



Our Intent

At Woodlands our curriculum intent is as follows -

'At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for opportunities after their secondary school journey'.

At Woodlands Academy, we strive for excellence in English throughout the school. We aim to develop children's abilities within a cross curricular programme of Reading, Writing and Spoken Language. English plays a vital and important role both in education and the wider society. At Woodlands, we recognise that understanding language helps all pupils to access the core and wider curriculum.

Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and bespoke curriculum.

The objectives of English are to enable our pupils to:

- Learn how to read and write with fluency and confidence
- Develop a love of reading and reading for pleasure
- Develop an extensive vocabulary
- Experience a range of text/media types and genres
- Learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure- exploring their own ideas and creativity

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2013). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English (2013) aims to ensure that all children.

Stages 1 -2

In Stages 1 - 2, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and develop their imagination.

Stages 3 - 6

In Stages 3 - 6, children learn to adapt the way they speak and/write for different audiences. They encounter a range of fiction, non-fiction, and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children work to develop their knowledge and understanding of grammatical terminology.

Stages 7 - 9

In Stages 7 - 9, children are exposed to a number of classic literatures including Shakespeare. They are encouraged to apply their grammatical knowledge to a range of different situations. They will be provided with opportunities to perform, practise, and rehearse plays, drama and poetry.

GCSE Provision

In Key Stage 4, children will study a variety of different texts and genres including works from the 19th-21st centuries, poetry since 1789 and journalism. They will adapt their spoken and written language to that of a high-quality standard English. They will build on their knowledge from Stages 7 - 9.

Subject Organisation

English is provided through:

- Discreet Curriculum time including paired work, group work and whole class teaching.
- Assemblies, class discussions and tutor time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the pupils through identification via assessment processes.
- Star Points - collecting and spending.
- 1:1 and interventions.

Stages 1 - 2

In Stages 1 - 2, phonics lessons are continuing with an increased focus on spelling and spelling rules. In English lessons, children explore a variety of themes such as: stories, fiction and non-fiction and bespoke learning tailored to the interests of the children. In Stages 1 -2, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Instructions - recipes, 'how to' guides
- Postcards & letters

Children in Stages 1 - 2 have discrete grammar and punctuation lessons and will be set targets based on their next steps in their writing. Spelling, Punctuation and Grammar objectives from the National

Curriculum will be taught in a variety of lessons. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. Children have reading sessions as well as shared reading session daily and use a reading programme to develop reading comprehension.

Stages 3 - 6

In Stages 3 - 6, children have English lessons in which they focus on a range of text types throughout the year. These may be linked to Topic themes or to a book or poem. Children can write for a range of purposes, including (but not limited to):

- Stories
- Letters
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Haikus
- Poems

Additional English sessions include shared and individual reading, handwriting and a reading programme if necessary. Children continue to have a range of opportunities for cross curricular writing. Where necessary, phonics teaching is continued Stages 3 - 6 on a class wide programme.

Resource Allocation

Resources are selected to teach English that are:

- Age appropriate
- Non-discriminatory
- In accordance with the values of Woodlands

Accurate English vocabulary is used in our teaching and children are expected to use this in their verbal and written examples. We endeavour to set work that is challenging and personalised. Each class will use adaptive and specific worksheets and resources. Additional enrichment opportunities will be encouraged such as cooking, music or building. Each pupil will have a specific 40 minutes per day of English, and this is, when possible, within the first two periods of the day.

Phonics

At Woodlands Academy, we believe that all our pupils can become fluent readers and writers. We prioritise the development of early reading by putting it at the heart of our curriculum. Using robust and

systematic teaching of phonics, we provide an effective transition into independently reading, which subsequently encourages our older pupils to read widely and often.

Phonics is taught using the Little Wandle Scheme, which is a systemic and synthetic phonics programme. Lessons follow the revised progression which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Any child who needs additional practice to support their reading, has targeted interventions delivered by a fully trained member of staff. Phonics interventions match the structure of class teaching and use the same procedures, resources and mantra's, but in smaller steps with more repetition, so that every child secures their learning.

Reading

Moving from phonics towards fluency, Fix it Reading continues to support each child's love of reading, as well as continue to develop their fluency throughout their school education. Read it and Reap is a programme used in all classes at Woodlands to ensure all children have a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading. This gives pupils different roles to build on reading comprehension. Children are assessed frequently throughout the year using the NGRT programme.

Pupils read for 30 minutes each day with 15 minutes in the morning and the afternoon. These reading sessions are recorded in a class reading folder.

