

Woodlands Primary School



ENGLISH POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	FGB 27/11/24	
Created by Lowri James	November 2024	
Review by Curriculum Committee:	November 2026	2 years

Woodlands Primary School

English - Intent, Implementation and Impact Statement

Intent

At Woodlands Primary School, we believe that English is not only the key to accessing a wide and enriching curriculum, but that it also the key to accessing to world around us. Our aim is to ensure every child becomes primary literate and progresses in the areas of reading, writing, speaking and listening. So they enter the world as literate adults, we want children to leave Woodlands Primary School viewing themselves as 'readers', 'writers' and 'confident speakers'.

We believe it is every child's right to read for pleasure and know that reading for pleasure feeds directly into writing. Reading widely leads to increases in writing ability, text comprehension, grammar and breadth of vocabulary. Children should leave Woodlands Primary School not only being able to decode books, but able to both comprehend them and see them as a source of pleasure that will stay with them for life. Reading is not only academically important, but also plays a vital role in children's social development: reading helps children to develop skills of empathy; a sense of fun and humour and an understanding of the world around them that is wider than their own experiences, providing them with greater cultural capital.

At Woodlands Primary School, we believe that pupils must be encouraged to read books by a wide variety of authors and from a range of genres. We also give children to opportunity to compare different works by the same author as they progress through the school. We ensure all children have access to high quality texts, we know our children well and are driven by their interests when selecting books. Our class books (core texts) are chosen using the '**Head, Heart, Hand**' approach, something which guides us to choose the best possible books to suit our children.

It is our belief that teachers play a vital role in modelling **reading for pleasure** and a love of books. As a school, we recognise the importance of children knowing how to browse and choose books, reading widely and often and being able to immerse themselves in the different worlds of the books they read. Through reading, children will be **inspired to aspire** for the future.

We believe in the importance of writing for pleasure, instilling a desire to write. Children will discover their own writing voice and leave school feeling confident and happy when engaging with the different processes of writing. Through opportunities to write for a purpose, across a range of genres, our children will see writing as something to be proud of and celebrate. We intend for pupils at Woodlands to be proud of their writing and gain pleasure in sharing it with others.

It is important that our children leave school as confident speakers, who are able to express themselves and engage in conversations with wide varieties of people and within many different contexts. As a result of this belief, we play a high importance on the development of vocabulary. This is seen in both our Reading and Writing lessons, as well as across the wider curriculum. We understand the importance of modelling speaking to children using Standard English and ensure children have opportunities to develop their public speaking skills.

Implementation

To achieve our English intent at Woodlands Primary School, to teach children life skills that will positively impact on their future, we aim to deliver high-quality teaching and learning opportunities that lead all children to view themselves as 'readers', 'writers' and 'confident speakers'.

Reading

'To instil a true love of reading, you need to live, breathe and show the wonder of books.'

Children are read, and have the opportunity to read, books that will expose them to the diverse world around them, allowing them to access ideas, views and places they may not otherwise experience. We give this a high priority as we know that not all children have access to books and experiences outside school.

Key Stage 1

In Key Stage 1, children have daily phonics sessions (please see Phonics policy).

In Year 2, as children reach the level of attainment where they are no longer following the phonics programme, they begin small group Guided Reading sessions. These sessions introduce the children to the Whole Class Guided Reading planning format and structure.

Key Stage 2

Guided Reading is taught 5 times per week in Key Stage 2. Most pupils are taught as a whole-class; this means they are read with every day and develop a love for reading. Some children are taught in a small group so they can focus on decoding and retrieval skills before joining whole-class guided reading. The use of a core text for a class reader (see Appendix 1) means that **all children are exposed to high-quality, age-appropriate texts**, which they may not be able to access independently, or in Guided Reading. Children should be taught to apply their reading skills across a range of texts, from a variety of genres.

Throughout the year, children are exposed to both fiction and non-fiction texts in Guided Reading lessons. Vocabulary is taught explicitly each week. Reading aloud, oral discussions and, where applicable, drama are approaches used in Guided Reading lessons, alongside responses.

Guided Reading sessions in KS2 involve activities such as:

- Comprehension questions.
- Sequencing a text.
- Drawing and labelling a setting or character description.
- Drama/character hot seating.
- Summarising for a peer.
- Labelling moments in the text with moods and emotions.
- Using drawings and actions when learning new vocabulary.

