



Woodview School

English Curriculum

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English Curriculum

Intention

- At Woodview School our young people are provided with many opportunities to develop and apply their speaking, listening, reading and writing skills across the curriculum. Activities are highly personalized and individualized to support learners achieve their full potential.
- We intend for pupils to be able to speak, read and write to their best abilities and to enable them to reach their full potential in the world of work and as Global Citizens. We consider reading to be the key to success and place huge importance and emphasis on the teaching of reading and on nurturing a life-long, love of reading.
- Learners at Woodview are exposed to a diverse, exciting and stimulating array of literature that encourages children to question, consider, wonder and learn about other people, issues and places, as well as themselves. They are taught how to use this knowledge and their growing vocabulary and informed opinions to write in a range of genres and for different purposes and audiences. They plan, revise and evaluate their writing. To be able to do this effectively, we focus on developing effective transcription and effective composition. We intend for pupils to leave school being able to use fluent and legible handwriting. We offer a range of adaptations to assist our learners in achieving this.
- Teachers show pupils how to understand and remember spelling rules, the relationships between words and how to understand nuances in meaning. Learners learn to develop their understanding of, and ability to use, figurative language. Learners are also taught how to work out and clarify the meanings of unknown words and words with more than one meaning. Our young people learn to control their speaking and writing consciously and to use Standard English. This is personalized and made bespoke to our learners depending upon their needs.

Intention One

Intent

- To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all learners know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at Woodview and beyond.

Implementation

- National Curriculum Programmes of Study and Scheme of Work
- English is planned for, following the KS2, KS3, KS4, KS5 school curriculum.
- English is planned for using high quality texts to engage and stimulate
- English is planned using a range of strategies to adapt the curriculum to meet individual learners needs.
- Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

Impact

- Children will make at least good progress from their individual starting points in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point at school. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

Intention Two

Intent

- To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more. To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow learners to recognise the pleasure they can get from books. Our young people develop an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work. All our learners will have opportunities to encounter a range of texts and literature that will interest them

Implementation

- Phonics
- The systematic teaching of phonics has a high priority throughout our school using Read Write Inc. Phonics is taught daily to those who have not passed phonics screening. Phonics interventions are arranged to support learners who are not yet fluent.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in ability groups to enable precision teaching at an appropriate pace. These groups are regularly assessed and changed according to progress.
- Learners not making expected progress are quickly identified and given additional phonics input in the form of repeated lessons and additional home support.
- Learners are given reading books which closely match the phase of phonics that they are currently working within.
- Learning is adapted to suit the individual needs as stated in individual learning plans

Reading

- Reading forms the core of our curriculum. All children read and are read to so that they develop a love of reading. A variety of schemes are available for children to choose from. When reading is considered fluent, children access our Accelerated Reader program (AR). Regular assessments are used to determine a Zone of Proximal Development (ZPD) to ensure that children choose from a selection of texts with appropriate challenge. Online quizzes are completed by children to assess their understanding of, and engagement with, the text.
- Reading Scheme – our school uses a range of different reading schemes to provide a wide variety of appropriate quality texts for children to read, covering all genres.
- Thirty-minute reading lessons are taught every day using a range of cross-curricular fiction, non-fiction and poetry. Teachers use high quality texts to enrich and develop vocabulary, model reading and improve fluency, comprehension and to promote a love of reading.
- Home Reading – all children are expected to read at home at least 5 times a week. This is carefully monitored by teachers to ensure that children are getting the practice they need to enable progress towards fluency.
- Reading Areas - All classrooms have inviting class reading areas with subject specific books and other age-appropriate reading for pleasure books.
- Library – Children visit our well-stocked library to choose books from our AR collection.

Impact:

- Children will have a love of Reading and make at least good progress in Reading. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

Intention Three

Intent

- To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the reading, writing and spoken language skills they have acquired from the English Curriculum.

