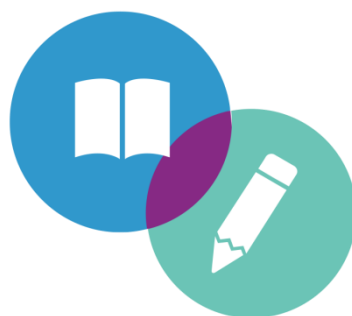
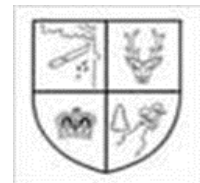


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CURRICULUM INTENT STATEMENT:

At TWS the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhances and enriches their learning, giving them real life experiences and allowing them to think in enterprising ways.

We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.

Curriculum Drivers			
<u>Oracy</u> To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.	<u>Environment/Community</u> Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.	<u>Independence</u> Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.	<u>Positive Growth</u> To instil a positive mind-set which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.



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Basic principles

- Learning is a change to long term memory.
- Our aims are to ensure that our pupil experience a wide breadth of study and have, by the end of each Key stage, long- term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent Model

- **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the background of our students, our beliefs about high quality education and values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- **Cultural capital** gives our children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values.
- **Curriculum breadth** is shaped by our drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academic scholars.
- Our curriculum distinguishes between subject topics and threshold concepts. **Subject topics** are the specific aspect of subjects that are studied.
- **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards and backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding on them.
- For each of the threshold concepts three **Milestones**, each of which include the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.
- **Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts.
- **Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema.
- **Cognitive science** tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- Within in each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time scale for sustained mastery or greater depth is, therefore two years of study.
- As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning, and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

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- As part of our progression model we use tasks in curriculum books which shows our curriculum expectations. Teacher assessment is then recorded twice yearly.

English

Definition of English

English has an essential place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do learn to speak, read and write fluently and confidently will take full advantage of their life opportunities as they enter the adult world.

Essential characteristics

Writing:

As a result of our English teaching we aim for our students to have:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelt correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Reading:

As a result of our English teaching we aim for our students to have:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Speaking and Listening:

As a result of our English teaching we aim for our students to have:

- An exceptional talent for listening attentively so as to understand what is being said.



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- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Threshold concepts for English in the curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through English the children learn a range of skills, concepts, attitudes and methods of working.

Writing

Transcription	Composition	Analysis and Presentation
<p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p> <p>Spell correctly This concept involves understanding the need for accuracy.</p> <p>Punctuate accurately This concept involves understanding that punctuation adds clarity to writing.</p>	<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p>



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Reading

- **Read words accurately**

This concept involves decoding and fluency.

- **Understand texts**

This concept involves understanding both the literal and more subtle nuances of texts.

Speaking and Listening

- **Listen carefully and understand**

This concept involves understanding how to engage with what others are saying.

- **Develop a wide and interesting vocabulary**

This concept involves building a rich, sophisticated vocabulary with which to express oneself.

- **Speak with clarity**

This concept involves understanding that an audience needs to understand what is being said.

- **Tell stories with structure**

This concept involves understanding how to keep an audience engaged through structured speech.

- **Hold conversations and debates**

This concept involves understanding how to engage with others.

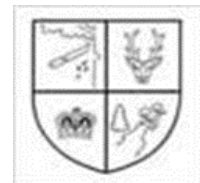
Early Years

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- Incorporating communication, language and literacy development in planned activities in each area of learning.
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.
- Planning an environment that reflects the importance of language through signs, notices and books.

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- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate.

Key Stage 1

Writing	Reading	Speaking and Listening
<p>Narrative</p> <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. <p>Non-fiction</p> <ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. <p>Poetry</p> <ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. <p>Note Only the following are statutory at KS1: personal experiences real events</p>	<ul style="list-style-type: none"> • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	<ul style="list-style-type: none"> • An exceptional talent for listening attentively so as to understand what is being said. • A rich and varied vocabulary that gives clarity and interest to conversations. • Clear speech that can be easily understood by a range of audiences. • An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences. • A highly developed ability to tell stories that capture the interest and imagination of the audience. • A delight in initiating and joining in conversations. • Respect for others when communicating, even when views differ.

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poetry different purposes		
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Key Stage 2

Writing	Reading	Speaking and Listening
Narrative <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Non-fiction <ul style="list-style-type: none"> Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write in journalistic style. Write arguments. Write formally. Poetry <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). 	<ul style="list-style-type: none"> Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, class British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. 	<ul style="list-style-type: none"> An exceptional talent for listening attentively so as to understand what is being said. A rich and varied vocabulary that gives clarity and interest to conversations. Clear speech that can be easily understood by a range of audiences. An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences. A highly developed ability to tell stories that capture the interest and imagination of the audience. A delight in initiating and joining in conversations. Respect for others when communicating, even when views differ.