Children will have the opportunity to participate in exciting activities linked to reading, including:

- Visits to the local library
- World Book Day celebrations - dressing up, activities linked to favourite stories
- Author Visits

As pupils progress into Stages 6 - 9, they will read a range of non-fiction and fiction, covering a wide range of genres including Shakespeare and historical texts. They will learn how to critically evaluate authors and compare and contrast with other texts. In Stages 10 and 11, children will build on their knowledge and include reading of texts from 19th - 21st century. They will study poetry from 1789 in detail and choose literature for pleasure and interest. Children will analyse and use evidence from the texts to critically evaluate the plot, setting, characters and relationships between them.

Approaches to Writing

Our aim at Woodlands Academy is to develop children's ability to develop a flair for writing and a passion for developing writing which is well-composed and engages the reader. Pupils following Stages 1-6 follow **Wordsmith Active Learn**. Wordsmith is an approach to teaching that provides teachers deliver creative, dynamic and effective lessons. Wordsmith is designed to excite with reading for pleasure at its core and grammar lessons woven in throughout.

In Stages 1 - 2, we use a range of interactive writing such as storyboards and comic strips. Our long-term planning for English covers the range of text types set out in the National Curriculum (2013), ensuring a breadth of coverage.

In Stages 3 - 6, we ensure that grammar and spelling are taught discretely daily in all lessons. We also adapt planning to the needs and interests of the children. The children will produce a 'final piece' of writing at the end of every week/term, planning dependent.

In Stages 7 - 9, children will be encouraged to write for a range of purposes and audiences, providing well-structured and well thought out content. They will plan, edit and improve their writing and become reflective in their approach.

In Stages 10 - 11, children will be encouraged to write accurately and fluently at length, organising their writing for its purpose. They will be able to select appropriate grammar and vocabulary depending on their writing and be able to use standard English where appropriate.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation.

From Stage 1, children are encouraged to speak clearly and listen carefully, promoting this in a variety of situations including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Storytelling and reading aloud
- Performing poetry or other rehearsed performances
- Talking to peers and/or trusted members of staff
- Expressing opinions and thoughts

Cross-Curricular Opportunities

Our Medium and Long-Term Plans allow the children at Woodlands to access a variety of cross-curricular opportunities in which opportunities for writing and reading are highly encouraged. We believe that providing these cross curricular opportunities helps children to develop a love of writing and a pleasure of reading, as well as instilling in them that all writing has a purpose.

Key Stage Three - Stage Based Approach:

English is taught to every Key Stage Three pupil five times per week, meaning each child will have at least 200 minutes of English learning. Woodlands uses a stage-based approach in Key Stage Three for the English curriculum, offering the curriculum to pupils where they are developmentally working. This means pupils will access the curriculum which is at their individual starting point. This ensures that learning is adapted and personalised to each individual child. Our stage based curriculum has been designed using resources from **Wordsmith Active Learn** and **from the National Curriculum Statements**.

Key Stage Four - Qualification Pathways:

English is a core offer at Woodlands. This means that every Key Stage Four pupil will have, at least, 200 minutes of English per week. Pupils will be taught a curriculum based on the qualification pathway they are in. Our Key Stage Four curriculum is based on the specification from **AQA**. As part of our pathway offer, English qualifications that are offered are –

Curriculum Offered		
Pathway	Year 10	Year 11
Yellow	Entry Level 1	Entry Level 2
Orange	Entry Level 2	Entry Level 3
Blue	Entry Level 3	Functional Skills Level 1
Purple	Functional Skills Level 1	Functional Skills Level 2
Green	Functional Skills Level 2	Functional Skills Level 2

GCSE Offer:

English is a core GCSE offer. Our examination provider is **AQA**. The curriculum has been designed using resources from **AQA Specification**.

Assessment and Target Setting

Woodlands uses a bespoke assessment system which has been designed around the National Curriculum. This is used to inform planning and facilitate adaptations in lessons. The assessment removes the use of levels by including grading descriptors. This provides a deeper understanding of attainment and progress. All assessments and teaching inform teachers understanding of a child's ability in English. The school's Assessment and Marking Policies inform high quality feedback and pupils' response to it in English.

ACES (Assessment, Completion, Extension)

Children will have the opportunity to evaluate their work and respond to marking. English is completed on a bi-weekly cycle. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every classes timetable, apart from in Year 11 which is a double lesson on a Thursday. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACES lessons are written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

Safeguarding

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted were necessary.

Equal Opportunities

At Woodlands Academy we have high expectations for every child, whatever their background, ability or circumstances. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all children.

Monitoring and review

English is the responsibility of all staff at Woodlands however the English subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of English
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Lead staff are expected to monitor the progress of pupils in English through the school's assessment system.

Policy Review

Woodlands considers the English Policy document to be important and the policy will be reviewed by the English subject leader every year.