



English

| | | | | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Intent | The English curriculum at Windhill aims to equip children with the skills and knowledge needed in order to be confident, competent readers and writers who are ready for the next stage in their learning. We want to foster a lifelong love of reading by ensuring children have access to a wide range of authors and genres so that they can formulate opinions on their preferences. It is essential that children can not only read fluently, with good intonation and expression, but also comprehend what they read so that they can make sense of the world in which they live. We want children to develop their writers voice by making sure that they have meaningful opportunities to write for a range of audiences and purposes. We expect children to take pride in their work and make sure that the pieces they produce are written in a neat, legible handwriting style. Emphasis is placed on the importance of grammatical accuracy and correct application of spelling patterns. We also aim to expose our children to a wide range of vocabulary so that they able to decipher new words and express their viewpoints when speaking and listening. | | | |
| Underpinned by | High expectations | Modelling | Comprehension | Vocabulary |
| | <u>All</u> children are expected to succeed and make progress from their starting point. | Teachers equip pupils with the skills needed to succeed in English, by demonstrating what is required and providing good examples. | The development of children's comprehension skills enables them to access learning across the curriculum. | Ambitious vocabulary is taught explicitly and is expected to be applied as appropriate. |

| | | | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation | High quality texts The driver of our English programmes of study, which are closely matched to age related expectations using Lexile value. | Phonics The school currently follows Essential Letters and Sounds programme of study. Daily lessons are fast paced and children are provided with decodable text which match their phonics ability. | Systematic approach to the teaching of reading All children engage in daily reading sessions which cover a range of content domains. |
| | Timely intervention When gaps in reading are identified, children receive wave 2 and 3 intervention as appropriate. Intervention strategies used include ELS Flash Cards, 1:1 phonics support, HfL Fluency Approach and reciprocal reading. | Gather, skills, apply Key stage teams come together to map out writing learning journeys. Children may need to gather information on characters, events etc. before looking at essential SPAG elements to enable them to be successful in their final piece. | Spelling Children receive dedicated spelling sessions 2/3 times per week which align with national curriculum objectives. Patterns are explored and assessed using dictated sentences. |

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Handwriting Handwriting is taught 2/3 times per week. We use the Letter-join handwriting scheme which offers a combination of traditional and digital resources.</p> | <p>Raising the profile Whole school events take place regularly throughout the academic year. We celebrate 'World Book Day' annually and engage the school community in other termly events. These bring everyone together to concentrate on one theme. Parental engagement events also take place.</p> | <p>Cross curricular Reading and writing opportunities are closely woven across the curriculum and link with current topics.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Impact | <p>High quality texts Ensures children are exposed to complex themes and ambitious vocabulary. They also experience authors, genres and reading content which they might not otherwise encounter.</p> | <p>Phonics Children leave KS1 with a good knowledge of their phonemes, digraphs and trigraphs. They are equipped with the skills to segment and blend, which gives them the confidence to decipher new words which they come across. Those that do not pass the KS1 sound check continue to receive targeted intervention to ensure that they catch up with their peers.</p> | <p>Systematic approach to the teaching of reading Children demonstrate good comprehension of the text. Regular exposure to a range of content domains allows children to master skills so that they can start to confidently apply these when introduced to new material. The quality of children's written answers are much stronger and sentence stems are used to support this.</p> |
| | <p>Timely intervention Those that are underachieving are able to make accelerated progress. By using a range of personalised intervention strategies, specific gaps in learning can be addressed. The impact of intervention is measured in a variety of way e.g. YARC, book bands, formalised testing.</p> | <p>Gather, skills, apply All members of teaching staff are clear of the learning journey which ensures better consistency between classes. Children are made aware of the outcomes which they are working towards which provides a purpose to the work they are completing.</p> | <p>Spelling Children are becoming much more confident with spelling and are starting to apply the rules that they have learnt within their extended pieces of writing. Children are expected to correct their spelling (in green pen), using dictionaries, word mats, peer support to help with this as necessary.</p> |
| | <p>Letterjoin Handwriting Children take increasing pride in the presentation of their work. A neat, legible, joined style is encouraged although children are aware that their writing style may vary e.g. when making notes. Children write in pencil throughout KS1 and then, when their handwriting meets the expected standard, they are awarded a pen license.</p> | <p>Raising the profile Whole school events ensure that reading and writing remain high profile and that we maintain engagement of the most vulnerable. Parental engagement events ensure adults feel equipped with the skills necessary to support their child with their learning. They also ensure that we foster stronger links between the school and the local community.</p> | <p>Cross curricular It is expected that children produce at least one extended writing piece within a wider curriculum subject (topic or science) each term. Ideally, this should be based around a genre that the children have already covered in their literacy lesson so that they are equipped with the necessary skills to ensure successful outcomes.</p> |