Reading Every Day

- At Woodlands, we model reading for pleasure. A class story is read aloud by the Class Teacher every day.
- Our Book Spine features carefully chosen, high-quality texts, from a variety of authors and genres.
- Pupils are encouraged to read books by a wide variety of authors and from a range of genres. Adults monitor this when choosing children's reading books.
- Guided Reading and Phonics are taught daily.

Our Reading **Long Term Plan** shows sets out which skills need to be taught each term, in each year group. There is some overlapping of skills, alongside a main skill to be taught each term. Our **Reading Skill Progression Map** shows teachers (in more detail) what this skill involves in their year group. This progression map also allows teachers to look back at what a skill looked like in a previous year group, planning for gaps as appropriate.

Home Reading

At Woodlands Primary School, we have high expectations for pupils' home reading, as we know the impact this can have on their reading at school. We encourage all children to read regularly to an adult at home and promote and reward this reading in school. We monitor home reading records and ensure those children who are not reading at home are heard in school.

Writing Lessons

As children move through Woodlands Primary School, units of writing are structured to allow for clear progression. Writing units are inspired by high quality texts, alongside a wide range of writing stimuli, which includes novels, short films, movies and picture books. Writing lessons involve the teaching of vocabulary, SPaG and language/genre features through daily LOs, in the context of a text/writing stimulus, with children then being given the opportunity to apply these skills in their independent writing. Writing units include opportunities for: vocabulary development, text talk, sentence level skill development, short burst writes, planning, extended independent writing and editing. This structure allows children to understand and experience the full writing process.

Fiction and non-fiction units are taught every term and are linked to a range of exciting texts and writing stimuli, creating varied writing experiences.

Our School **English Overviews** set out the genres to be taught each term, ensuring breadth of coverage and progression across the school. Our **Writing Skills Progression Map** is used to ensure the progression of skills taught within a genre across each year group.

Recording

All children are encouraged to work tidily and neatly when recording their work, following the School Handwriting Policy. Recording in books should take place in most lessons, depending on the content of the learning. Other lesson outcomes may include drama, group work, discussion and planning.

Spelling

At Woodlands Primary School, we teach children to spell following the Scode spelling scheme from Year 2 to Year 6.

This scheme teaches the spelling requirements of the National Curriculum for years 2-6 by teaching children the Advanced English Phonic Code. The National Curriculum (2013) states;

'The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology'.

It is widely accepted that English is a complicated language to learn, especially when it comes to writing. In short, the English alphabet is made up of 26 letters, these combine to make the 44 sounds or phonemes we speak. However, when it comes to the writing/spelling of these sounds there are over 150 combinations or graphemes.

By the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct spellings.
- To understand the history of the English language and why it is so complex.
- Have an interest in words and their meanings, through etymology and morphology, developing a growing vocabulary in spoken and written forms.
- Apply their knowledge of the national curriculum content and spell the curriculum words correctly when writing across the curriculum.
- Have a sound understanding of the Advanced Phonic Code and use it to spell unfamiliar words. At first glance the advanced code may seem complex for children but once they understand the structure and the fact that the advanced code is simply other ways of writing the sounds we speak, they can be empowered by the logic of this system.

In Key Stage 2, we encourage, teach and model the use of dictionaries to find spellings.

Within our Scode lessons we employ various strategies to develop children's confidence and skills as spellers:

- Providing four times weekly sessions for pupils in Year 2, 3 & 4 and three weekly in Year 5 & 6.
- Explicitly teaching the spelling content and curriculum words sorted by sound and code in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).
- Planning meaningful, engaging, humorous and, where possible, real life purposes and audiences for writing within the classroom.
- Planning spelling activities into creative teaching sequences which engage and inspire pupils.
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers.
- Planning purposes for writing which require pupils to write in a wide variety of forms.
- Throughout the spelling process, children are encouraged to orally rehearse and smash down words. This means giving children the opportunity to practise before they write by clapping out the syllables, saying the word out loud before they commit it to paper in their book.
- For children to have an understanding that accents and dialects will need to be taken into account and they see the connection between spoken and written language.

Assessment

Teachers use the National Curriculum in England and the Writing Skills Progression Map to plan assessment activities linked to writing tasks. Teachers use short, medium and long term assessment to assess writing.

The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans (Using the Writing Skills Progression Map to support with planning for gaps). Teachers use these short-term assessments to inform their planning for future units and to make adjustments and adaptations to upcoming lessons as needed.

