



## Woolhampton CE Primary School

### English Curriculum Statement

#### **Intent**

At Woolhampton we aim to provide children with an exciting and ambitious curriculum that inspires them to want to read and write. We are dedicated to enabling all children fulfil their potential in becoming fluent and proficient readers and writers, thereby ensuring that they can meet the demands of the Year 7 secondary curriculum across all subjects. It is our intention to give children the opportunity to discover, explore and enjoy a wide range of interesting and meaningful texts that will inspire their love of reading and fuel their creative imaginations. Through high quality teaching, we intend to expose children to a language rich environment where they learn to communicate effectively and confidentially through their speaking and writing.

#### **Implementation**

##### **Reading**

The teaching of reading at Woolhampton focuses on developing the two dimensions of reading: word reading (decoding) and language comprehension (gaining meaning and making sense of what they read). In order to do this, our curriculum consists of the following:

- All classes have a class book, carefully selected by the teacher, which is shared and talked about on a daily basis. Not only does this promote reading for pleasure, but stories, poems and non-fiction texts are used to extend vocabulary, enhance knowledge and learning across the wider curriculum, and aid understanding of emotional and mental health issues. Our diverse collection of books, give children the opportunity to encounter a wealth of different experiences, people, cultures and perspectives that differ from their own.
- When children begin in Foundation, they are immersed in a language rich environment that prioritises high quality dialogue with adults and the teaching of a rich range of vocabulary. Children are supported in engaging in back and forth talk with peers and adults.
- Children in EYFS & KS1 follow a DfE validated systematic synthetic phonics scheme (Super Sonic Phonics Friends). All of the lessons and learning resources are from this scheme and the children become familiar with it very quickly. Learning phonics begins as soon as the children enter Foundation.
- We recognise that when children start learning to read, they can not read enough familiar words to enable them to make sense of what they are reading. Comprehension skills are therefore developed through talk, songs and nursery rhymes, and by reading and discussing stories, poems and non-fiction texts with them. For the younger children, these texts are repeated until they become well-known stories that form the basis of further learning.
- Our reading scheme books are carefully matched to our phonics programme. Children are given decodable books that are aligned with their stage in the phonics scheme. Children practise reading their books several times to develop fluency (accuracy and speed). We recognise that fluency is the key to children being able to think about, and make sense of, what they read.
- Once children have completed the phonics programme, they continue to read 'post-decodable' books from our reading scheme until they are assessed as being 'Free Readers' (normally in Year 2 or 3). They will then be guided in selecting appropriate texts from a range of carefully chosen quality texts that are in their class library.
- Each class has its own class library/book corner, with carefully chosen texts and the school has a central non-fiction library that is linked to the wider curriculum. Children are guided in choosing books from their class



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libraries and they regularly visit the non-fiction library to select their own books of interest. Books are arranged within the libraries to encourage engagement.

- Children have explicit reading instruction in the form of 'guided reading lessons'. In Foundation and Year 1 this maybe individually with an adult or as part of a group. From Year 2 onwards, children take part in whole class/year group guided reading lessons at least three times a week. High quality texts are chosen to be meaningful and interesting to the children. Often, they link in with wider curriculum learning and they frequently provide a stimulus for writing lessons. Guided reading lessons focus on developing vocabulary and fluency so that the children become proficient readers. Various strategies are used including echo reading, choral reading and paired reading. Central to these lessons is the teacher modelling how to read and how to make sense of texts. The teacher supports the children to build up a mental model of the story as they read, enabling them to understand its meaning. Children can then use these skills to read independently.
- As they move into Year 2 and beyond, time is allocated for 'independent reading'. We recognise that the more children read, the more proficient their comprehension skills become. Teachers take every opportunity to share and discuss texts across all curriculum subjects.
- We value the importance of reading at home for all our children throughout the school. Our homework policy prioritises reading over other homework and encourages children to read every night at home. We also encourage adults at home to spend time sharing books together with their child. We recognise that parental engagement and support is key to enabling this to happen and we aim to support parents with this through information sharing and parent workshops.
- We carefully monitoring children's attainment in reading throughout the school. Progress in phonics is tracked and children are assessed individually every half term. We aim to identify children who are at risk of falling behind early and put support in place to enable them to keep up with their peers. Older children who continue to struggle with decoding, including children with SEND, are assessed using diagnostic tests to identify their barriers and then appropriate support is put in place. This support will include revisiting relevant parts of the phonics programme if there are areas where this isn't secure. Intervention support is personalised to the child and focuses on small steps which are over-learned on a regular, timetabled basis.

