

ENGLISH CURRICULUM

Statement of Curriculum Intent -Reading

At Wiveliscombe, we recognise the importance of early reading and value the need to establish a strong reading culture. We are very aware of the correlation between reading ability and wider academic success. Therefore, we consider learning to read, to be of paramount importance.

Throughout EYFS and Key Stage 1, reading is taught through explicit daily phonics sessions, which follow the Letters and Sounds programme of study, whole class reading comprehension and 1:1 reading. Additional reading support is provided through phonics intervention and individual daily reading.

In Key Stage 2, children participate in whole class reading comprehension with shared reading sessions, individual reading time and 1:1 weekly reading and daily reading for individual children as required. In Key Stage 2, various additional reading supports are in place to support those pupils who are current below age related expectation in reading attainment or who struggle with specific areas of reading.

At home children are expected to read at least 3 times a week and reading diaries are checked in school on a weekly basis.

Classes have a reading folder which contains an individual reading record for each child and tracks what they are reading and at what level and enables the teachers to monitor how often books are being changed and if the books are at an appropriate level of challenge.

Accelerated Reader

From Year 2 onwards the children use the Accelerated Reader scheme where each book is tailored to be a challenge within their ability level. The child then completes an online comprehension quiz to gauge understanding. Each half term children complete a comprehension quiz tailored to their reading ability which results in a reading range for the children to choose their books from and a reading age. This is one tool used to assess children's reading ability.

Daily reading practice and enjoyment is essential. For this reason, every class has a timetabled daily class reader. We celebrate reading national events like World Book Day. Our school Librarians assist with the running of our welcoming library.

Statement of Intent for Writing

At Wiveliscombe, our pupils participate in a wide variety of writing experiences. They draw from real life experiences, cross-curricular enrichment opportunities and factual or creative pieces inspired by high quality books or events. We encourage children to write for a purpose and for enjoyment. We do this by planning a range of writing stimuli that will model and motivate children to write.

In Reception and Key Stage 1, children consider a different text type each week. The stimulus is either based on a class reader or may come from another quality text. Children complete comprehension and grammar activities at the start of the week, leading to a longer writing session every week.

In Key stage 2 children follow the same structure of focused comprehensions and grammar related to a quality text, followed by weekly longer writing including editing in the second part of the week.

In addition, we have 'non-negotiables' linked to each year group's National Curriculum writing objectives, so every child knows the minimum expectation. Every child will have a 'next step' marking comment and tasks to follow up on such as spelling and grammar corrections and practice.

Statement of Intent for Spelling, Punctuation and Grammar

In Key Stage 1, Spelling is taught through daily phonics sessions and skills are reinforced and implemented in the English lesson. Grammar and punctuation are taught in a focused weekly session and are skills that are relevant to the longer written task. These skills are then reinforced in the longer writing sessions.

In Key Stage 2, Spelling is taught weekly and the children take home spellings to learn in line with the national curriculum expectations for spelling. Grammar is taught in a focused weekly session and is reinforced in the longer writing session.

Statement of intent for Handwriting

In EYFS, the focus of handwriting is writing position, correct grip and accurate letter formation. This is linked to phonics learning.

Children then move towards joining letters and developing their own fully cursive script to ensure they meet the 'expected standard' in the end of key stage 2. When children are consistently joining their writing, maintaining equal height of lower case letters and showing clearly distinguished ascenders and descenders, they are able to begin writing in pen.