

English

Intent	Implementation	Impact
<p>At Higher Walton CE Primary School, we teach an ambitious and enriching English curriculum that meets the needs of all learners. Through high-quality texts and immersive teaching sequences from Literacy Tree, we inspire pupils to become confident, fluent readers and imaginative, skilled writers who can express themselves clearly and thoughtfully. Our curriculum enables pupils to communicate effectively, appreciate the richness of language, and apply their skills across all areas of learning and everyday life.</p> <p>As a Church of England School, our vision, '<i>Life in all its Fullness</i>' (John 10:10), and our values —</p>	<p>At Higher Walton CE Primary School, our English curriculum is delivered through a high-quality, text-based approach using the Literacy Tree scheme from EYFS to Year 6. This ensures that all pupils experience a coherent, consistent and progressive journey in reading, writing, speaking and listening.</p> <p>Text-Based Learning</p> <p>Each unit is centred around a carefully selected, high-quality children's text that is diverse, engaging and rich in vocabulary. These texts allow pupils to explore a wide range of themes, cultures, genres and authors. Teachers use the Literacy Tree</p>	<p>By the time pupils leave Higher Walton CE Primary School, they are confident, articulate and enthusiastic learners who can communicate clearly and effectively. The impact of our English curriculum is evident in the following outcomes:</p> <p>Strong Readers</p> <p>Pupils read fluently and with understanding. They demonstrate secure decoding skills, strong comprehension and the ability to discuss texts. They develop a love of books and can make connections between texts, themes and authors.</p>

<p><i>friendship, forgiveness, courage, creativity, respect, responsibility, trust and tenacity</i> — are embedded throughout our English curriculum. Carefully chosen core texts allow pupils to explore diverse themes, characters and perspectives, fostering empathy, respect and creativity. We encourage tenacity and courage as pupils tackle new vocabulary, develop their authorial voice, and refine their reading and writing skills.</p> <p>Through the teaching of English, we equip our children to leave school as articulate, reflective and resilient learners who can speak, read and write with confidence. They are taught to develop a love of reading, to write for real and meaningful</p>	<p>planning sequences to immerse pupils in language, model writing processes and provide meaningful contexts for grammar, composition and vocabulary development.</p> <p>Progressive Curriculum Design</p> <p>The curriculum is sequenced to ensure skills build over time. Prior learning is revisited frequently, enabling pupils to deepen their understanding and apply skills with increasing independence. Across the year groups, pupils move from early language and phonics to comprehension, fluent reading and extended writing.</p> <p>Phonics and Early Reading</p> <p>In EYFS and KS1, early reading is prioritised. Systematic daily</p>	<p>Purposeful Writers</p> <p>Pupils write confidently across a wide range of genres, selecting vocabulary for impact and using grammar and punctuation accurately. They understand the writing process and can plan, draft, edit and publish their work with increasing independence and pride.</p> <p>Rich Vocabulary Development</p> <p>Pupils use ambitious vocabulary in their reading, writing and spoken language. They can explain new words, explore their meaning and apply language purposefully across subjects.</p> <p>Effective Communicators</p>
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<p>purposes, and to engage in high-quality discussions that help shape their understanding of the world.</p> <p>The teaching of English meets the expectations of the National Curriculum.</p> <p>From EYFS to Year 6, pupils follow a coherent and progressive journey through the Literacy Tree text-based curriculum. Teachers use and adapt planning where necessary, responding to ongoing assessment to ensure learning is accessible, ambitious and well-matched to pupils' needs.</p> <p>Learning is sequenced so that pupils build securely on prior knowledge. Skills in phonics, spelling, reading comprehension, grammar and composition are revisited regularly, ensuring</p>	<p>phonics teaching ensures children develop strong decoding skills. This is supported by reading sessions using fully decodable books matched to pupils' phonics knowledge. Pupils are also exposed to high-quality whole-class texts to develop comprehension and a love of reading from the earliest stages.</p> <p>Reading for Pleasure</p> <p>Reading for pleasure is promoted throughout the school. Class novels, story time, author-led texts in Literacy Tree sequences and opportunities to read widely help pupils develop positive attitudes towards reading. Classrooms and communal areas are language-rich, with accessible</p>	<p>Speaking and listening skills are developed and pupils contribute to discussions, present ideas clearly and respond respectfully to others. They can reason verbally, justify opinions and engage in learning.</p> <p>Secure Progression and Attainment</p> <p>Pupils make good progress from their starting points and work hard to achieve age-related expectations in reading and writing, with some achieving greater depth. Work scrutiny shows that learning is well-sequenced, builds over time and supports the development of high-quality outcomes.</p> <p>Inclusive Success</p>
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<p>secure foundations and enabling pupils to apply their learning with increasing independence and sophistication.</p> <p>Almost all learners access age-appropriate texts and objectives. Where pupils need additional support, teaching is adapted to provide targeted scaffolding while maintaining high expectations for progress. Through repeated exposure to rich vocabulary and high-quality literature, pupils develop a deep understanding of language and its power.</p> <p>Our aspiration for English is that all children develop a lifelong love of reading and writing, and that the vast majority achieve age-related expectations, building year on year upon their</p>	<p>reading corners and high-quality literature available for all pupils.</p> <p>Writing with Purpose</p> <p>Pupils learn to write for a wide range of purposes and audiences, using the Literacy Tree sequences to build towards high-quality written outcomes. Grammar and punctuation are taught in context, deepening pupils' understanding of how language choices shape meaning. We emphasise drafting, editing and publishing to help pupils develop an awareness of the writing process.</p> <p>Vocabulary and Oracy</p> <p>Rich vocabulary is taught in every lesson. Discussion, debate, drama and oral rehearsal are integral to</p>	<p>Those who require additional support make strong progress due to timely, targeted interventions. Gaps close over time, and pupils who find aspects of literacy challenging develop resilience, confidence and improved outcomes.</p> <p>Values-Led Learning</p> <p>Pupils demonstrate the school's Christian values — including resilience, courage, creativity and respect — in their reading, writing and communication. Through exposure to diverse texts and themes, they become empathetic, reflective and considerate individuals.</p> <p>Well-Prepared for the Next Stage</p>
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<p>knowledge, understanding and skill.</p>	<p>the curriculum, supporting pupils to share ideas clearly, deepen comprehension and develop confidence as speakers and listeners.</p> <p>Inclusive Teaching and Adaptive Support</p> <p>All pupils access age-appropriate texts and teaching. Teachers adapt planning to meet specific needs, using assessment to identify gaps and provide timely interventions. Scaffolding, guided groups, targeted support, pre-teaching vocabulary and additional reading practice ensure that all pupils can succeed.</p> <p>Assessment and Monitoring</p>	<p>Pupils leave Higher Walton CE Primary equipped with the literacy skills needed for secondary school and beyond. They are ready to engage with new learning, express themselves with clarity and enjoy reading and writing as lifelong skills.</p>
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