



Curriculum Intent for English

At West Leigh, all staff hold high expectations of themselves and their pupils and are committed to achieving excellence in the teaching and learning 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, our online learning platform and special book days.

As a junior school, we ensure strong foundations in reading by carefully assessing pupils’ reading skills when they join us in Year 3. This allows staff to quickly identify gaps, particularly for SEND and vulnerable pupils, and put appropriate provision in place. Support is tailored through targeted interventions, adapted teaching strategies, and carefully matched texts to build fluency, accuracy and comprehension. Ongoing assessment and close collaboration between teachers, support staff and families ensure that provision remains responsive and that **all pupils** are supported to make strong progress in reading.

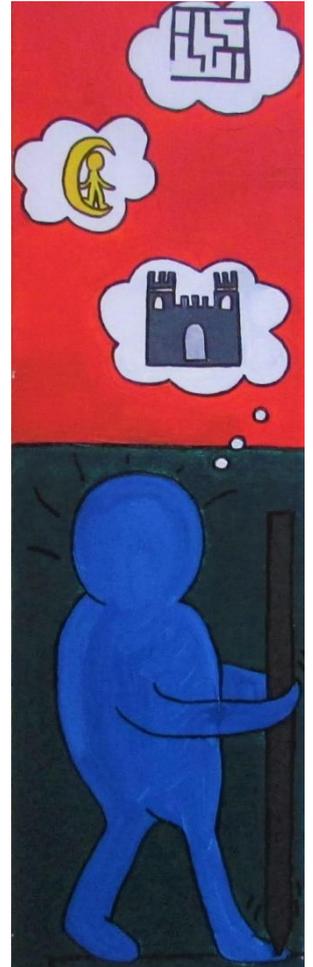
Our children understand that when they read a text, they are seeking to understand not only the content of what they are reading but also the writer’s intent as communicators. They have access to a wide range of non-fiction and fiction books that are used not only in English lessons but across the entire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

Layered Reading (an approach used to help children develop deeper understanding and fluency in reading by engaging with a text in multiple ways or “layers.” Instead of reading a text just once, children revisit it weekly with a focus on different skills or aspects each time) 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 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. Many of the new titles have been added upon the requests of the children. Their 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 Junior School, 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. Genres are revisited in different year groups to ensure progression and for children to write with purpose and clear intent.



Pupils develop their handwriting, spelling, punctuation, and grammar systematically, with opportunities to practise and apply these skills across the curriculum. Handwriting is taught explicitly, building on their learning in Key Stage One to developing fluency, consistency and legibility. Writing tasks are carefully scaffolded to support SEND and vulnerable pupils, with tailored guidance, models, and feedback to build confidence and competence. Regular assessment and focused interventions ensure that all pupils consolidate key skills and make strong, sustained progress in their writing.

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 and they take pride in all 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 that supplements the curriculum expectations. In addition to the spelling lists which follow the National Curriculum recommendations, those that successfully learn and implement the words are also given challenge words to learn so that they can broaden their vocabulary. Children are also provided with subject specific vocabulary to support upcoming learning which is both relevant and meaningful.

SEND and vulnerable pupils are supported with spelling through targeted strategies, including the use of Nesy and SNIP spelling programmes. They receive explicit teaching of spelling patterns and scaffolded resources such as personalised word lists. Regular reinforcement and monitoring ensure pupils make progress and can apply spelling skills confidently across the curriculum.

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, the children will have a better understanding of word etymology.

Oracy

Speaking and listening objectives are linked to each unit of work in the medium-term plans which allow and encourage teachers to develop oracy skills. Through drama, debate and presentation opportunities, the children are made more aware of the physical, linguistic, and cognitive demands of effective communication, and these are link directly to our learning rewards and the West Leigh Way in every lesson. SEND and vulnerable pupils are supported in oracy through structured speaking and listening activities, targeted vocabulary teaching and scaffolds such as sentence starters and visual prompts. Opportunities for rehearsal, discussion and role-play build confidence, and progress is reinforced across the curriculum to ensure pupils can communicate effectively.

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 Junior School, 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.

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.
- Layered Reading texts – *Stone Age Boy* (Satoshi Kitamura), *Ug* (Raymond Briggs), *Beast Keeper* (Lucy Coates), *London Through Time* (Richard Platt) and *This Morning I Met a Whale* (Michael Morpurgo)
- Poetry – shape poetry, rap poetry and humorous poetry. Focus on Rudyard Kipling.

Year 4

- Continued phonics support for those that need it through the use of differentiated spelling lists.
- Layered Reading – *The Time Travelling Cat and the Egyptian Goddess* (Julia Jarman), *Escape from Rome* (Caroline Lawrence), *A Midsummer Night's Dream* (abridged by John Dougherty) and *Butterfly Lion* (Michael Morpurgo)
- Poetry – Kennings and Cinquains, Image poetry and Nonsense poetry. Focus on Lewis Carroll.
- 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), *Fragile Earth* (non-fiction text by David Burnie), *Armstrong: The Adventurous Journey of a Mouse to the Moon* (Torben Kuhlmann) and *Cloud Tea Monkeys* (Mal Peet)
- 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 and learning to decipher heritage texts.

Year 6

- Extended texts used to challenge both in reading skills but also personal development: *Letters from a Lighthouse* (Emma Carroll) and *The Explorer* (Katherine Rundell).
- 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.