

English Curriculum Intent, Implementation and Impact Overview

At Waverley Academy, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best, and that they are socially and emotionally ready for academic success. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

The vision of the curriculum at Waverley Academy is to give all pupils the knowledge and skills they need to succeed in life. The Waverley Curriculum ethos aims to create a thirst for learning, through first hand experiences and stimulating hooks, that broaden horizons and pushes expected boundaries. Children will leave Waverley Academy successful, with a love of learning that remains with them for their next phase in education.

The intent of our English curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will

To enable pupils to know more, remember more and understand more and use their writing skills as a means of demonstrating this;

- To promote a positive and enthusiastic attitude towards writing;
- To create an interest in words and their meanings in order to broaden vocabulary;
- To create confident, independent writers and spellers;
- To provide the chance for every child to become a writer;
- To create writers who can re-read, edit and improve their own writing;
- To create writers with a legible, joined and fluent handwriting style;
- To prepare pupils for the next stages of their education;
- To provide regular opportunities for pupils to write for a range of purposes and audiences;
- To develop a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum;

Intent	Research Link	Implementation	Impact
<p>Intention 1: To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed</p>	<p>National Curriculum School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills</p>	<p>National Curriculum Programmes of Study and Scheme of Work</p> <ul style="list-style-type: none"> • English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. • The English Curriculum is delivered from EYFS to Year 6 using The Literacy Tree’s three-part book-based approach of ‘Immersion and Engagement’, ‘Gathering Ideas and Extended Written Outcomes’. This approach provides ample opportunity for pupils to explore mastery within the subject and to become critical writers through the creative incorporation of grammar, spelling and composition skills. • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn 	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>

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<p>their potential at Waverley Academy and beyond.</p> <p>Intention 2: To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more. To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>School – phonics outcomes improved significantly when the systematic teaching of whole class teaching of phonics was introduced.</p> <p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months'</p>	<p>additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p> <p>Phonics</p> <ul style="list-style-type: none"> • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1 • Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. • Intervention is planned for those children who are working below expected levels. • Read, Write Inc is used as the spine for delivery of the phonics sessions. RWI is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress. • Pupils will be given Reading books which closely match the phase of phonics that they are currently working within. <p>Reading</p> <ul style="list-style-type: none"> • Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum. <p>Whole class reading</p>	<p>Assessment and Target Setting</p> <p>Half termly, teachers assess against both the National Curriculum and the Astrea Milestones in reading and writing to make an overall teacher judgement of attainment and progress. Phase and whole staff moderation meetings, both internally and with other schools in the local area and wider Trust, are also used to support these teacher judgements.</p> <p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in Nursery. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more,</p>
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	<p>progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>In Year 2 onwards, pupils are engaged in a daily 45-60-minute 'Reciprocal Reading' session. This develops listening skills, a love of stories and reading for pleasure. This is teacher-led reading with pupils listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the pupils. Each class has two books that they regularly share together: their class picture book which develops reading and writing skills in literacy lessons and their reading for pleasure class novel, which is read at the end of each day</p> <p>The whole class reading model uses the 'Reciprocal Reading' model of small group discussion, with teacher input using a levelled text at an instructional level for pupils (just beyond their independent ability). The sessions follow the following structure, with pupils in upper Key Stage 2 being encouraged to take the lead:</p> <p>Predicting Clarifying Questioning Summarising</p> <ul style="list-style-type: none"> • Reading Scheme – school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and some of The Power of Reading recommended texts. All books are Book Banded in order to ensure progression and challenge for all children. • Classic Texts – all children will have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2. • All children from year 1 complete the NGL reading test to ensure they read appropriately challenging books. This is regularly checked termly and Reading books bands are changed accordingly. 	<p>remember more and understand more.</p>
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<p>Intention 3: To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand</p>	<p>Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects</p>	<ul style="list-style-type: none"> • Individual Reading – all children in Foundation Stage read individually to a trained adult each weekly. Throughout school a minority of children will read 1 to 1 with an adult as a form of intervention. • Home Reading – all children are expected to read at home and take home ‘home’ reading books. All children in UFS and Year 1 take home 2 reading books, a familiar read and a new read both of which are phonetically plausible. Children in Year 2 who did not pass Phonics Screening in Year 1 take home 2 reading books, a familiar read and a new read. Children in KS2 who did not pass Phonics Screening in Year 2 take home 2 reading books, a familiar read and a new read. • Guided Reading – all children from Upper Foundation Stage take part in Guided Reading. Guided Reading Sessions, which run x3 sessions per week, are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors. • Reading Areas All classrooms have class reading areas with subject specific books and other age-appropriate reading for pleasure books. All classrooms have access to themed mental well-being books outside the classroom. • Library - All children visit the school library each week and choose a book to read at home for pleasure. <p>Language</p> <ul style="list-style-type: none"> • The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. • The development of speech and language is identified as one of the most important parts of our school’s early years curriculum. A 	<p>Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory</p>
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<p>more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.</p>	<p>for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>School baseline upon entry data indicates that a significant number of children enter Lower Foundation Stage with speaking and listening skills that are below chronological expectations.</p> <p>Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	<p>Speech and Language Therapist is employed by school to screen and work with all children as they enter Nursery. This enables staff to match oral language activities to learners' current stage of development, so that it extends their learning and connects with the rest of the curriculum.</p> <ul style="list-style-type: none"> • The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas and is a key part of Knowledge Organisers. • The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more. <i>At Waverley, we believe that the understanding of language is pivotal to success, to strength and develop pupils understanding of language, years 2 to 6 are taught a daily tier 2 'word of the day'</i> • Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum. <p>Writing <i>Immersion and Engagement</i> At the beginning of each literacy unit, pupils are drawn into a picture book through an engaging hook, enabling them to feel excited and a sense of ownership over the book. During this time, pupils will also be immersed creatively in language, spelling and grammar objectives that will be explored throughout the unit.</p> <p>Gathering Ideas Following this time of immersion, pupils begin to prepare to write a longer written outcome (which is purposeful in the context of the picture book 3 extended writes per text). They continue to explore creatively the key language, spelling and grammar objectives that will be needed for the longer written outcomes. Some of these key learning opportunities will be explored through purposeful shorter written outcomes during this section (e.g. a</p>	<p>assessment point or their starting point in Nursery</p>
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diary entry). Many of these will be non-fiction genres. This often involves using drama as a stimulus for writing.

