



English Curriculum Offer

Intent

Our English curriculum offer is designed to instil in our children a love of reading and literature through quality and varied texts, sparking creativity and imagination, and equipping our pupils with key skills, knowledge and vocabulary to open gateways for life-long learning. Subject planning and delivery is bespoke for the needs of our children and it provides the bridge between our values, ethos and the National Curriculum. Through English, we embrace our curriculum drivers: communication, celebrating difference, kindness to ourselves and others and creativity and provide our pupils with a rich, broad and challenging curriculum. Furthermore it is our intent to provide our children with opportunities to develop cultural capital as they journey through school.

We want to give the children exciting and effective opportunities to learn and develop key skills and abilities in phonics, reading, writing, grammatical understanding and spelling.

Through well-planned teaching and valuable learning experiences, children will become confident readers and writers.

We want to enthuse the children by showcasing success, exemplify in the possibilities beyond the subject.

At Westdale Infants we believe that nothing has been learnt until it is in your long term memory and that memory is the residue of thought. Key skills and knowledge are taught and revisited within each year and across year groups. Curriculum mapping can be found on our website in the 'Our Curriculum' section. The children are challenged within English through the use of high-quality texts to stimulate learners, providing progression of vocabulary and development of writing techniques.

Pupils are encouraged to read and write frequently and to explore a range of genres within their reading ability. We also hold weekly reading and writing 'café's. The children also have access to texts and books that support reading across the curriculum and develop their cultural capital and understanding of the world.

In EYFS and Key Stage 1, the children are taught grapheme-phoneme correspondence through phonics to develop their understanding of the links between sounds and letters. In Early Years phonics activities are offered in the environment as part of continued provision and are delivered in adult-led groups. In Key Stage 1, the children build upon their prior knowledge and study phonics and spelling daily, as well as regular Rainbow Grammar sessions within this time.

Sequences of lessons are planned for using progression mapping within and across year groups. The English curriculum is planned to ensure progression of key skills and vocabulary, supporting and challenging all learners. Opportunities for applying basic skills are planned throughout the wider-curriculum subjects to provide the children the chance to apply their skills outside of English lessons.

Impact



English Curriculum Offer

The impact of our English offer is measured through our monitoring cycle. This includes book looks, learning walks, pupil voice, planning scrutiny and curriculum intent reviews. Once reviewed the subject team discusses and formulates action plans for improvement which teachers from each phase then take back to their teams for action. We assess and track English progress against Benchmark Standards and non-negotiables in each phase. In assessing, we are looking for sustained mastery, greater depth, inspired learners and children who are fulfilling their potential.

Below is an outline of the impact we are looking for in our pupils in the curriculum area of English:

- Children are able to read at the expected age-related standard
- Children are confident and creative writers
- Children know how to improve their own learning
- Children develop a life-long love of reading and read for pleasure
- Children are able to use phonic and grammatical terminology correctly
- Children can apply spelling conventions
- Children are competent communicators and can present with confidence
- Children are able to apply their skills both now and in the future