

Welburn Community Primary School

English Curriculum



Our intent for English at Welburn Primary School is to develop children who:

- communicate clearly and confidently for a range of purposes to different audiences
- listen effectively
- read for pleasure and inquisitiveness as well as with understanding
- use reading to support other learning
- write for different purposes and audiences
- have a wide and rich vocabulary

To implement this we will:

- give all pupils a wide and diverse experience of literary heritage, including older classics, Shakespeare and more challenging texts
- ensure pupils have a varied experience of both fiction and non-fiction, poetry and film
- allow our pupils plenty of opportunities to speak and perform
- give our pupils experiences of theatre, film and other media to deepen their understanding of English
- read whole texts (as well as extracts) to our pupils regularly
- introduce pupils to texts from other cultures and heritages
- teach our pupils correct grammar and punctuation so they have a 'toolbox' for writing
- teach phonics systematically
- teach correct spelling through regular planned and focused sessions
- model a fluent handwriting style

See further documents

Co-ordination and handwriting at Welburn Primary School

Reading at Welburn CP School

Our intent for reading at Welburn Primary School is to develop children who:

- read for pleasure
- are keen to explore books
- can make informed book choices
- are able to read to learn confidently in other subjects
- hold a reading conversations
- are willing and able to read a variety of quality reading material

How we will implement this:

- use whole class, guided or group reading regularly during the week
- teach reading skills using high quality texts in English lessons
- allow time for children to read independently for pleasure
- give pupils regular reading homework which may include reading tasks
- use reading scheme books, story bags, genre led books and own choice books
- use and teach reading skills across and through the curriculum
- have regular (daily) 'story time' when the class are read to by an adult
- have a reading rich environment
- promote a love of reading

In addition we will:

- have daily phonics teaching in small groups with fidelity to Little Wandle (Oak Class)
- teach strategies to develop comprehension and inference skills such as 'true or false' Text Detective and Question Quadrant activities
- teach specific vocabulary instruction to explain new or unfamiliar vocabulary
- where necessary use phonics teaching linked to spelling (Beech Class and Sycamore Class)
- employ effective teaching strategies (modelling, scaffolding, reflective thinking time, rephrase) to support children's thinking when discussing texts

We think a good reader is someone who:

- chooses to read
- enjoys reading
- has reading stamina
- reads things that have not been given by a teacher
- understands their reading and thinks about their reading
- can 'read between the lines'
- makes links from reading back to real life
- can use reading to learn
- can't put a book down
- considers themselves 'a reader'

Writing at Welburn CP School

Our intent for writing at Welburn Primary School is to develop children who:

- enjoy writing
- can write for purpose
- develop a skills based 'toolkit' to support their written work
- have the ability to transfer these skills across text types and subjects
- have opportunities to see and analyse examples of 'good' writing
- use what they have read to develop their writing

How we will implement this:

- specific opportunities for writing will be planned for within half termly pacing grids, including regular 10 minute writes and at least one longer piece
- the structure of writing will be taught specifically : looking at good examples, analysing techniques, teacher modelling, drafting, editing and presenting
- planned cross-curricular writing opportunities
- where relevant, writing will be supported with scaffolding, templates and rubrics
- the relationship between reading, writing and grammar will be made specific
- purpose, audience and effect on readers will be prominent within our teaching
- planned time will be given to children to 'grow greens' and edit their written work

Spelling at Welburn CP School

Our intent for spelling at Welburn Primary School is to develop children who:

- understand the relationship between phonics, spelling, reading and writing
- have confidence in their ability to write words
- can make informed choices when spelling words
- have a wide range of strategies for spelling unfamiliar words
- can communicate confidently using the written word
- are willing to 'have a go' when using unfamiliar words

How we will implement this:

- Oak Class will have daily Little Wandle phonics sessions in small adult led groups
- Beech and Sycamore Classes will have 2-3 well planned and focused spelling sessions a week
- children will have a relevant spelling list to practise weekly
- informal testing will take place through 'show me' on white boards and spelling buddies
- formal spelling assessments will be done half termly in Beech and Sycamore class
- intervention will be given to those children who need extra support
- there will be the same expectation for spelling across all subjects of the curriculum

Impact

Pupils in Reception are tracked using our Foundation Stage Profiles.

From Year 1 all classes have cohort trackers for Reading and Writing which include spelling.

The following are used to inform these:

- Daily assessment for learning
- Home reading records/ reading journals
- individual literacy, science/topic books
- Pobble tasks and 10 Minute writes
- phonics record (Oak class)
- Phonic Check
- optional/ end of Key Stage SATs
- Pupil voice

Termly pupil progress discussions will identify particular groups and individuals including those making less than expected progress.

Where appropriate we will use the following interventions:

- ELS/ ALS
- Colourful semantics
- Little Wandle Catch Up Programme
- HORNET
- WASP
- Toe by Toe
- Fine motor skills and coordination
- Inference

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