



# Woodfall Primary and Nursery School

## English Curriculum Statement 2022

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and communicators. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve at Woodfall and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our text-rich, cross curricular and exciting curriculum. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Woodfall and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Our intentions:

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Woodfall
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To develop an English curriculum which is well sequenced to develop the acquisition of knowledge and skills

### Reading at Woodfall

At Woodfall we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and discuss a wide range of texts. We want pupils to develop a deep love of reading, a broad knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at Woodfall, we want all children to be able to read fluently and with confidence in any subject in their forthcoming secondary education. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts and regular reading practise.

### **IMPLEMENTATION**

#### Classroom organisation:

We teach phonics through RWI in KS1 in groups and reading skills as whole class reading lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within reading lessons, teacher will model reading by reading aloud while all children follow in their own copy of the book. There will then be challenges related to the 7 areas of reading VIPERS (vocabulary, inference, prediction, explaining, retrieving and summarising) to allow children to grapple with the text. Teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. Rapid graspers are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

#### Phonics and Early Reading:

Please see Early Reading Statement for further detail

### Whole school Reading:

We do not have a whole school reading scheme, but choose instead to have access to a variety of books both levelled (linked to phonics in KS1 and ZPD numbered for KS2) and free choice that ensures progression in both word reading skills and comprehension. The way children choose their books is supported and structured to ensure that they have access to a wide range of texts, and allows for them to develop their skills within a level before moving to the next level. All pupils up to and including Year 5 have a reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

### Reading for Pleasure:

To foster a culture of reading for pleasure, every teacher will read daily to their class. This could be a picture book, a longer chapter book, poetry or a piece of non-fiction. The aim is to just enjoy reading together with no expectation of 'work' to be done with the text. Children should be able to talk about the texts they have read as a class. Each classroom has a 'We are Reading' sign by their door to showcase the books currently being read in the class.

### Vocabulary:

Improving the range of vocabulary is a high priority at Woodfall as we believe this has an impact of reading and writing. We aim to

- provide children with a rich language and text environment
- directly extend children's vocabulary through our KNOW - SHOW – GROW approach
- carefully select high-frequency words for explicit teaching (see Figure 1 and linked to above);
- develop the number of words children know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth)
- provide multiple opportunities to hear and use new vocabulary.

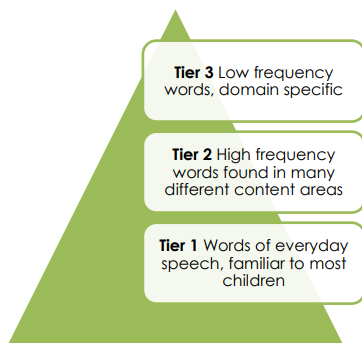


fig. 1

### Marking and Feedback:

Feedback should be completed, where possible and suitable, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

### Assessment:

Ongoing formative and summative assessments will be entered into Target Tracker each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written and verbal responses pupils give after structured teaching within the agreed reading skills. Teachers also complete reading assessments (including but not necessarily past SATS papers, Twinkl, Headstart, Rising Stars and Renaissance Assessments) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these are removed.

## INTENDED IMPACT

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a broad knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to reading records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

## Writing at Woodfall

### INTENT

At Woodfall Primary and Nursery School we want all pupils to be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at our school.

Through clear modelling and supportive scaffolding based heavily on the principles of The Write Stuff by Jane Considine, we want children to be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We know that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

Woodfall staff understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

### IMPLEMENTATION

#### Classroom organisation:

We teach English as whole class lessons based on the teaching, scaffolding and writing principles of The Write Stuff so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Some children who are not working at their age related level may work in smaller specialist groups. Within lessons, teachers and teaching assistants target support for slower graspers or children with SEND to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers' Bookmarks, Word Banks or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, mainly through the Deepen The Moment focus through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader, writing from a different perspective and by using a higher level of vocabulary and grammar features.

#### Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use a variety of spelling resources to support their teaching and to provide

activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

When marking work, teachers identify words that children have spelt incorrectly from within that child's known ability and they are highlighted in pink. Children are then encouraged to correct them through next steps.

### Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

### English Lesson Sequence:

Each year group have a yearly overview of the texts, genres, grammar and spelling that they need to cover. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete with a variety of both short and extended pieces of writing as the outcome. Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit. In Year 3 and 4 a WAGOLL – What a good one looks like – is sometimes created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. In Year 5 and 6 teacher generated or class developed success criteria are created to support writers and to make marking and next steps clearer. Other times carefully scaffolded models are shared for the children to see the 'end outcome' clearly. Non-fiction units can also be taught through a quality WAGOLL/ Success criteria that may be based on a stimulus text or may be related to another curriculum area.

### Authors at Work Books:

Children at Woodfall from Year 1 each have an Authors at Work book which allows them once a half term to decide for themselves what they would like to write. This initiative came as a result of pupil voice telling us that children did not always like being told what to write. Pupils will be given pictures as writing stimulus and the opportunity to talk about what those pictures could be about. They are then encouraged to choose their own genre and type of writing about one of those pictures. Children in UKS2 and those who show a greater flair for writing may also choose to simply write about anything after a discussion with their teacher. These books are not marked but used by teachers to inform planning and next steps and to simply celebrate writing for pleasure.

### Marking and Feedback:

All marking and feedback is in line with our marking and feedback policy and is part of ongoing formative assessment which informs planning and next steps.

### Assessment

Ongoing formative and summative assessments will be entered into Target Tracker when a unit is completed and at least every half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality and content of the writing that pupils produce in our units of work and across the curriculum, and determine to what extent pupils have met the success criteria for that genre of writing. Teacher's will refer to the TAFS in Y2 and Y6 and other year groups to the national curriculum endpoints as a support for making judgements and to inform planning.

INTENDED IMPACT

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all writing lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context, genre and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)