

## Our English Curriculum

<b>INTENT</b>	<b>At WPNS...</b>	We believe that English should be with speaking and listening at its foundation. All English units of work should be based upon high quality texts brought to life by inspiring and irresistible moments. Reading should be the corner stone of all curriculum areas and should be incorporated throughout the day. Skills required to interrogate texts should be explicitly taught through daily reading sessions and children should be encouraged to ask questions of what they are reading. Children are invited to be vocabulary curious and to collect ambitious vocabulary and sentence constructions. Writing should be clearly modelled and the link between Reading and Writing evident.		
	<b>Intent in English..</b>	<p>Priority 1: EYFS: To prioritise Writing and Reading as a focus to get more pupils to exceed age related expectations in writing (0% Exceeding 2019) and Reading (13% Exceeding 2019).</p>	<p>Priority 2: To focus on Reading and developing Reading across the curriculum to fulfil the interim framework assessments required and to fulfil the new OFSTED curriculum criteria for September 2019.</p> <ul style="list-style-type: none"> <li>• To maintain standards of PPG children achieving the Yr1 Phonics Check in 2020 (70% or better).</li> <li>• Raise standards of KS1 Reading standards to NA (76% or better).</li> <li>• To raise standards of PPG achievement in KS1 in Reading (62%) to NA or better.</li> <li>• To raise standards of children achieving EXS in Reading at KS2 (60% in 2019) to NA (73%) or better.</li> <li>• To raise standards of children achieving GD in Reading at KS2 (28%).</li> <li>• To raise standards of PPG children achieving Reading at KS2 to NA (64%) or better</li> </ul>	<p>Priority 3: To focus on Writing and developing Writing across the curriculum to fulfil the interim framework assessments required and to fulfil the new OFSTED curriculum criteria for September 2019.</p> <ul style="list-style-type: none"> <li>• To maintain standards of KS1 Writing at NA (68%) or better.</li> <li>• To raise standards of PPG achievement in KS1 in Writing (55%) to NA or better.</li> <li>• To achieve at least NA in Writing (78%) at KS2.</li> <li>• To raise standards of children achieving GD in Writing at KS2 (13% in 2019) to NA (20%) or better.</li> </ul>

<b>IMPLEMENTATION</b>	<b>Classroom</b>	Vocabulary focus	Library sessions	Book Talk incorporating elements of T4W and The Write Stuff	Reading corners in every room	Lunch time Reading Clubs	Reading Vipers	RWInc	Higher level text choices	Interventions – RWInc, Toe by Toe, 'same day' interventions	Daily 'Guided reading'
	<b>Events</b>	World Book Week		Author visits	Theatre trips			Sea Fever Festival	NCBS visit		
	<b>Parental</b>	Curiosity Cafes		Class Dojo	Information Events			Communication	English Open Mornings		

	<b>engagement</b>						
	<b>Community</b>	Class Readers			Sea Fever Festival		
	<b>Training</b>	Training eg Eklan, RWInc	Regular English meetings in Staff meeting time		English Subject Network meetings		Link Governor meetings

<b>IMPACT</b>	<b>Great outcomes</b>	Children who can speak eloquently and confidently and express themselves in a broad variety of settings and situations.				Children who read widely and have a love of reading for pleasure for both information gathering and story enjoyment. They can interrogate and infer from what they read.			Children who can use writing to communicate to a range of audiences through a variety of genres.		
	<b>Evaluation</b>	Y6, Y2, Y1 Phonic and EYFS results	Internal data	Salfords	Pupil voice	TA assessment	Internal and external writing moderation	Parent questionnaires	NFER and past SATs papers (Y2 and 6) - regular gaps analysis	Monitoring: Gov, Subject Leader, HT, CEO	Pupil Progress meetings