Written and verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. Teachers use writing Assessment Skills Assessment grids to assess children's independent application of writing skills when marking Big Writes.

When you marking a Big Write, these skills taught throughout the writing unit are the main marking focus. These skills are then be updated on children's Writing Skills Assessment grids using the ACE code for teacher assessment.

A – apprentice - I am beginning to use this skill with support/I am still learning how to use this skill

C – confident - I am confident in using this skill and have applied it in my independent writing.

E – expert - I can use this skill in a variety of contexts. I could teach another child how to use this skill. (I have 'ACEd' this skill!)


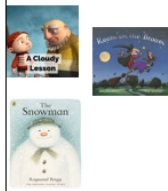

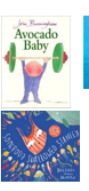


The use of the ACE assessment codes help children to understand what is going well in their writing and areas they can improve.





Teachers make termly assessments using the Insight Tracking System, based on the objectives taught so far, using the judgements – Below (Emerging), Just Below (Working towards), On Track (Expected) and Greater Depth. These judgements are discussed with the Head teacher and Assessment leader at pupil progress meetings, held four times a year.




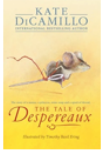










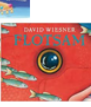

Impact

The Woodlands Primary School English curriculum aims to not only develop the skills and knowledge needed for reading, writing, speaking and listening, but also to develop a sense of pleasure and pride in these areas. Our curriculum is designed to enable our children to view themselves as 'readers', 'writers' and 'confident speakers' beyond their time at Woodlands Primary School, as we know this will have a lasting positive impact on their adult lives.

Appendix 1.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core theme (Class Story and used as part of Guided Reading)	Julia Donaldson and books about change and transition.	Stories about brave and inspirational individuals and characters.	Stories from around the world.	Stories about nature and the environment.	Stories about animals and with animals as characters.	Stories about space and different planets.
Genre	Fiction Poetry	Fiction Non-fiction	Fiction	Fiction	Fiction	Fiction
Link Texts and Writing Stimuli (used in English lessons alongside the core text, may be also be used in Guided Reading)						
Writing outcomes (WALTS)	Labels and captions Character description Rhyming phrase	Diary entry Character description Instructions	Narrative Poetry Letter writing	Newspaper report Narrative Information poster	Narrative Non-chronological report Poetry	Settings description and narrative Recount Information poster

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts (Class Story and used as part of Guided Reading)	 Katie Morag Where are you Puffing? Gerry Daly & Erika McGann Dragon Post Emma Yarlett Where the Wild Things Are – Maurice Sendack	 Traditional stories The Cat in the Hat – Dr Suess The Jolly Postman – Janet and Allan Ahlberg	 A Bear Called Paddington – Michael Bond Paddington – Michael Bond Tadpole's Promise – Jeanne Willis	 Voices in the Park – Anthony Brown When the Rain Comes – Tom Pow The Summer My Father Was Ten – Pat Brisson	 Mr Penguin and the lost treasure – Alex T Smith The Owl and the Pussy-Cat – Edward Lear Ning Nang Nong – Spike Milligan Scissors – Allen Ahlberg I Do Not Mind You Winter Wind – Jack Prelutsky	 Grandad's Island – Benji Davies
Genre	Stories from around the UK and beyond	Traditional stories	Resistant texts	Non-linear time sequences	Adventure story – complexity of narrator.	Historical fiction Complexity of plot / symbol
Link Texts and Writing Stimuli (used in English lessons alongside the core text, may be also be used in Guided Reading)	 Dinosaurs and all that Rubbish – Michael Foreman	 The Day the Crayons Quit – Oliver Jeffers Solo – Paul Geraghty	 George's Marvellous Medicine – Roald Dahl	 Traction Man – Mini Grey Meerkat Mail – Emily Gravett	 Mustard, Custard, Grumble Belly and Gravy by Michael Rosen	 Flat Stanley – Jeff Brown

