

Subject Profile

English

Oracy, Aspirations and Experiences underpin our curriculum decisions and support the school principles of A-E (adaptive, building connections, consistency, development and excellence.).



Intent

- Type: At Whitleigh Primary school we deliver a rich and engaging curriculum which aims to develop a love of reading and motivates children to write, imaginatively and independently. We are all teachers of English. We ensure that reading and writing is a transferable skill across the curriculum.
- Type: We teach from a range of high quality texts which are based on purpose, audience and outcomes, linked with the National curriculum. We use a wide variety of genres to support the delivery of a rich curriculum.
- Type: To support our children to be articulate and confident communicators using both written and spoken words: teachers have ongoing support and training to know how to best teach English and how to help children achieve their goals. We aim to create life long learners.
- Type: We strive to teach all skills: handwriting, spelling and grammar through our English lessons. We follow a plan to allow children to write confidently and independently and have the opportunities to edit, improve and publish their work.
- Type: To make sure our children are supported with next steps, we moderate and use an assessment tool. This helps us to understand children's gaps and to support them in being the best they can be.

Implementation

Strong Foundations

We build strong foundations in English from an early age. Reception children use the Greg Botrill's philosophy of learning which engages children through drawing activities and gives them a launch pad into writing. They are exposed to stories on a daily basis and read to and read with frequently. Children also take part in daily Read, Write Inc sessions where they are exposed to sounds through early reading.

Vocabulary

We teach vocabulary tier 1- tier 3 across everything we do. Every teacher is a teacher of English at WCPS.

Spelling

Spelling: We teach spellings once a week and set spellings appropriate for each year group via the platform 'Edshed'. Children can access this at home and engage with parents too. Children are tested weekly and spelling gaps are addressed through learning in class.

Reading

Reading starts at the very beginning with our nursery and reception children, who begin to be exposed to sounds. Children progress through Read, Write Inc groups from Reception age at the appropriate pace for their individual needs. We support reading development through the use of accelerated reader once they have completed RWI. Here they can quiz and test their comprehension skills. Reading is at the heart of everything; from daily class readers to quality texts linked into the children's English learning. KS2 children follow a reciprocal reading programme 4 times a week which supports comprehension skills. KS1 children follow Ruth Miskin's 'Talk through Stories' to extend and deepen vocabulary and their understanding of books. Children have access to free choice from our school library and they are read to by class teachers on a regular basis.

Writing

Writing: We ensure children are given plenty of opportunities to write with independence as they progress through their school lives. Reception use the Greg Botrill's philosophy of learning which gives them a launch pad into writing. KS1 use high quality texts and scaffolded learning to build stamina within the writing process. KS2 use IPEEL which is a strategy to support the improvement of writing skills. Pupils explore different genres of writing and are given opportunities to write for a range of audiences and purposes. Children explore both fiction and non-fiction books and they are given the opportunity to edit and improve as well as publish their writing.

Adaptive

Building connections

Consistency

Development

Excellence