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different text types, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. At Ridgeway Academy, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Every half term, the English curriculum is taught by studying high quality texts where writing opportunities are derived from this. Each week, the children are taught to develop an understanding of the texts through exploring the key themes, events, and plot of the texts being studied. Pupils are taught the grammar from the National Curriculum which corresponds to the text types being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. At Ridgeway Primary School, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.</p> <p>In EYFS and KS1, Talk for Writing is our primary approach. This enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.</p> <p>In KS2, frameworks and mnemonics are used to aid organisation and pupils use self and peer assessment. Pupils evaluate what they produce and positive behaviours are reinforced. We encourage pupils to take ownership of their work.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Impact</b></p>	<p>We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using assessment materials, whilst always considering the expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in EYFS. We intend that the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. We believe that through the book-led approach we have developed for the pupils of Ridgeway Primary School, that pupils foster a love for reading and an interest in reading for pleasure. We also strive to ensure that pupils work hard to ensure that children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point.</p>

