



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

English – Intent, Implementation and Impact Statement

Intent

At Wistow Primary School, we believe that a quality English curriculum should develop children's love of reading, writing, discussion and drama. We recognise and celebrate the importance of developing a curriculum that engages and enthuses all learners and believe the key to this is high quality, varied texts and stimuli that are accessible yet challenging for all learners. Through immersion in high-quality texts, teachers identify and explicitly teach rich and varied vocabulary, providing them with the tools to become confident communicators, readers, and writers.

We recognise the impact reading has on writing skills and attainment and therefore we place high importance on the development of reading and comprehension skills from the Early Years Foundation Stage onwards. Children at Wistow School are encouraged to read for pleasure and, with the support of staff and parents alike, make reading part of their daily routine.

Our carefully planned writing units begin with some fantastic books that act as hooks, which in turn allow our children to develop their skills, by adapting their language and style for and in a range of contexts, purposes and audiences. They are given the opportunity to apply their skills across the curriculum and they are encouraged to use language effectively to create a desired effect on the reader.

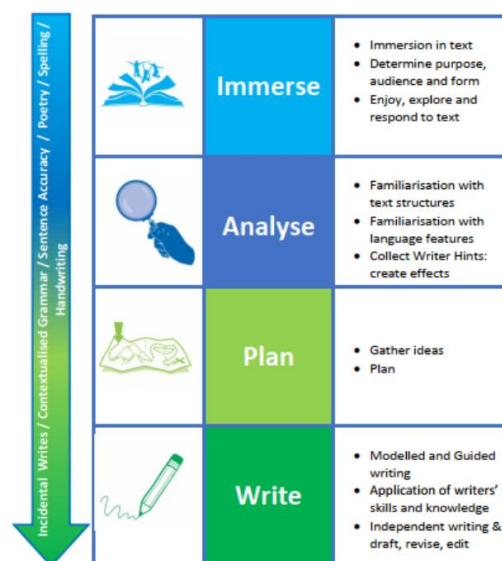
Implementation

Writing

We use Pathways to Write to teach writing in school, where children follow clear, sequential units of work based around ambitious model texts, videos or stimuli. It is a writing programme with clear methodology build around clear units of work. These units develop vocabulary, reading and writing through the mastery approach. Units start by engaging children in a variety of activities in order to allow pupils to fully understand the purpose of the text and are able to 'read as a writer'. Reading as a writer is a key to developing authorial intent and involves children analysing the model text to understand the techniques the author has used and the subsequent effect on the reader. Throughout the

writing process, the teacher models writing and undertakes shared writing and guided writing to develop the children’s knowledge and skills, in readiness for independent writing. Pupils are supported in the development stage of a writing unit by clear ‘steps to success’. These steps support children to prepare for the independent phase of the unit by scaffolding the content and expectations.

By providing children with a range of writing opportunities, they are given the chance to draw on their reading and to adapt their language and style for a range of contexts, purposes, and audiences. Each unit of work follows the structure outlined below



Within this model, the grammar, punctuation and spelling expectations set out in the National Curriculum are carefully identified and taught progressively. These expectations are set out in our Writing Progression documents.

Regular assessment of independent writing informs future planning and allow for meaningful, ambitious targets to be set for all individuals. Progress is carefully tracked. Our live marking approach means immediate intervention is given through discussion with pupils in lessons and where further support is identified, further interventions are planned and carried out.

At Wistow School, we place high importance on taking pride in our work and our achievements. All children are supported to ensure their handwriting matches the standard set out in the Teacher Assessment Frameworks for Key Stage 1 and 2 and we celebrate effort in writing weekly in our celebration assembly.

Reading

We use the Read Write Inc. programme of teaching phonics and early reading and writing. The scheme provides a progressive and systematic way of teaching the children to first learn sounds and then apply their sounds in their reading, spelling and writing. The programme is aimed at Early Years and Key Stage 1 children but can be used to support children in Years 3 and 4 who require additional one to one support to develop their skills to a level where they can apply their understanding in a wider range of contexts and activities.

Progress in reading is supported by Oxford Reading Tree books. These books are matched to individual abilities and levels.

- Whole class daily
- Shared, paired, echo, independent reading – different approaches
- VIPERS
- Discrete teaching of skills – content domains
- Regular practise and rehearsal of all domains
- Complete Comprehension??
- KS2 – in depth novel study at least once a year (linked to learning to enhance)
- Differentiated through support, sentence stems and paired work. All immersed and exposed to the same high quality texts and benefitting from being part of a mixed group of learners.

Impact

Our curriculum is designed to develop and secure progress, transferable skills and most importantly, an enthusiasm and enjoyment of the English language and literature.

By focusing on ‘Writing for a Purpose’, children develop their skills by completing written pieces that are relatable, purposeful, meaningful and often cross-curricular or linked to a theme. The use of drama and speaking and listening activities ensure that experiences are provided to the children that can then be applied to their written work.

Our carefully planned units of work and writing progression documents support our aim for all children to reach age related expectations or above as they progress through their primary education. Where further support is

needed, regular assessment and target setting ensures timely interventions are provided.

The foundations to reading that the Read, Write Inc scheme provides our children allows fluency to develop quickly. This fluency and sound understanding of phonics has a clear impact on future learning and attainment in reading and spelling. By building on these foundations and offering high quality texts and reading lessons, children at Wistow School are given every opportunity to experience and learn ambitious language.

The importance placed on reading for pleasure means pupils are not only fluent and skilled readers who practice regularly, but expressive readers who find enjoyment in reading books that bring them joy.