



Watlington Community Primary School

Rationale for English

Curriculum Intent

At Watlington Community Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion so they can grow as lifelong learners. We have a rigorous and well-organised English curriculum that provides varied and purposeful opportunities for reading, writing and discussion.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding across all the subjects of the curriculum
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in discussions with confidence.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-based understanding of the primary curriculum, which follows a clear pathway of progression which build on prior learning. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success; we believe that a secure basis in reading and writing skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. This follows on from systematic and rigorous teaching of phonics and early reading skills from their starting point in reception.

Implementation and Pedagogy

In the implementation of the English curriculum, the role of the English lead is to complete a variety of ongoing monitoring and support for teaching staff and support staff. We begin by ensuring a broad curriculum in each year group, by making curriculum links where possible, and ensuring robust coverage across the year and throughout a pupil's school journey. Progress is monitored through regular book looks, moderation of work and planning. The English lead is to ensure planning across years shows progression and increasing challenge to be able to provide learners with opportunities to practice their writing and reading skills. To support pedagogy and implementation of curriculum, the English lead will provide CPD sessions to staff and be approachable and supportive of all staff to ensure confidence in the instruction of Reading and Writing, including handwriting and spelling.

Teachers ensure high-quality English lessons are resources and taught in their classes. Teachers aim to engage all learners in English by ensuring planning is targeted, relevant and purposeful to the pupils in the class. This is done through cross-curricular links, themed



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learning and using pupil experience to inform planning. Teachers and support staff will encourage regular reading and celebrate reading in class regularly. They will be role models in reading and in writing and inspire pupils to improve on their own ability.

Early reading is supported through the teaching of phonics systematically and the use of Twinkl Phonics and Rhino Readers. Regular training and development ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading.

In KS2, the children develop deeper reading skills in a variety of ways such as in reading comprehension lessons, during morning work, and embedded in English lessons. Pupils will develop the important skills used to comprehend their reading such as inference and understanding words in context.

Throughout the school, reading at home is expected for pupils. Pupils are provided with a reading record, where they are expected to record their home reading and, when possible, share a short summary of what they read. These are then collected by the classroom teacher and used to monitor pupils who are reading regularly.

Reading achievement and dedication is celebrated each term through the presentation of regular reader awards. The love of reading is also celebrated through termly Reading Café, where parents are invited to celebrate a book with their child, as well as theme days such as World Book Day.

When planning English lessons, teachers will make links to other areas of the curriculum to ensure that cross-curricular understanding provides further context for learning. The English curriculum is literature led; meaning high-quality reading stimulus is at the centre of our English planning. The reading stimuli used in each year group will show progression through from KS1 to KS2, and will help prepare pupils for more complex texts as their learning journeys progress.

English lessons will focus on the following key areas as outlined by the new national curriculum: to inform, to describe, to narrate, to explain, to instruct, to give and respond to information, and to argue. These will be taught through a variety of writing genres ensuring children have a clear understanding of the purpose and audience of their writing. Genres of writing are mapped to show a progression through the writing process. Grammar and comprehension of the text are embedded into English unit planning, as well as taught discreetly through explicit instruction each day. SPaG is embedded in English lessons via retrieval practice based on prior learning, and explicit instruction in small chunks. Unit sequences build progressively from understanding the text and genre, applying new learning in short burst writing, which include SPaG, to finally writing an extended piece of work independently.

Handwriting is also taught within the English lessons, and a high level of pride and presentation across all written outcomes is promoted. Children are encouraged to take part in poetry and creative writing competitions, which are celebrated in whole school assemblies. Spelling is also a key focus of improvement for pupils. This is done through phonic instruction in the lower years, working to the more difficult spellings of the year 3 and 4, as well as with years 5 and 6 statutory word lists. Spelling rules are taught and assessed through spelling tests each week. To help with spellings, we also use engaging applications such as Reading Eggs and Emile for Learning to help pupils practice their spellings in school.



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and at home. Achievement in spelling is regularly celebrated in our weekly achievement assembly. Assessment for Learning is embedded in the English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

We promote reading across the school community through our reading cafes, which are planned around the themes from across the curriculum but prioritise reading as the main objective to promote. In addition to that, we have the bedtime story café for all year groups, which is well attended by the EYFS and KS1 children with their families.

Developing staff's English pedagogy is fundamental for high-quality instruction. Opportunities are provided for staff to regularly develop their pedagogy through afterschool CPD session focussed on English, moderation and cross-curricular writing. Opportunities to work together as teams are presented to broaden understanding across the primary curriculum. Interventions for spelling and handwriting are run throughout the week by our trained support staff to assist in closing gaps and enable student's achievement. We also offer after school learning, which covers a varied of subjects including phonics and reading to pupils who may need further support.

Impact

The organisation of the English curriculum has realised a community of enthusiastic readers and writers who enjoy showcasing their developing knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both English and topic books evidence the high quality of work and the impact of varied and cross-curricular writing opportunities. This is assessed through regular assessment point in the year, and quality assured through book looks and internal moderation. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose. As a school, we aim to help the children to improve attainment at the end of EYFS, KS1 and KS2 at the National Average. We aim for every child to leave the school a competent and capable reader, as well as a thoughtful and critical writer.



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Main priorities

1. High-quality stimulus used regularly to support writing and reading lessons (Reading Spine)
2. Increased variety of texts in pupil's workbooks showing an understanding of different genre types
3. Increase presence of Reading for Pleasure across the school
4. Improved outcomes in Reading and Writing attainment in KS1 and KS2.

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
SUBJECT					
A substantial reading spine is developed (Year A and B) which shows a breadth of genre across the school. Reading Spine will prepare pupils for their upcoming texts, either by topic, genre or composition	Autumn 1 – Reading Spine reviewed to ensure breadth and quality	End of Autumn Term	MV, SLT	Pupils will show an appreciation for a variety of authors	
	Autumn 2 – Reading Spine adjusted to show progression, consultation with KS Leaders and SLT	Spring	MV, SLT	Pupils will have the opportunity to complete whole books	
	Spring – Writing lessons monitored to ensure high-quality stimulus being used with purpose and effectively via drop-ins, learning walks.	Summer	MV, SLT, all staff	Pupils writing will show an improved vocabulary which can link back to high-quality texts	
	Summer – Reading spine re-evaluated and reflected upon to ensure progress and quality			Writing outcomes across the school improved Corresponding curriculum targets are met	
KS1 and 2 writing show a wide variety of text genres, including: Fiction (narratives, play scripts) Non-fiction (auto/biographies, discussion, recounts, explanation, informational,	Long term overview developed	Summer 2	MV, SLT	Pupils demonstrate a competence in writing for different purpose	
	Long term overview monitored			Teachers have an improved confidence in teaching all text types	
	Books show a variety of text types			Teachers show a confidence in subject knowledge	



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instructional, letters, persuasion, reports) Poetry					
Reading for Pleasure is improved across the school, showing a love for reading.	Use of library evaluated Library make-over? Pupil voice	Summer	MV, SLT MV, SLT	Pupil voice will show a love for reading Pupils will show a desire to read and a respect for books.	
Reading and Writing outcomes for KS1 and KS2 SATs is at national standard.	Data analysis to target starting point Teacher voice Review of long-term plan INSEts about writing to share common goals	Spring Autumn Autumn ongoing	MV MV MV MV, SLT	School outcomes will be in line with national standard in Reading and Writing (TAF)	