### Writing

- We recognise that in order to be proficient writers, children need to have strong oracy skills. Through the teaching of speaking and listening, children develop the vocabulary and language skills that they need to underpin their writing.
- Writing begins in Foundation as part of the phonics programme. This starts with the teaching of spelling and handwriting where the children learn the correct letter formation. This progresses to writing simple, dictated sentences with opportunities for independent writing. We use the Supersonic Phonics Friends handwriting scheme to teach handwriting, as this works well alongside the phonics scheme.
- We recognise that writing composition develops slower than reading. Children are initially taught writing composition as an oral exercise without the need to write. Firstly, they practice composing sentences aloud and then as their spelling develops, they start to write down their sentences. As they progress through Foundation and Year 1, the children are taught to compose sentences with a greater range of vocabulary and varying sentence structures. Handwriting continues to focus on correct letter formation using non-cursive letters.
- Our writing curriculum is based on 'writing for a purpose'. Children are taught the main purposes for writing (to entertain, inform, persuade and discuss). This gives them a clear understanding of why they are writing and



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who they are writing for. Having a reason for writing helps to motivate the children and they come to see themselves as writers, as opposed to just learning to write. For the younger children this may consist of, for example, writing labels for their classroom, or instructions for handwashing. For older children, this may consist of writing the content of a website to promote a geographical location. Where appropriate, writing is linked to other curriculum areas.

- Each class has a 'Driver Text' which has been selected by the teacher to provide a stimulus and a model for the children's own writing. The children are also exposed to other relevant texts as models for their writing. Short films and videos, trips and other experiences are also used as inspiration for the children's writing.
- Most writing lessons consists of a taught grammar and punctuation element, which is then practised and applied in the writing.
- Writing is taught over a progressive sequence of lessons which ends up with a final piece of independent work. Proof reading and editing, in the form of self and peer assessment, form an important part of the teaching sequence. Children learn to apply their metacognition skills as a key part of this. The final piece of independent work is often 'published' and is something that the children can feel a sense of pride over thus motivating potential reluctant writers.
- Children are taught the importance of writing in all areas of the curriculum (and life) and opportunities are given to apply taught skills in other areas of the curriculum.
- Writing is assessed using teacher assessment at the end of each term. We also use grammar assessments to gain more understanding of the children's understanding of the grammar components of the curriculum. Children who are identified as falling behind their peers will be further assessed to see where their areas of need are, and extra support will be provided.

### Spelling

- Daily Phonics sessions in EYFS and Key Stage 1 gives the children the skills that they need to be able to spell familiar words accurately.
- Once children have completed the phonics programme they begin the spelling programme - Spelling Shed – that is used throughout the rest of the school. Children have two explicit spelling lessons a week and time for further practise throughout the week, including spelling homework. Spellings are also taught as part of the writing lessons.
- Regular spelling assessments tracks individual's progress and children who are in need of additional support are identified quickly. When appropriate, further diagnostic spelling assessment is undertaken and provision is put into place for those identified as needing it.

### Handwriting

- In Foundation, children are taught the correct writing posture and tripod pencil grip to aid their handwriting. Children are taught the correct letter formation as part of phonics lessons. In Foundation and Year one, handwriting is printed. Cursive handwriting is introduced in Year 2.
- Handwriting teaching follows the Supersonic Phonics Friends Handwriting Scheme.

### Support for SEND

Learning will be planned to enable all learners, including those with SEND, to make progress. Extra support will be provided for children who are identified as falling behind. This could take the form of focused support within lessons, or individual/group interventions which take place outside of lessons.



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### **Impact**

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure the children's attainment using a combination of metacognition-based self and peer assessment, summative assessment at the end of each term and teacher assessment. The impact of the teaching is reviewed through regular internal and external moderation, and regular monitoring of books and learning environments. Our intention is that our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.