



## THE INTENT, IMPLEMENTATION AND IMPACT OF THE ENGLISH CURRICULUM

**Our vision is that 'Every Child will be a Reader' at Wildmoor Heath, learning from their very first day and that every child will become a successful and confident communicator, verbally and in writing.**

In English, as in all our subjects, the six unique Wildmoor Heath School drivers play an important role in the teaching and learning. These are Opportunities, Communication, Community, Creativity, Environment and Well-Being.

### READING INTENT

Our reading intent is to ensure that all pupils develop the skills to be fluent, confident readers, able to access the full curriculum at primary school and beyond, having a range of transferable skills, a love of reading and a knowledge of the endless opportunities it presents. A key part of this is phonics and our intent is that every child will become proficient in decoding (segmenting and blending) all 44 phonemes, digraphs and tri-graphs and will be able to apply these skills widely, accessing age appropriate books and the wider curriculum.

### READING IMPLEMENTATION

We implement our phonics curriculum through the Bug Club phonics programme, supported by books which correspond to the sounds taught (from April 2022, Little Wandle scheme will be used). Pupils receive at least 30 minutes of phonics tuition each day, delivered in small groups, which are assessed and moderated often.

We implement our reading curriculum for Early Readers by sending home Bug Club books, followed by colour coded book bands of increasing difficulty. Our wider reading curriculum is taught through our own carefully planned Reading Spine of high-quality books, many of which correspond to subjects taught, plus high quality in-class libraries and whole class books, read by the teacher. Where appropriate, these texts are used as a writing stimulus too. We have daily whole class guided reading sessions from Year 2 onwards to ensure that children read age-related texts and practise the core skills, summarised by the acronym V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence). Children are given the opportunity to read aloud regularly across the curriculum and to read a wide range of fiction and non-fiction. We encourage a love of reading through the high-quality texts, the enthusiasm of staff and the Bookopoly reading scheme. All classes spend a minimum of 30 minutes per week in the school library, which has a vibrant beach theme, designed by the children. Parents are encouraged to regularly read aloud to their children to enthuse them to read and to develop a love of reading at home.

### READING IMPACT

We assess our learners' reading skills throughout their years at Wildmoor Heath using: termly phonics; fluency; reading speed and comprehension assessments. For children with SEND, we assess reading through Toe by Toe reading assessments, to find reading ages and to show progression. We know that our Reading curriculum has a positive impact on learners' outcomes from their reading confidence and from the results of the latest national assessments completed in July 2019, which reflect pupil performance well above national.

<b>Pupil Reading Results - July 2019</b> (last year of statutory assessment data)	<b>Wildmoor Heath Results</b>	<b>National Results</b>
<b>Year 1 Phonics Awareness Check (PAC)</b>	<b>96%</b>	72%
<b>Year 2 Reading SATs (age 7)</b> - Passed at Expected Level - Passed at Higher Standard	<b>87%</b> <b>43%</b>	75% 25%
<b>Year 6 Reading SATs (age 11)</b> - Passed at Expected Level - Passed at Higher Standard	<b>87%</b> <b>30%</b>	73% 27%
<b>Year 6 Progress in Reading</b>	<b>+1.00</b>	0.00

## WRITING INTENT

Our writing intent is to promote high standards of language and literacy by equipping learners with essential writing skills, and a strong command of the written word through a motivating writing curriculum built on solid foundations of speaking, listening, reading rich texts, teacher modelling and a wide vocabulary.

## WRITING IMPLEMENTATION

We implement our writing curriculum through explicit text immersion, modelling and scaffolding, focusing on different writing purposes – a method that we call ‘The Wildmoor Writing Journey’. We often link writing to books chosen from our Reading Spine, placing great literature at the heart, and to subject learning, allowing pupils to become fully immersed in their writing genre, with an emphasis on the different stages of the writing journey (Vocabulary, Boxing Up, Planning, Drafting, Editing, and Publishing). Children broaden their understanding of language, building on a foundation of quality vocabulary, regular oral practice and sharing peers’ writing work. We teach joined handwriting from Year 1, with all children having a consistent, joined handwriting style by Year 5. We teach spelling alongside phonics in Key Stage 1, followed by Spelling Made Easy from Year 2, reinforced with the Spelling Shed app for home learning.

An important part of our broader English curriculum is the development of **speaking and listening** skills so that every child develops the confidence and capacity to express themselves persuasively and the ability to listen to others with interest and empathy. Dictation is also used in all classes to reinforce listening and spelling accuracy, plus fluency.

For further information on the implementation of writing, refer to the ‘*How We Teach Writing at Wildmoor Heath School*’ document.

## WRITING IMPACT

Learners at Wildmoor Heath make clear progress in all aspects of written communication, both transcription and composition. With the implementation of the writing journey being established and taught thoroughly, learners become more confident and coherent writers, adapting their language and style for a range of contexts, purposes and audiences.

We assess our children’s writing skills throughout their years at Wildmoor Heath against clear expectations for each year group. We conduct internal and external moderation of writing with peers and other schools. We know that our Writing curriculum has a positive impact on learners’ outcomes from their writing confidence and from the results of the latest national assessments completed in July 2019, which reflect pupil performance above national.

<b>Pupil Writing Results - July 2019</b> (last year of statutory assessment data)	<b>Wildmoor Heath Results</b>	<b>National Results</b>
<b>Year 2 Writing SATs (age 7)</b> - Passed at Expected Level - Passed at Higher Standard	70% <b>27%</b>	79% 15%
<b>Year 6 Writing SATs (age 11)</b> - Passed at Expected Level - Passed at Higher Standard	<b>81%</b> <b>27%</b>	78% 20%
<b>Year 6 Progress in Writing</b>	<b>+0.00</b>	0.00