Modelled and shared writing

This is modelled by the teacher as the expert writer with contributions from the pupils.

This is teacher-led writing with pupils watching initially and contributing and sharing ideas as the process progresses. Shared writing is not exclusive to literacy sessions and can be taught across subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing.

Guided writing

Where a specific target has been identified for a pupil or group of pupils, guided writing sessions take place in small groups within the classroom. This involves the teacher delivering further targeted teaching and learning activities with a clear focus with the targeted group during independent working time.

Extended Written Outcomes

At the end of each literacy unit, pupils write a longer piece of writing with a clear purpose. Many aspects of language and grammar objectives explored throughout the unit will be revisited and incorporated into this final written outcome. They then edit and redraft their pieces to publish.

Opportunities for developmental writing

In Foundation stage pupils experience writing in a range of settings and opportunities for developmental writing are available through all areas of learning and throughout the learning environment.

Pupils' own attempts at early writing are celebrated and promoted, alongside the direct teaching of the key skills that will enable pupils to progress through the stages of writing development. In Foundation stage and KS1, pupils' writing that

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		<p>needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is immediately after writing so the child is present.</p> <p>Independent writing</p> <p>Throughout the school, pupils need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality with a final publication or presentation for a clear audience. Writing is modelled and supported from immersion to quality writing (with Alan Peat sentence structures used as an additional support tool where relevant and helpful). Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and letter and sounds cards and friezes.</p>	
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Structure

Early Years Foundation Stage:

In EYFS the daily routine involves planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience spoken language through high quality questioning;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication;
- focus activities that teach pupils early communication language and literacy skills;
- reading groups and one to one reading opportunities;
- topics/activities planned around real-life and fictional experiences, including rehearsing and reciting simple stories together;
- explicit, differentiated, teaching of phonics and spelling using the 'RWI' phonic programme.

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All pupils will be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication;
- internalise high quality word and sentence level language.

At Key Stage One

All pupils are encouraged to speak confidently and listen to what others have to say. They are encouraged to develop the skills to read and write independently and with enthusiasm throughout. They use language to explore their own experiences and imaginary worlds and continue to internalise high quality word, sentence and text level language and structures.

The teaching of literacy in KS1 includes:

- explicitly taught and planned sessions following the guidance and objectives of the 2014 Literacy National Curriculum, taught through 'The Literacy Tree' model, tailored to individual class needs. All pupils use high quality picture books as the backbone for all literacy session;
- spoken language activities, e.g. imitating, pair talk through Kagan structures, reciting and oral rehearsal in order to prepare pupils for the writing process;
- word level work with explicit teaching of phonics and spelling using the RWI Scheme and following the guidance in the National Curriculum;
- sentence level work throughout both the RWI programme and the Immersion and Gathering Ideas aspects of 'The Literacy Tree' model;
- text level work using a range of genres to help develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled using the Nelson Handwriting scheme daily in afternoon handwriting sessions;
- immersion in a print rich environment that promotes a reading culture and develops pupils' oral and written communication;
- activities planned alongside high quality and engaging cross-curricular class topics.

