



English Curriculum Design

Intent

At Woodfield Primary School, our English curriculum is designed to ensure that the knowledge required for children to become fluent linguists is taught, revisited and built upon during their time with us. We foster a love of literature alongside increasing competence in the key skills of reading, writing and spoken language.

Our English curriculum reflects our local school context by addressing typical gaps in children's knowledge and skills. As a school, we are aware that some of our children's early language acquisition is limited and this is why we believe that providing rich models of language with a strong focus on vocabulary development is essential to their success across the curriculum. Equally, we have a high proportion of children for whom English is a second language; therefore, we prioritise the teaching of writing coherence throughout the school and teach grammar and vocabulary in context.

We make no assumption that children at Woodfield are read to at home before they join us and, as such, it is our intent to provide *all* children with a rich and diverse range of reading material in school to promote a love of reading and to enable our children to draw on this carefully designed reading repertoire in their discussion and writing. The texts have been selected to draw on our literary heritage alongside contemporary texts as well as to reflect the ethnically diverse make up of our school population.

It is our intent that by the time children leave Woodfield they will be avid readers, able to communicate clearly and confidently to express their own thoughts and taking in to account the views of others.

Implementation

When children join us in the Early Years Foundation Stage we use Wellcomm as a screening and intervention tool to enable early identification of any speech and language concerns and to quickly address these. Dedicated rhyme time/story time takes place daily across school using well-chosen texts to develop children's Tier 2 vocabulary and children of all ages are encouraged to join in with the text and engage in discussion. Children follow the Read Write Inc programme for reading and writing from the beginning of Reception until they are fluent readers. This ensures that children are taught systematically at their appropriate level and read decodable books to build fluency. Ongoing Read Write Inc assessments quickly identify children in need of additional phonics tutoring to keep up and the bottom 20% of readers have extra daily practice to accelerate their progress.

Once children have successfully completed the Read Write Inc programme, they follow a similar journey from reading into writing using the texts from our reading spine. For most children this will be in Spring of Year 2. Teachers use our Woodfield English planning progression document to ensure that content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire at least the core knowledge and skills in Reading, Writing, Grammar, Punctuation and Spelling. The accompanying reading spine ensures that children read age appropriate, quality texts and sets out the books that we want all our children to know inside out by the time they leave us. The reading spine details progression in poetry, traditional tales, non-fiction texts and stories so

that children have the necessary knowledge and understanding of texts in place to prepare them for the next stage of their education. Vocabulary continues to be explicitly taught and rehearsed in context using the texts being studied and spelling is taught daily using the Read Write Inc follow on spelling scheme. NTS standardised tests are used termly alongside ongoing teacher assessment to track pupil progress and to tailor support for any pupils in danger of falling behind.

Impact

Children at Woodfield will be able to talk about books and discuss their reading preferences. They will confidently recall their knowledge of reading domains and take pride in their writing, explaining how they have used grammatical and stylistic devices to enhance the intended impact on the reader.

All children will make progress from their relative starting points. Timely assessment and effective intervention will enable pupils to meet or exceed age-related expectations at the end of each phase and they will embark upon the next stage of their learning equipped with an in-depth understanding of the core knowledge required.