



**Waterhouses CE
Primary Academy**

“Let your light shine.”

Waterhouses CE Primary Academy : English Curriculum Statement

Intent

The intention of our English Curriculum at Waterhouses CE Primary Academy is that our children will leave our school as fluent, confident and expressive readers, writers and speakers who love to read and can find information and gain knowledge through using comprehension skills. They will be able to express preferences about what they have read, using a wide vocabulary, and share their opinions confidently in a variety of contexts. Alongside this we aim for all of our children to leave our school with the ability to write with confidence and accuracy for a variety of purposes and audiences. They will write with grammatical accuracy and apply spelling patterns using a neat handwriting style. In order to achieve this, we will provide our children with a high-quality English curriculum that is both challenging and enjoyable. Our intention is that our children will apply these English skills to all areas of the curriculum to facilitate further learning and use them to enrich their lives beyond school.

Implementation

Alongside our school’s Vision and Values, which are the foundation of everything we do at Waterhouses, we teach English using whole school programmes of study to ensure progression. We use the Twinkl Phonics Scheme systematic approach to teaching phonics in Key Stage 1. The teaching of phonics is split into 6 phases and progressively taught from Nursery to Year 2. Upon arriving at Waterhouses CE Primary Academy, our children are provided with many diverse opportunities to engage with books to fire their imagination and interest. Phonics is taught through whole class teaching and small group activities. Based on our children’s needs, interventions are put into place to provide support or

challenge where needed. Children are provided with books that match and support their phonics development and ability and have opportunities to develop their reading skills daily and are encouraged to read at home with an adult. Through the delivery of our English curriculum, we ensure a consistent and robust teaching of reading, writing and grammar. This ensures that the skills and knowledge in reading, writing and grammar are built on year by year and sequenced appropriately. We use a text-based approach that enabled us to create opportunities for reading, discussion and writing within English lessons. We also, wherever possible, ensure that the texts being used in English link to topic work to develop cross curricular links and broaden the children's understanding. English lessons are taught daily as are Guided Reading sessions with weekly discrete spelling and handwriting lessons. Interventions also take place in all areas of English for children who have gaps in their knowledge and need support. Children are encouraged to become confident speakers and lessons include group discussions and drama activities. As well as speaking in English lessons, every year all children are given the opportunity of being part of a class performance that is presented to the whole school and parents. As a school we take all opportunities to encourage a love of English, teachers read a book to their class daily to encourage reading for enjoyment and to encourage discussion. We are developing our Reading Ambassadors and Buddy reading within the school. On our yard, following a generous donation from Lafarge, the children have access to our Story Shed where they can access a wide range of books to enjoy at breaktimes. We also celebrate World Book Day, where we invite authors and theatre groups into school. We encourage our children to visit our school library and take part in activities which promote a love of reading for pleasure.

Impact

The impact of the teaching of reading and writing can be seen in our children's exercise books and through pupil voice. We also assess children using termly commercial reading tests, The Year 2 and 6 Statutory Assessment Tests, The Phonics Screener and ongoing teacher assessment. Spelling is tracked through weekly spelling tests. Moderation of English takes place in a variety of ways both in house with all staff, as well as with other Primary Schools within the QEGSMAT. This enables us to share good practice and resources. Staff also receive CPD to improve their practice and to share new ideas and resources with all staff. We can see the impact of our English teaching as all children should make at least good progress from their starting point and reach ARE at the end of the year, some children reaching Greater Depth. Most importantly all of our children will be able to read, write and speak with accuracy, speed and confidence, fluency and understanding across all the subject areas, preparing them for secondary school and later life.