



English Curriculum

Intent

At Woodsetton School we believe literacy and communication are key life skills that are an essential part of all activities within our curriculum and underpins every aspect of our school life.

Our English curriculum helps to develop the skills and knowledge that will enable our pupils to express themselves and communicate effectively using their preferred means of communication, appropriate to their level of need whether that be through verbal or non-verbal methods.

Speaking and listening, reading and writing are an integral part in everything we do, hence English is taught both discretely and though a thematically approached curriculum.

Pupils at Woodsetton have full access to a broad and appropriate English curriculum which is tailored to meet their individual needs and enables every child to be a successful learner in all key elements of English - speaking, listening, reading and writing. This begins for pupils at the earliest stages of development who may enjoy sensory stories, respond to object or musical cues etc to those who access text based literacy where the skills of reading, comprehension, spelling, composition, vocabulary punctuation, grammar and presentation skills are taught.

Speaking, Listening and Communication

Developing language and communication is key to the lives of our pupils and their future. We work very closely with Speech and Language Therapists who set targets for identified pupils and/or deliver individual or group language sessions on a daily basis.

Reading and Phonics

Developing a **love for reading** is a crucial part of our English curriculum, not only in an imaginative sense and for pleasure, but also in the development of important literacy skills.

It is vital that the pupils have exposure to a range of texts through different media and themes throughout their learning.

At Woodsetton we use a range of phonics strategies and reading schemes, to meet the varying needs of our pupils. Pre-reading skills are taught using synthetic phonics and the school follows the government published programme 'Letters and Sounds', using some resources from the 'Jolly Phonics' programme. This provides us with a multi-sensory approach that accommodates all learning styles. The pupils are taught within the phase that is appropriate to their level of development. They are assessed on a regular basis. The phonemes (sounds) are systematically taught before the pupils are shown how to blend them for reading and segmenting them for writing. Alongside this the pupils are taught the 'high frequency words' (those words which do not entirely follow the phonic rules). For those pupils for whom synthetic phonics is no longer appropriate, then the school utilises other analytical approaches which focus on sight reading and environmental symbols.

In reading, we follow the reading book band scheme for the majority of our pupils but this is also supported by the Oxford Reading Tree scheme for our pupils who struggle with phonics, blending and segmenting and read more by sight. For our more able, accelerated readers, we also have a range of books in our 'Gifted and Talented' section of the library whilst we also have a number of texts available as e-books, which can be accessed on the IWB or iPad.



We feel it is important that pupils have the opportunity to experience a wide variety of books and our reading scheme is therefore made up of texts from various publishers. Books vary in a number of ways, including layout, size, vocabulary and length – this gives pupils a rich diet of literature, continuous opportunity for progression and encourages a love for reading. For those at the start of their reading journey then sensory stories, story sacks and board books are used.

Book Band Colour	Expected year group (mainstream)	Letters and Sounds Phonics Stage
Lilac	R	1
Pink	R	2
Red	R	3
Yellow	1	3-4
Blue	1	4-5
Green	1	5
Orange	2	5
Turquoise	2	5-6
Purple	2	5-6
Gold	2	6
White	3	Complete
Lime	3	
Brown	4	
Grey	5	
Black	6	
Free Readers	6+	

Writing

Writing makes a significant contribution to the development of children as thinkers and learners. It is a complex process that draws upon much more than holding a pen. Writing will not develop without teaching, and teaching will not be successful without opportunity and practise.

At Woodsetton, we encourage mark making opportunities right from the start. Each class has a bank of resources for exploration of mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, and pencils. Writing opportunities both in the classroom and outdoors are prepared daily to develop children's fine and gross motor skills e.g. building wrist strength by twirling ribbon sticks, making letters shapes with dough, writing patterns with paint, chalk etc. Pupils will gradually be introduced to letter formation and encouraged to use their knowledge of phonics to write words, when the time is right!

We believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose. Therefore, pupils are provided with a wealth of opportunities to write in real life situations e.g. postcards, letters, posters...

Cross-curricular writing is also used in all classes across the school, giving pupils a wide range of opportunities to write in various contexts including using their knowledge of topics and events. With all written activities, pupils are encouraged to take pride in their work and the presentation of it and this is celebrated around the school.

Handwriting

Although handwriting is often just thought of as simply what is seen written on a page, handwriting actually reflects two equally important aspects:



- Product: What the written outcome looks like (e.g. Are the letters neat, legible, written on the line and correctly formed?).
- Performance: How the handwriting is performed (e.g. How is the pencil held? How fast is the task performed?)

Both these crucial aspects of handwriting are themselves dependent upon several underlying abilities including:

- Legibility (readability/what is produced): Influenced by letter/number awareness and formation; writing on (not above) the line; leaving appropriate spaces between letters and words, and letters being the correct size. At a very basic level, it is also dependent upon the ability to form the 'pre-writing shapes' of circles and lines that combine to form letters and numbers
- Mechanics: Where the movement comes from (either from the shoulder, elbow, wrist or fingers) to allow appropriate pencil fluency and support appropriate pencil skill endurance which is influenced by pencil grip, finger strength and control, sensory processing (especially in the hand and fingers) and positioning (e.g. posture at the table).

The underlying skills that determine handwriting abilities are similar to those for other everyday (self care) dexterous hand skills (e.g. doing up buttons, cleaning teeth, tying shoelaces).

Stages of Pre-writing expectations

- Randomly scribbles
- Spontaneously scribbles in vertical/horizontal and/or circular direction
- Imitates a horizontal/vertical/circular direction

- Imitates a horizontal line
- Imitates a vertical line
- Imitates a circle

- Copies a horizontal line
- Copies a vertical line
- Copies a circle
- Imitates +
- Imitates / and \
- Imitates a square

- Copies a +
- Traces a line
- Copies a square
- Copies a / and \
- Imitates X
- Imitates Δ
- Grasps pencil in writing position

- Copies X
- Copies Δ
- Recognises between a big and small line or curve

Stages of Handwriting Performance Expectations

- Begin exploration of letter awareness in learning letter appearance and the sounds they make (not their names).
- Begin to develop letter formation to combine components of letters (e.g. 'o' and 'l' make an "a").



- Begin to develop number recognition.
- Begin to develop letter awareness in learning letter appearance and sound.
- Begin to develop letter formation (lower case only) by combining the components of letters ('o' and 'l' make an "a").
- Begin writing their name with fairly good legibility and reasonable ease.
- Write consistently on the line.
- Correctly form letters and numbers (some incorrect orientation is acceptable).
- Leave spaces between words.
- Write letters that are consistently the same size.
- Use lower case letters only, with the exception of capitals in names.
- Write their name legibly and accurately.
- Recognise all letter sounds.
- Write consistently on the line and within lines.
- Correctly form all letters and numbers (minimal incorrect orientation is acceptable).
- Leave spaces between words and letters.
- Distinguish between tall and short letters and those that sit beneath the line.
- Write consistently on the line, within regular sized lined paper lines.
- Correctly form all letters and numbers (no incorrect orientation).
- Leave spaces between words and letters.
- Distinguish between tall and short letters and those that sit beneath the line.
- Semi to complete mastery of upper case letters.
- Write consistently on the line, within regular sized lined paper lines.
- Correctly form all letters and numbers (no incorrect orientation).
- Leave spaces between words and letters.
- Distinguish between tall and short letters and those that sit beneath the line.
- Complete mastery of upper case letters.
- Begin mastery of link script/cursive writing.
- Display easily legible writing.

For simplicity, letters of the alphabet can be sorted into four main movement groups. Some letters have different forms – b, k, y, v, and so these fall into two groups. Some letters e.g. f, s, have some affinity with a group but could be taught separately. The advantage of aligning letters with a key letter is to help children to remember the starting point and subsequent movement of the letter. This is particularly effective in discriminating b from d.