At Key Stage Two

All pupils learn to adjust the way they speak and write to suit different situations, purposes and audiences. Writing is purposeful and based on a given class picture book or longer text. Pupils respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works, critically assessing how effective a piece of writing is for its purpose.

The teaching of literacy in KS2 includes:

- explicitly taught and planned sessions following the guidance and objectives of the 2014 Literacy National Curriculum, taught through The Literacy Tree's book-based model;
- word level work with explicit teaching of spelling strategies, and rules following the guidance in the National Curriculum (2014), taught creatively through literacy units;
- sentence level work throughout both the Immersion and Gathering ideas phases, developing grammatical awareness and punctuation skills in creative and rigorous contexts (following the guidance in the National Curriculum (2014));
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing, utilising the Reciprocal Reading and Waverley's 'Readers' Workshop' framework to achieve this;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled through daily afternoon handwriting sessions following the Nelson Handwriting scheme;
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that pupils can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted across subject areas.

Within the classroom a washing line holds the text being explored and imitated by the class in pictorial format, whilst a uniformed Writing Wall can be found in every classroom showing the key genre, text structure objectives, sentence types, punctuation objectives and language foci currently being studied

Handwriting

Handwriting and letter formation is explicitly taught daily in Key Stage 1 and Lower Key Stage 2 following the Nelson Handwriting Scheme. A percussive text is taught in Reception and Year 1, whilst a cursive text is taught from Year 2 onwards. The correct way of forming letters is modelled by the teacher and patterns of letters are taught where indicated. Pupils need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing and support is given to those with poor pencil grip. Writing is on lined paper in books or with handwriting line guides for presentation folders. Black handwriting pens are used routinely in Years 4, 5 and 6, with Years 2 and 3 using them when publishing their work. Purple pens are only used by pupils when responding to teacher marking comments and questions.

Spelling

Spellings are taught in accordance with the National Curriculum objectives (2014), with EYFS and Key Stage 1 objectives being explored throughout daily, through phonics and spelling sessions and through the revisiting of common exception words weekly.

*From year 2 onwards, Spelling Seeds are used to complement the Literary Curriculum by providing weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning. Each seed is between 2 and 5 sessions in length. Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules in these *Spelling Seeds* ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.*

Word of the Day

At Waverley, we believe that the understanding of language is pivotal to success, to strength and develop pupils understanding of language, years 2 to 6 are taught a daily tier 2 'word of the day'. All staff using the words throughout the day/week and ongoing...

Teaching Sequence – 10 mins per day

- Introduce the pronunciation: teacher models followed by choral recitation (30 seconds)
- Clap syllables: ninja hand chops (30 Seconds)
- Explicit Definition: Teacher says – children repeat to one another (60 seconds)
- Word Class discussion: What word class do you think the word is? Noun/verb/adjective – discuss could it be made into another class (e.g. Photosynthesis is a noun because.... ...Photosynthesis is the verb)
- Display exemplar sentence (child friendly) (60 secs)
- Oral creation in pairs (30 secs)
- Orally share as a class (90 secs)
- Edit and challenge – teacher models (60 secs)
- Pupils Write (FS oral only) – pro forma sheet KS1/KS2 (90 secs)
- Celebrate Pupil share their sentences (60 secs)

Cross-Curricular Literacy Opportunities

Cross-curricular writing is at the heart of our themed curriculums, giving pupils to opportunity to write about real and relevant events that they have prior knowledge and understanding of. We plan for pupils to practise and apply the skills, knowledge and understanding acquired through topic lessons.

The Use of ICT

Opportunities to use ICT to support teaching and learning in Literacy are planned for and used as appropriate. Text should be in both handwriting and print across the school. Film, ipads, games, internet sites, web-based text, e-mail, photography, recording devices, visualisers, blogs and other appropriate resources are used to support learning across the curriculum.

Role of the Subject Leader

The Subject Leader should work in conjunction with the SLT and is responsible for improving the standards of teaching and learning in Literacy by:

- monitoring and analysing tracking data; pupil progress meetings,
- modelling good practice;
- keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed;
- training staff in teaching and learning of literacy;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- auditing needs and organising staff training;
- monitoring planning, scrutiny of books and lesson observations with constructive feedback;
- supporting teachers in planning and using resources;
- updating the school policy when necessary