

ENGLISH AT WILLAND SCHOOL

At Willand School, we believe that speaking, listening, reading and writing are fundamental life skills which enable children to communicate effectively in all areas of the curriculum. All the skills of language are essential to participating fully as a member of society.

At Willand School, we aim to equip pupils with a strong command of the spoken and written word. We want every child to leave Willand School with the skills of an excellent reader and writer.

INTENT

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

IMPLEMENTATION

Early reading is supported through the Read Write Inc scheme (RWI). Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. When children have completed the RWI programme, they develop deeper reading skills through independent, guided and shared reading. Accelerated Reader is used to guide, engage, support and monitor children's reading. Each class's timetable is organised to enable weekly access to the KS1 and KS2 library, with an up-to-date selection of books to provide quality reading materials for all children to promote reading for enjoyment. The children also take part in organising and developing their classroom reading area. Lunchtime reading clubs are embedded across Key Stage 2.

When planning English lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Teaching units focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences themselves build progressively towards an extended piece of writing. Handwriting is also taught within literacy lessons and a high level of pride and presentation is encouraged across all written outcomes.

To enrich the literacy curriculum, the school invites authors into school to share their love of writing with the children. We enter an annual creative writing competition in Key Stage 2 and our children's achievements are celebrated in whole school assemblies. Each year, a local theatre company visits the school to share the magic of a live theatre performance.

LEADERSHIP, ASSESSMENT AND FEEDBACK

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

IMPACT

The organisation of the English curriculum is realising a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. As children move through the school, they become more confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and foundation subject books are evidencing the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Our English leads are: Sarah Nisbet, Caroline Godfrey, Tanya Hamblett and Hannah James.
Our English governor is: Sarah Manley