

HAMSTEAD PRIMARY SUBJECT OVERVIEWS

OUR CORE DRIVERS:

HONESTY:

We are honest with ourselves and in everything we do! We take responsibility for our actions and recognise the impact of these on ourselves and others.

PERSEVERANCE:

We persevere in all that we do to overcome any challenges that we may face! We can take risks and have a 'can do' attitude to develop resilience to keep going even when things are difficult.

SUCCESS:

We aim high to succeed in all that we do! We believe in our abilities and strive to be the best we can be!



CURRICULUM AIMS:

To provide an ambitious curriculum that meets the needs of all pupils through the provision of a supportive and challenging environment.

To ensure our children leave HPS feeling prepared, self-motivated and independent so that they are ready for the next stage of their lives.

WHAT DOES THIS MEAN FOR WRITING?

At Hamstead Primary School, we believe that it is essential for pupils to develop as independent, enthusiastic and creative writers who can compose writing in a meaningful way. It is a process that consists of several distinct stages : planning, drafting, editing and publishing. Pupils should understand the purpose of their writing and be confident in their choice of vocabulary and language style for a specific purpose. Pupils should have an understanding of their audience and value both their own work and that of others. Taught writing skills should be consolidated, applied and enhanced throughout every area of the curriculum.

HOW DO WE DELIVER THIS?

Our English units of work are structured in three-week blocks and follow a structured Reading to Writing Journey. Each unit is driven by an engaging and vocabulary-rich stimulus, such as the Class Reader or a Visual Literacy stimulus. As each unit is taught, the pupils gradually move from 'Reading as a Reader' to 'Reading as a Writer'.

During the second phase of each English unit, pupils will be taught the relevant structure and grammatical features of that particular genre. Children will initially practise the relevant grammar in a wider context and then consider how it can be applied in the upcoming piece of writing. This ensures that the teaching of grammar has real purpose.

In the final phase of the unit, pupils will plan, draft, edit and publish their piece of work, having applied elements of the taught grammar from previous lessons. The school's writing 'toolbox' system supports the composition of the writing itself and enables children to self-evaluate aspects of their work as they proceed.

All pieces of writing are self- or peer- and teacher-evaluated using the school's Marking Grids.