



English

at Wolverton Primary School

Impact

Ongoing teacher feedback within lessons and marking at the point of teaching are used to promote pupil learning, and inform teacher's future planning, ensuring that the pitch of lessons is well matched to pupil's needs. Termly teacher assessments assess pupil attainment in reading, writing and SPAG and feedback is shared with leaders and parents. Pupils primarily record their learning in their English books and apply taught skills in other curriculum areas. Pupils learning and understanding is assessed against the Early Learning Goals in Reception, and the information is used to complete the Foundation Stage profile. Across KS1 and KS2 attainment is measured against the National Curriculum 2014 Attainment Targets for each subject. In Y2 and Y6 pupil understanding is assessed against the Teacher's Assessment Framework. Leaders monitor impact through lesson observations, learning walks, book trawls and pupil interviews.

Intent

The high quality English curriculum promotes pupils to develop as confident communicators, writers, and fluent readers who are able to effectively articulate their ideas and emotions in the wider world. Pupils involve themselves in books that illuminate their experience, enrich their vocabulary and learning and make them aware of the worlds beyond the everyday. Rich literacy teaching, which links to the themes being taught, allows for immersion in texts, inspires pupils and promotes writing across a range of genre. As writers, pupils learn to use their imagination, re-read, edit and improve their own writing, and confidently use the essential skills of grammar, punctuation and spelling. Pupils acquire a wide vocabulary, read competently and fluently across the curriculum and have strong comprehension skills.

Aims for English

Implementation

The sentence stacking approach to writing enables learners to understand the mechanics of writing and supports the teaching of grammar and punctuation. Sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. In Key Stage 2 grammar, punctuation and spelling is taught through discrete sessions and skills are applied within English lessons. Detailed curriculum overviews reflect the use of high quality texts and ensure key skill and genre progression enables pupils to build on prior learning. Staff review and adapt these to meet children's needs and refer to the English NC to ensure work is age related. Synthetic phonics is delivered using structured planning and teaching, in the order outlined by Little Wandle: Revised Letters and Sounds. Guided reading is taught discretely in groups in both KS1 and KS2 through the use of Rigby Star readers; plus sets for fiction and non-fiction books in KS2. In Key Stage 1 pupils have a phonics books which is closely matched to their phonics ability and that is linked to current phonics learning. The pupils also choose a library book of their personal choice in order to encourage immersion in reading. In Key Stage 2, children pick high quality texts from the school library. Book areas in all classes allow pupils to immerse themselves in reading.