The four groups are:

- down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u (v, w with rounded bases)
- down and retrace upwards, exemplified by the letter r (one-armed robot): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
- anti-clockwise round, exemplified by the letter c (curly caterpillar) letters: c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
- zigzag letters: letters: v, w, x, z; numbers: 1, 4, 7

Implementation

Scheme of work

The English curriculum at Woodsetton is organised into themed blocks focussed on one or more key texts of a particular type (fiction, non-fiction or poetry). The key text or texts represent a particular genre within that text-type, for example, 'familiar settings', 'instructions and explanations' or 'humorous poems'. Each block comprises of a sequence of learning



that builds progressively towards a piece of writing. Teachers, if deemed appropriate, can utilise the following approach to structure their planning.

Read - Mechanical/Comprehension

(Provide opportunities to experience, explore and read examples of quality instructional texts).

Review structure – Text organisation, structure and layout

(Provide opportunities to explore the key features of the text e.g. equipment needed, sequence list, photographs).

Teacher / pupil model – Key Language, spelling, punctuation and grammar

(Provide opportunities to develop knowledge and skills needed for unit outcome e.g. knowledge of imperative verbs).

Write (Scaffold / independent) – Oral composition, planning, drafting and constructing

(Provide opportunities to use experiences of the text type to create and compose own writing e.g. choosing a set of symbols for each stage, writing instructions to match a photograph).

Review – Editing and redrafting

(Provide opportunities to review language choice, layout and style in line with key features of the given text type).

The following scheme of work is provided as a guide. Teachers should ensure that the genres included are taught across the cycle but may wish to deliver them in a different order in line with their topic.

It is recognised that pupils at Woodsetton School are working at varying levels of development across all year groups. Teachers must therefore use their professional judgement to determine the suitability of texts used and may, in agreement with the English subject lead utilise genres/texts from other phases when appropriate.

EYFS

During the EYFS pupils have daily opportunities to interact with language, stories and environmental print. Real objects, images and symbols, button and sound books, story sacks, familiar stories, bedroom tales and nursery and action rhymes are used to provide the pupils with stimulating and appropriate contexts for their learning.

Lower Phase – Key Stage 1

	Fiction	Non-Fiction	Poetry
Autumn	Fairy Tales	Labels and captions	Nursery/traditional rhymes
Spring	Stories with repeating patterns	Simple information texts	Poems on a theme
Summer	Stories with familiar settings	Lists	Rhymes with predictable and repetitive patterns

Middle Phase – Lower KS2

	Fiction	Non-Fiction	Poetry
Autumn	Stories by the same author	Leaflets and posters	Seasonal poems, rhymes and verse
Spring	Stories from other cultures	Formal Letters	Acrostic poems



Summer	Stories about imaginary worlds	First person recount	Poems from around the world
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Upper Phase – Upper KS2

	Fiction	Non-Fiction	Poetry
Autumn	Stories by a significant author	Diaries/blog	Riddles
Spring	Adventure Stories	Persuasion (Adverts)	Humorous Poetry
Summer	Plays and Dialogues	Third person recount	Creating Imagery

Impact

Evidence of impact in English is gathered through a variety of means. Dudley Attainment and Progress Assessment (DAPA) is used as the main assessment tool to track individual progress and to ensure learning is differentiated according to specific needs and ability.

Targets are set and then reviewed termly in line with teacher assessment. Daily evidence of impact is gathered during lessons – evidence includes pupil work, photographs and adult observations. The ability to apply English skills across the curriculum is paramount and staff are encouraged to utilise cross-curricular opportunities to support judgements.

A range of targeted English intervention strategies are delivered across the school to promote and ensure swift progress is made by all pupils and any gaps in learning are quickly identified and addressed.