



National Curriculum Aims

The 2014 National Curriculum for English aims to ensure that all pupils:

- 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

Intent	Implementation	Impact
English at West Lodge aspires to ignite every child's passion for reading and writing. The learning journey begins through meaningful mark making in the Early Years and ends with the children moving on to secondary school having successfully mastered fluency of the English language. Exposing the children to a diverse and inspiring range of authors takes them on imaginary journeys into new worlds, enriching their lives and helping them to form their own identity. From the captivating stories of Julia Donaldson and Michael Morpurgo, to the powerful poetry of Benjamin Zephaniah and Michael Rosen, children develop a love of the written word which in turn enhances their vocabulary and creative writing. Exposure to different languages in KS2 enables children to explore their own cultural identities and those of others to promote a lifetime of effective communication. All children leave West Lodge with the skills to contribute to the world around them with confidence and clarity.	At West Lodge we use a variety of planning resources to provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children. We follow the English Programme of Study as laid out in the National Curriculum 2014 for KS1 and KS2 and Development Matters 2021 for EYFS. Teachers systematically build English knowledge, skills and understanding and adapt planning to the needs and interests of the children. English lessons are based on a wide range of texts and experiences to inspire children. They are given the opportunity to develop particular grammar, spelling and speaking and listening skills. English is interwoven throughout the curriculum where children are given opportunities to apply their skills. We teach Phonics through the Read Write Inc Programme. RWI Phonics is a systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school. The programme is adapted to suit the needs and interests of our children.	The impact of our English Curriculum is that children leave West Lodge with the ability to read and write with confidence, and with a passion for literature. If children are keeping up with the English curriculum, they are deemed to be making good or better progress. Teachers at West Lodge use formative assessment alongside summative termly assessments in reading and grammar, punctuation and spelling, to assess and track progress in English. Writing is moderated by teachers, with teachers assessing samples of writing throughout the term. At the end of each term, teachers record children's progress against the objectives laid out in our progression document, and make an overall judgement as to whether children are working towards, at, or exceeding expectations. The impact of English teaching at West Lodge is regularly tracked and monitored by analysing this data, along with the regular monitoring of books and planning, and undertaking of staff and pupil voice.

Knowledge and Skills

Pupils in EYFS:

Children in Reception develop the basic skills of reading and writing, focusing on their phonological skills and understanding. Teachers follow the RWI programme which offers a structured sequence of progression. Children are encouraged to foster a love of reading; new vocabulary is introduced and pupils are given the opportunity to orally rehearse putting these words into sentences.

Pupils in Key Stage 1 and 2:

Throughout Key Stage 1 children continue to develop their phonological awareness through the RWI programme and are given opportunities to apply these skills in exciting contexts linked to reading, writing and other subjects across curriculum. In Key Stage 2, they continue to develop reading comprehension skills through weekly guided reading sessions. Across Key Stage 1 and 2, pupils are exposed to a range of high quality texts and are encouraged to read for pleasure and transfer these skills into their writing. Pupils follow a vocabulary, punctuation and grammar progression map that ensures children are meeting objectives derived from the National Curriculum. Throughout KS1 and KS2, speaking and listening lies at the heart of teaching and children are given the opportunity to orally rehearse prior to writing.

Creativity

Our curriculum in English strives to ignite a love of reading and writing throughout their time at West Lodge. We spend time exploring a range of diverse texts that are inspired by children's interests and topical issues. These books allow children to delve into their imagination and promote creativity.

Our English curriculum actively enables children to explore the UN Sustainable Development Goals within each year group and key stage, through meaningful texts and writing opportunities. Year groups have each been assigned one specific goal to focus on and across the year, this goal is woven into different curriculum areas within that year group, including within the English curriculum.

Assessment

At West Lodge assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments through:

- regular marking of work.
- analysing errors and picking up on misconceptions.
- asking questions and listening to answers.
- facilitating and listening to discussions.
- making observations.
- reviewing targets

In Early Years, assessment happens continually to collect consistent and varied evidence. This then feeds into the continuous cycle of Observation, Assessment and Planning.

