



Curriculum Intent for English

All staff at West Leigh have very high expectations of themselves and their pupils and aspire to achieve the very best learning and teaching of English across the curriculum.

'We are communicators'



Reading

Reading for Pleasure and Purpose is at the heart of our school's learning. Most of the children of West Leigh come from language rich backgrounds and are fortunate enough to be rich in culture capital. Our teachers are lead readers and aim to impart a love of reading by encouraging new and exciting texts, revisiting challenging classic texts and making reading a fun and fulfilling pastime with the use of book fairs, using social media and special book days.

To support children in their reading development, we offer a wide range of provision from phonics reinforcement in Year 3 through to tackling challenging heritage texts in Upper Key Stage 2.

Our children understand that when they read a text, they are seeking to understand not only the content of what they are reading but also the writer's intent as a communicator. They have access to a wide range of non-fiction and fiction books that are used not only in English lessons but across the entire curriculum to ensure a depth of understanding. To this end, reading is at the core of West Leigh's improvement plan and runs throughout all the subject leaders' overviews.

Layered Reading is at the heart of the reading progression at West Leigh Junior School. We are proud of the quality of teaching and learning which takes place during these weekly sessions; they are an invaluable opportunity to expose children to quality texts where they can connect with characters and be challenged in their approach to reading.

At West Leigh, the children have access to well-stocked bookshelves which are regularly replenished in addition to a library which is used for both recreational and learning purposes. The children's book choices are monitored and supervised by the teachers and learning support assistants to ensure appropriate challenge and engagement. Where children need additional support to improve as readers, regular opportunities are identified for reading aloud and working with trained adults as a means to support fluency and comprehension skills.

Writing

At West Leigh, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children are immersed in a range of genres and have a clear understanding of purpose often inspired by the layered reading texts being studied at the time.

Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks. They view mistakes as a vital part of the learning process when given feedback from their teachers and this is further enhanced through the development of their editing skills. Our learners will always set high expectations for themselves where they take pride in everything they produce.

Grammar and Punctuation

We believe that grammar and punctuation is best taught as part of the writing process. Through the medium term planning, elements of grammar and punctuation are selected in order to suit the purpose of the texts being studied and created.

Spelling

Spellings are taught progressively across lower Key Stage 2 and then Upper Key Stage 2. In addition to weekly spelling lists (practised at home and at school) the children are also introduced to a vast range of rich vocabulary and topic specific language which supplements the curriculum expectations. Sir Linkalot is used as a vehicle to help children make links and enable them to learn their spellings in different ways. Children are also provided with subject specific vocabulary to support upcoming learning which is both relevant and meaningful.

We aim to expose the children of West Leigh to a wide range of vocabulary so that they are able to decipher new words and use them both formally and informally when speaking or writing. By the end of KS2, our children will have a better understanding of word etymology.

Connected Curriculum Links

We recognise that skills learnt in English lessons need to be easily transferable across all subjects: discussion and debate; reading, research and collating; and writing and presenting. At West Leigh, we use the Connected Curriculum overviews to help link ideas so that the learning is purposeful and meaningful to the children. The layered reading texts are often selected to support the topics being learnt across the school. On the rare occasion when this is not the case (Year 5 Summer, Year 6 Spring/Summer) the texts focus on diversity (Cloud Tea Monkeys) or secondary transition (Flour Babies) which are other key strands of learning.

Planning Approach

The units of work that the children learn are similar across the school, ranging from a one week focus to a longer three week focus. Every term, the children will complete both fiction and non-fiction writing which may have cross-curricular links with the Connected Curriculum topic or with science. In addition to this, the children study a 'Brilliant Book' termly and a poetry unit of work.

Year 3

- Phonics – these are consolidated through spelling lists, the checking of common exception words and where necessary, children are provided with additional phonic support from LSAs within the year group. RWI and Snip Spelling interventions are used.
- Spellings follow the NC expectations. In addition, Sir Linkalot lists and topic words are assigned.
- Layered reading texts – Fantastic Mr Fox (Roald Dahl), Beast Keeper (Lucy Coates) and This Morning I Met a Whale (Michael Morpurgo)
- Poetry – shape poetry, rap poetry and humorous poetry.

Year 4

- Continued phonics support for those that need it through the use of differentiated spelling lists.
- Layered reading – The Iron Man (Ted Hughes), Escape from Rome (Caroline Lawrence) and Butterfly Lion (Michael Morpurgo)
- Poetry – Kennings and Cinquains, Image poetry and Nonsense poetry.
- Shakespeare – children learn more about William Shakespeare using A Midsummer Night's Dream.

Year 5

- Layered reading texts encompass further text types from *The Firework Maker's Daughter* (Philip Pullman) and *Cloud Tea Monkeys* (Mal Peet) to non-fiction text *Disasters* to support learning about Fragile Earth and information texts relating to Space.
- Extended Brilliant Book opportunity with the use of *The Great Wave* (Veronique Massenet) which makes links to plastic pollution through narrative writing.
- Building the writing stamina through regular writing sessions.

Year 6

- Extended texts used to challenge both in reading skills but also personal development: *Letters from a Lighthouse* (Emma Carroll), *The Explorer* (Katherine Rundell) and *Windrush Child* (Benjamin Zephaniah).
- Additional texts used throughout the year make links with PSHE subjects including *Malala's Pencil* and *The Arrival*.
- Editing and redrafting skills are developed and honed in order to support the improvement and quality drive in Year 6 writing.
- Shakespeare studied in depth and accompanied with drama workshop opportunities.