

English Curriculum Statement 2024-25



West Road
PRIMARY ACADEMY

English Curriculum Statement

Intent

At West Road Primary Academy, we believe that a quality English curriculum should develop children's love of reading, writing and speaking and listening. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts: we want to inspire children to be confident. Our well-organised, ambitious English curriculum provides many purposeful opportunities for reading, writing and discussion as well as writing for a purpose in other core and foundation subjects. Outcomes of work in both English and humanities books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose, formality and audience for each text type. 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
- 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 debate.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in English 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.

Implementation

Each class has daily access to the KS1 and KS2 library, with an up-to-date selection of books to provide quality reading materials for all children to promote reading for enjoyment. Each teacher also has a selection of reading books within their own classrooms to target that year group reading expectations and the key knowledge for each component of the curriculum, with exceptions for greater depth readers who may wish to extend their reading further with more challenging books and with books to meet the needs of the children who are (still) accessing phonics. The children also take part in organising and developing their classroom reading area and weekly competition ensure that efforts are recognised, in and out of school.

When planning English lessons, teachers make links to other components of the curriculum to ensure that cross curricular links provide further context for learning and provides a knowledge-based curriculum where necessary. When planning and teaching within reading and writing, teachers follow the principles of Rosenshine. This involves: providing clear models, careful use of questioning and assessment, independent practice and reviewing learning. Following the book list provided by the PKC, the West Road reading spine and the English Long-Term Plan, we are able to make strong links to the components within the subjects and plan effectively. Units of writing focus on fiction, non-fiction and poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences themselves build progressively towards an extended piece of writing and

the West Road Writing Cycle is based on the EEF framework for writing. Handwriting is also taught within English lessons, and outcomes in KS2 are recorded in English books to promote a high level of pride and presentation across all written outcomes.

Through CPD with the OA English Network meetings and using guidance from the EEF, we follow a sequential approach to our writing journey outlined below:

- Planning
- Drafting
- Sharing
- Evaluating
- Revising
- Editing
- Publishing

Staff plan backwards so that there is the end goal clearly in sight. Grammar, spelling and vocabulary are embedded and entwined within this writing cycle so that the learning is purposeful. Staff begin this writing cycle with a hook or stimulus in order to inspire writing. This can be done through a range of strategies including: drama hooks, books or novels, events and real-life events. Analysis of the text then follows along with a breakdown of the features which will be needed in order for the children to be able to succeed when writing their own piece at the end of the journey. Again, references are made here to the purpose of that feature or technique. Modelling sections of writing and shared writing are crucial because it allows staff to model 'thinking out loud' strategies. This aids pupils' understanding when considering the choices that we make as authors in order to create an effect for the audience (authorial intent). Editing, drafting and revising help the children perfect and critique their own and others' writing as well as providing an opportunity for them to up-level their pieces further. This will then result in a published piece.

Tier 2 vocabulary plays a significant role in our teaching of English and vocabulary lessons are structured within units or writing and discretely. This is to ensure that the vocabulary gaps are continuously being closed whilst enriching children in essential vocabulary that can be used across the curriculum. Tier 3 vocabulary is explored within individual components across the curriculum and the links between these subjects and English embed the tier 3 vocabulary as it provides repetition and secures the knowledge and understanding.

At West Road Primary, we identify children who need support through assessment for learning and provide intervention in the most effective and efficient way that we can. We run intervention reading and phonics groups and ensure daily readers are listened to and supported by an adult every day to help their progress. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated through outcome to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

Marking is rigorous in English and across the curriculum, with regular 'Response Times' and spelling corrections to help children correct and consolidate their work. Regular English book scrutiny is carried out to check all teachers are following our marking policy rigorously.

Assessment for Learning is embedded in 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. Termly, children will be assessed using SCHOLASTIC reading and SPaG assessments to ensure teacher judgement is accurate and to assess progress throughout the year.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from West Road to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.