

English Curriculum

At St. Wilfrid's, our approach to English is grounded in the belief that every child can and will achieve. We teach an English curriculum through a variety of high quality texts which inspire the children to produce imaginative pieces of writing for a range of purposes. Reading comprehension and grammatical knowledge are taught in context to facilitate deep and meaningful learning.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The school follows the Read Write Inc programme until the children can read fluently then they progress to our mastery approach to English. There are several ambitious and varied whole class texts per year for each year group which provide challenge and to take the learning to greater depth. Spelling and handwriting are taught outside of the English lessons.</p>	 <p>Pedagogical Approaches</p> <p>English lessons follows a six part sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. Wherever possible, grammar, reading and writing skills and knowledge are taught within the context of the text.</p>	 <p>Approach to Assessment</p> <p>Writing: every three/four weeks, writing is marked using our own writing assessment documentation from the MAT or end of Key Stage writing criteria. Reading: Star Assessments are used throughout the year to provide standardised scores and identify gaps.</p>
 <p>End Points</p> <p>We have high expectations for all children. The English programme is designed to take the children to greater depth within the statutory assessment frameworks. The aim is for all children to become enthusiastic readers, who choose to read for pleasure, and confident writers, who can write for a variety of purposes.</p>	 <p>Teachers' Expert Knowledge</p> <p>Teacher development is central to the success of English teaching. All teachers are fully trained in both Read Write Inc and the mastery approach to English, and there are regular CPD and coaching opportunities. Teachers have expert knowledge in systematic synthetic phonics, reading, children's authors, grammar, punctuation and spelling.</p>	 <p>Performance Data</p> <p>The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the school website.</p>
 <p>Sequencing</p> <p>Our English curriculum follows a spiral structure, therefore key concepts are revisited and taken to a greater level of depth. The school's reading strategy clearly outlines the stages in a child's reading journey. The teaching sequence is as follows: explore, plan, write, edit/evaluate process aimed at mastery of a particular set of skills. Grammar and punctuation are taught within the context of the English lesson.</p>	 <p>Promoting Discussion and Understanding</p> <p>Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The six part lesson structure promotes discussion and this is structured to lead to building understanding. The immersion in the whole class text enables the pupils to use high quality vocabulary.</p>	 <p>Pupils' Work</p> <p>The school has high expectations of all children in terms of the quality and presentation of their work. Children begin to use a cursive style in Key Stage 1. Children have a writing skills book with guidelines for cursive writing. They edit and redraft their work regularly.</p>
 <p>Addressing Social Disadvantage</p> <p>A key principle is that every child can engage with the curriculum for their year group. Pre-teaching and same day intervention are used where necessary to ensure that all children can engage with the key learning.</p>	 <p>Knowing More and Remembering More</p> <p>The school's approach builds on current research into metacognition. This is evident in the mastery lesson, which includes carefully crafted check points in between each stage, for example using recall and retrieval practice.</p>	 <p>Talking to Pupils</p> <p>Members of the senior leadership team and, particularly, the English and Reading leaders talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and remembered, and their enjoyment. Key improvement actions can be identified as a result.</p>
 <p>Local Context</p> <p>We are passionate about reading for pleasure. It is our aim, through the provision of a range of up to date, exciting books and magazines, and enthusiastic teachers who read, that all children develop a lifelong love of reading and books. Parents are regularly invited to join us for reading experiences. All classes visit the local library and we regularly invite local authors and poets to visit, which provides inspiration for all children.</p>	 <p>Teacher Assessment</p> <p>Regular checkpoints are a powerful form of continual assessment for learning - misconceptions can then be immediately addressed.</p>	<p>Links / References</p>