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text (Class Story and used as part of Guided Reading)						
Genre	The Abominables	Fantasy/Science Fiction (complexity of plot/symbol)	Classic fantasy (archaic text)	Modern Fairy tale – Adventure/Quest	Adventure/fantasy story (non-linear time sequence)	Adventure Story (Complexity of Narrator)
Author Ethnicity and Gender.	Eva Ibbotson Austrian Female	Ted Hughes British Male	C.S Lewis British Male	Kate DiCamillo Americal Female	Pillip Pullman British Male	Wendy Orr Canadian/Australian Female
Link Texts and Writing Stimuli (used in English lessons alongside the core text, may be also be used in Guided Reading)	 Dear Greenpeace – Simon James.  Blue Planet. Hortense and the Shadow – Natalia and Lauren O'Hara.	 Stone Age Boy – Satoshi Kitamura  Escape from Pompeii – Christina Balit.	 Just so Stories – Rudyard Kipling.  Fantastic Forces and incredible Machines – Nick Arnold.	 The True Story of the Three Little Pigs.	 Flotsam – David Wiesner.  The Quangle Wangle's Hat – Edward Lear.	 The Chocolate Tree (Mayan Folktales) – Linda Lowery
Writing outcomes (WALTS)	Non-chronological reports Persuasive adverts Letters to inform and describe.	Setting descriptions Diary entry Narrative – historical.	Instructions Character description. Narrative – moral story.	Newspaper reports. Biography	Poetry Persuasive letters Wanted Posters – Iron Man	Narrative – folktale. Non-chronological report – The history of Chocolate. Explanation text.

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Core Text (Class Story and used as part of Guided Reading)						
Genre	Historical fantasy/adventure	Comedy fiction – PSHE driver.	Adventure story (complexity of the narrator)	Classic fiction Animals/friendship (archaic text)	Contemporary adventure/fantasy story	Historical fiction
Author Ethnicity and Gender.	Cressida Cowell British Female	Anne Fine British Female	Ros Montgomery British Male	E.B. White American Male	Kieran Lard British Male	Emma Carroll British Female
Link Texts and Writing Stimuli (used in English lessons alongside the core text, may be also be used in Guided Reading)	 Beowulf - Michael Morpurgo  'Dreamgiver' (fantasy) Film Unit Tyler Carter (Director)	 'Good Night Stories For Rebel Girls' - Elena Favilli and Francesca Cavallo.  'Three Little Pigs' film unit/courtroom drama	 The Great Kapok Tree – Lynne Cherry  'Dracula's Whitty' (suspense/spooky) Film Unit	 Greta and the Giants – Zoe Tucker  'Soar' (fantasy) Film Unit	 Mulan – (fantasy) Film unit.  The Lost Words- Robert McFarlane and Jackie Morris	 Awful Egyptians – Terry Deary The Story of Tutankhamun.  Mr Hublot Film unit (SCI-FI)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text (Class Story and used as part of Guided Reading)						
Genre	Historical Fantasy	Modern fiction – PSHE driver	Science Fiction	Fantasy	Adventure	Author study – diversity focus
Author Ethnicity and Gender.	Cressida Cowell British Female	Louis Sachar American Male	Christopher Edge British Male	SF Said British/Lebanese Male	Katherine Rundell British Female	Malorie Blackman Black British Female
Link Texts and Writing Stimuli (used in English lessons along side the core text, may be also be used in Guided Reading)	 Starbird - Sharon King-Chai – Chinese-Milasian/Australian	 War Game – Michael Foreman 1914 – Sainsbury's advert – The Christmas Truce.	 La Luna – Pixar film short	 Tuesday – David Weisner. The Water Tower – Gary Crew - Australian	 Journey to the Last River – Teddy Keen Video Stimulus	 Greek Myths – Marcia Williams

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Core Text (Class Story and used as part of Guided Reading)						
Genre	fiction (non-linear time sequence).	Gothic Horror (classic/archaic text re-told)	Historical fiction	Contemporary fiction (PSHE driver – diversity and inclusion)	Fantasy – (future setting)	Contemporary fiction
Author Ethnicity and Gender.	American Male	British Male	British Female	Bangladeshi Muslim - Female	British Male	British Male
	 Stanley Yelnats Camp Green Lake Survival Guide – Louis Sachar.	 The Barnabus Project – The Fan Brothers. The Haunting of Aveline Jones – Phil Hickes The Giants Necklace – Michael Morpurgo	 Moth – An Evolution Story. My Secret War Diary – Marcia Williams. Beyond the Lines – Literacy Shed video.	 The Arrival – Shaun Tan Who are Refugees and Migrants? – Micahel Rosen and Annmarie Young.	 Flood – Alvaro F. Villa Survivors – David Long	 Mr. William Shakespeare's Plays – Marcia Williams Romeo and Juliet and Macbeth – A Shakespeare story retold.