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Note

Only the following are statutory at KS2:
narratives
non-fiction
poetry
different purposes

Reading

At Thomas Willingale, reading is taught alongside Phonics Bug Club. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. In EYFS and KS1 reading books are linked to phonics phases as are the spellings that are sent home.

Children will be taught to:

- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

Reading is taught through Shared Reading sessions and children are given opportunities to practise and consolidate skills through independent reading. VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise) are used to focus the teaching of specific reading skills and to ensure there is a systematic approach across the school.

Teaching Strategies could include:

- Modelling and discussing the features of written texts through shared reading of texts.
- Demonstration – e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand- on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Opportunities for reading:

Story Time:

Children will be read to everyday from a text above their reading level yet content appropriate so that they are listening to adults model reading with expression, fluency and understanding. This is also to foster a love of listening to stories. This should happen daily for approximately 20 minutes (ideally at the end of the day but if this is not possible, another time throughout the day). This may be the class text used for English or a separate book.

Shared Reading:

Shared Reading takes place as a whole class with a teacher and focuses on developing children's ability to become independent readers, thinkers and learners. All children are exposed to the same

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text. The sessions focus on key reading skills based around the VIPERS (vocabulary, inference, prediction, explanation, retrieval and summary/sequence). There is an expectation that there is at least one piece of work in the shared reading book each week as a written response to the text.

Library Skills:

Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information. Younger children are often read to, by their teacher, in the Library and small groups of children, from across the school will sit and read together with the school Librarian. Children are encouraged to choose a book weekly which can be taken home. This allows the children to choose their own reading book based on their interest to promote a love of reading. We encourage children to share these books with their parents/carers. (During the pandemic the library is not being used in this way – we have access to library books in our own classrooms).

Home / School Reading:

From Reception, children take home reading books which link where possible to phonics sounds being taught to read at home and in school during a 1:1 reading session with an adult.

Interventions:

Children that are falling behind the expected level for reading or do not have support from home will be a daily/regular reader. This aims to bridge the gap and give the children as much support as possible.

Reading Buddies:

Children across the school are given the opportunity to read with another child from either their own year group or from a different year group either regularly or at set times. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills. (To be resumed after Covid).

The Reading Shed:

This has been opened from the Summer term 2018 for children to read in their class groups; with their teachers and to sit quietly and read during lunch breaks – supervised by Reading Shed monitors from Y5 and Y6. (This will resume after Covid).

Parental Involvement:

Parents are urged to share books with their children and hear their children read at home. Parents are also encouraged to regularly make relevant comments about their child's reading or understanding in their reading record book. A booklet has also been provided to Parents including tips and ideas to help your child with their reading at home. School adults regularly check to see how often children are reading at home. A record of this is kept and children are rewarded for reading regularly. Stickers/letters will be sent home as a reminder to parents who are not reading with their child 3 times a week.

Volunteer Readers:

Many classes have volunteer parental help to assist in hearing children read regularly.

Special Educational Needs (SEN):

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English sessions, except where disapplication is clearly indicated and fully supported by the LA. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils, who



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need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their Provision Plans. Care is taken not to disadvantage pupils by this withdrawal.

Equal Opportunities:

In line with the Equality and Inclusion policies, and the Primary Framework Strategy, Thomas Willingale Primary School and Nursery believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

English curriculum planning

- Our teaching is based on current National Curriculum Programmes of Study and the Chris Quigley Essentials program. It is implemented through a cross-curricular themed approach. In the Early Years Foundation Stage, we follow the communication, language and literacy areas of learning.
- Themes are included in the long term planning for each year group.
- Teachers are expected to complete medium term planning which outlines key aspects of learning.
- Medium term plans can be subject specific, or may be more cross curricular.

Assessment and Recording

Staff are expected to continuously gather evidence of what individual pupils know, understand and can do in English by observing them at work, listening to and discussing with them, and evaluating any work they produce.

At the beginning of the year baseline assessments are carried out. In addition to this, children's English skills are assessed termly. Each teacher is able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. The school's tracking system for reading, writing, speaking and listening is updated for every pupil termly using Target Tracker and analysed by the subject leaders.

We use the 'Jonathon Bond' writing statements to assess pupil's development. The children in Early Years are assessed using the Early Years Outcomes and Year 2 and Year 6 use the Interim Framework. We also use online schemes to assess English skills, reading and spelling. Each child has writing targets which allows us to individually assess and pinpoint areas for developments specific to each child, enabling teachers and children to focus on particular areas during lessons.

All work is marked following the schools marking policy and subsequent lessons adapted as necessary.

Roles and Responsibilities

The subject is led by the English working party, which consists of members of SLT and is represented by a range of phases across the school. Throughout the year, time is set aside to review standards and monitor curriculum provision and ensure resources are up to date.

Monitoring

Monitoring takes place regularly through:

- pupil perception questionnaires

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- sampling children's work
- teacher planning
- book scrutiny
- moderating in-house and with other schools