



Our English Curriculum

Curriculum Intent

At Wootton Wawen C of E Primary School, we have designed a distinct and unique English curriculum which meets the requirements of the National Curriculum whilst also providing the social and emotional learning that is so essential to our pupils in the twenty-first century. Our core belief when teaching English is to engage and inspire children in both reading and writing. We believe our curriculum strikes the right balance between engaging meaningful learning and enabling skills to be mastered. We aim that all pupils are able to confidently communicate their knowledge, ideas and emotions through the spoken word and their writing. We want pupils to acquire a passion for reading, a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying the spelling patterns and rules learned throughout their time at our school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Pupils are encouraged to take pride in the presentation of their writing, in part by developing a good, joined handwriting style. Good writers refine and edit their writing over time, so we encourage our pupils to develop independence in being able to identify their own areas for improvement in all pieces of writing. We do not put ceilings on what pupils can achieve and we do not hold preconceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop reading, grammar, spelling and composition skills and so we encourage a home-school partnership which enables parents and carers to enhance the skills taught in school.

Curriculum Implementation

Speaking and Listening

We teach our children to speak clearly, to convey their ideas fluently and confidently and to ask questions. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. Children are given the opportunity to reflect on both their learning and feelings.

Phonics and Spelling

The school follows a rigorous and systematic approach to the teaching of synthetic phonics and uses Ruth Miskin's Read Write Inc. phonics scheme of work. Our school's approach establishes consistent practice, continuity and progression in the teaching and learning of phonics. In EYFS and KS1 all children receive a daily discrete phonics and spelling lesson.



In Year 2 and KS 2, children follow the Spelling Shed Scheme which is in-line with National Curriculum expectations for spelling. These include investigations of spelling patterns, focused spelling activities and dictation exercises. Children are able to use the online resources at home to consolidate their learning.

Reading

We are dedicated to teaching all children at Wootton Wawen to become confident and fluent readers, regardless of their background, needs or abilities. We aim to inspire them to develop a lifelong passion for reading.

From EYFS onwards a wide range of both fiction and non-fiction books are shared with the children in guided and whole class reading sessions. Staff model fluent and expressive reading and children are exposed to high quality texts that develop a breadth of vocabulary. When children first start to read decoding text is prioritised, but as they build fluency, comprehension skills become a focus. We use the VIPERS acronym to develop these skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence (KS1) and Summarise (KS2). These skills are applied by the pupils with increased independence when interacting with texts across all curriculum areas.

As children begin to decode they practise their skills using Read, Write, Inc reading scheme books. The books are carefully matched to the reading ability of the child. We actively encourage parents to be part of the reading process and send books home. We use Accelerated Reader in KS 2 (and for some children in Year 2) to monitor, assess and encourage readers. Regular reading and success in quizzes is celebrated. We also encourage children to read for pleasure through activities and events such as author visits, book quizzes, reading cafes and celebrating World Book Day. Volunteer readers in school also enhance the children's reading opportunities.

Writing

We place high importance on encouraging our children to produce well-structured and engaging writing. We want our children to be able to write clearly and accurately, adapting their language and style for a range of contexts.

In EYFS the children learn how to form letters, words and sentences. Writing skills are developed through using high-quality texts that often link to the termly curriculum themes. These hook the children in at the start of a unit and time is given for them to explore the text and to identify key features of the genre. The teaching of grammar and punctuation is interwoven into daily English lessons so that children can develop an understanding of these key skills in context – and feel confident in applying them to their own writing. As children become independent writers they are encouraged to develop a deep understanding of the components of writing – planning, drafting, revising, editing and finally publishing.

In KS 1, handwriting sessions are taught separately through a scheme and the expectation is that by the end of Year 2 most children will be able to write neatly and fluently. As the children move into Key Stage 2 they will make the transition from pencil to pen.

Impact

The impact of our reading curriculum is evident in our data with progress and attainment above national expectations. By the end of Year Six, children are able to read accurately and fluently; they read for a range of purposes and understand how writers make vocabulary and organisational choices based on their audience.

In writing, pupils make good progress from their own personal starting points. By the end of Year Six most children are able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences.

We measure impact through:

Assessment

On a daily basis, teachers carry out formative assessment. Their purpose is to ensure children have grasped the main teaching points of the lesson; whether they have any misconceptions that need to be addressed, or whether they are ready to move onto the next stage.

Summative assessments against key learning objectives are made at the end of each writing unit of work and at the end of each term. These assessments are recorded on Insight. Teachers also have the opportunity to moderate the quality of learning with other staff in the school and with schools in the MAT.

Pupils' progress in English is reported to parents at consultation evenings held twice a year and through an annual report.

Monitoring

The English Subject Leader regularly monitors the quality and impact of our English curriculum through targeted learning walks, book trawls and pupil interviews. In addition to this, we survey our staff and pupils to identify their perception of English and identify training needs.