

Using a range of VAK methods, they have the opportunity to practice their personalised spellings, throughout the week during Basics. Children are taught strategies that enable them to show that they have a good understanding of each word, children are encouraged to apply their spelling knowledge in their independent writing.

Writing

Writing at Beormund is, and will continue to be a focus.

Class focus books, relate to each terms Topic. These books are then used as stimulus for writing. Lessons are planned so that children are exposed to a range of genres and become 'hooked' on the endless writing possibilities.

Children have the opportunity to explore genres P4C, debates, visual prompts and role play.

We understand the importance of making writing purposeful, so encourage contexts to be first hand experiences. These experiences are often taken from and inspired by Enrichment trips and activities.

iReadiWriteiStories is a therapeutic storywriting approach which encourages children to explore and develop their emotional literacy.

Handwriting

At Beormund, our aim is to encourage the development and progression of each child's handwriting, so that they are able to form an individual style that is both fluent and legible.

Pupils often arrive at Beormund, having been taught from various handwriting schemes. Here, our agreed handwriting style is cursive. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The National Curriculum for English (2014) places high importance on teaching handwriting and confirms the importance of achieving automaticity. The significance of exemplar handwriting is highlighted within all areas of the curriculum, not simply as a stand-alone explicit task during Basics.

As a school we have adapted the PenPals Handwriting Scheme [Penpals For Handwriting | Cambridge University Press](#) to suit the needs of our pupils. The scheme allows teachers to combine phonics alongside letter formation.

Curriculum content:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Summer Term 1	Summer Term 1
Topic	The Great Fire of London	The Great Fire of London	Rainforests	Rainforests	Transport	Transport
Perseverance Class	-narrative -historical recount -non fiction	-poetry -instructions	-narrative -non fiction	-persuasive letter -riddle	-non fiction -report	-explanation text -poetry
Topic	Natural Disasters	Natural Disasters	Earth and Space	Earth and Space	London History	London History
Resilience Class	-narrative -historical recount -non fiction	-poetry -instructions	-narrative -non fiction	-persuasive letter -riddle	-non fiction -report	-explanation text -poetry
Topic	Natural Disasters	Natural Disasters	Animals and Living Things	Animals and Living Things	London History	London History
Integrity Class	-narrative -historical recount -non fiction	-poetry -instructions	-narrative -non fiction	-persuasive letter -riddle	-non fiction -report	-explanation text -poetry
Topic	Contrasting Locality	Contrasting Locality	Animals and Living Things	Animals and Living Things	Ancient Greeks	Ancient Greeks
Honesty Class	-narrative -historical recount -non fiction	-poetry -instructions	-narrative -non fiction	-persuasive letter -riddle	-non fiction -report	-explanation text -poetry
Topic	Contrasting Locality	Contrasting Locality	Animals and Living Things	Animals and Living Things	Ancient Greeks	Ancient Greeks
Empathy Class	-narrative -historical recount -non fiction	-poetry -instructions	-narrative -non fiction	-persuasive letter -riddle	-non fiction -report	-explanation text -poetry

Links to sites used:

- Hamilton Trust <https://www.hamilton-trust.org.uk/>
- Oak Academy <https://www.thenational.academy/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>
- Phonics Play <https://www.phonicsplay.co.uk/>
- First News <https://live.firstnews.co.uk/>

Assessment in English

Reading is assessed at Beormund using a range of tools. Teachers refer to the Southwark Star Assessment Framework, formally updating against the objectives at least three times a year. Class teams complete Running Records daily and teachers utilise the PM Benchmark programme to ensure children are reading the correct book bands. The Bug Club assessment package is also used to ensure children are reading at the right level.

Blooms Taxonomy greater depth questioning matrix? *IS THIS CURRENTLY IN CIRCULATION?*
Children's writing is assessed using the Southwark Star Assessment Framework. This is considered a working-document that is used as a tool to monitor progress and close any academic gaps.

NOTE: Phonics screening... Spelling tests...?

How you can support your child in English

You can support your child by allocating 10-15 minutes reading time at least four times per week. The time can be spent with them reading to you, or with you reading to them. Children have the choice to choose to read a book from our school library or books allocated by their class teacher on Bug Club.

Each week, your child will be given a list of personalised spellings, taken from the National Curriculum for English (2014). Using fun and engaging strategies, when practicing these often, will help to embed your child's understanding of common spelling rules.

To find out more about our English curriculum, please email your questions to:
office@beormund.southwark.sch.uk