Implementation

- We promote a language rich curriculum that is essential to the successful acquisition of the written and spoken word across the curriculum.
- The development of speech and language is identified as one of the most important parts of our school's early years curriculum.
- The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas.
- The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more.
- Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to aid them with the writing process across all areas of the curriculum.
- Writing
 - Teachers plan writing linked to high quality reading texts and ensure the coverage of key objectives in grammar which build competency. Opportunities to write for a real purpose/for a real audience are planned and links to the wider curriculum are made when doing this.
 - At Woodview we use the Teaching Backwards approach to teaching writing using modelled texts.
 - Writing is marked against clear steps to success and assessed and next steps identified by the teacher and also through self and peer assessment.
 - School has a presentation agreement that all children and staff adhere to. Excellent presentation is expected and celebrated.
 - Phonics/spelling is taught daily.

Impact:

- Children will be able to produce effective written work of a similar standard in all areas of the curriculum which evidences good progress.

Reading

Reading is our priority. There are many opportunities for our children to learn to read and to read to learn, every day. This is achieved by using a wide range of language rich texts. These opportunities include:

- daily phonics lessons where necessary;
- daily reading lessons -VIPERS
- reading for pleasure;
- daily whole class story/poem time;
- 'book talk'.
- Reading Lessons
- Our 30-minute daily reading lessons are lively and engaging. Young people are introduced to the new vocabulary that they will encounter in the text which is modelled by the teacher and then read by students. Quick retrieval and find and copy questions are asked before the children are taught how to respond to more complex elements of comprehension – inference, deduction, summarising, ordering events, comparing etc.
- Accelerated Reader (AR)
- Our books are organized in a way that enables children to choose texts with appropriate challenge. An online AR assessment provides us with a 'zone' from which the children can choose a book. After reading an AR book, children complete an online 'quiz'. Teachers use AR to monitor engagement and progression and to target interventions.
- Celebration of Reading
- Reading engagement is monitored by teachers, using individual Reading Records. We ask families to keep up-to-date records of daily reading experiences and teachers use these to record how many times children read each week. The expectation is that this is a minimum of five times. Every time a child reads, they are entered into a weekly class draw.

Reading Interventions

We track the progress of each child on their journey to becoming happy, fluent readers. Struggling and reluctant readers in each class are quickly identified and a clear action plan is followed to ensure that no child is left behind. Families are informed by letter if their child is in need of reading support. They are advised how they can best support their child at home. Parents are informed on the progress their child has made. School interventions include:

- repeat reading;
- daily reading with an adult;
- echo reading;
- focus groups within reading lessons;
- pre-reading opportunities.

Accelerated Reader

- Accelerated reader is a system used by the school to encourage the development of reading skills.
Elements for reading success using Accelerated Reader
- It determines a reading level - Children take a short reading test, the result of which determines the current reading ability and suggests a range of book levels. This will provide children with books that will keep them challenged without causing frustration.
- Book selection - Once the children know their reading range, they are able to choose books within the range that interest them from the books available in our library.
- Taking the AR quiz - Once children have read their book and are fully comfortable with the content, they are able to take online comprehension quiz or vocabulary test. Once the quiz has been completed the children receive instant feedback on how they have done, including the opportunity to review inaccurate answers. To pass a test children need to achieve 60% accuracy.
- Target setting - Each child is set a target to aim for. As these are achieved, they receive online awards as well as physical certificates to show their progress.
- Children's reading achievements are celebrated within the school in many ways, including classroom displays to track and show progress, to the issuing of Ready Reader certificates during weekly celebration assemblies.

For more information, please follow the link below:

<https://www.renaissance.com/services/parent-resources/reading-literacy/>

Vipers

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

- **V**ocabulary
- **I**nference
- **P**rediction
- **E**xplanation
- **R**etrieval
- **S**equence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whole Class Reading Lesson Structure

- During a typical session the teacher will share what the content domain/s the children will be focusing on for that session.
- Teachers carefully select up to 4 key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions.
- During these sessions teachers cover fiction during week one, non-fiction in week two, poetry, songs, picture books, short films in week three and then this repeats to ensure children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children.
- Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.
- Teachers plan 3 key questions each session based on the content domain being focused on.
- Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. We use a maximum of 3 question each session to ensure children have time to provide quality answers. At times children are given sentence stems and vocabulary that is expected to be used within their answer.
- Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.
- Recording and Assessment during VIPERS sessions
- We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually
- During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Read Write Inc

At Woodview School, we use Read Write Inc. (RWI), an inclusive synthetic phonic programme to teach our children to read, to write and to spell. We have adopted this as our whole school approach as the programme facilitates a graduated and tailored approach to learning basic sounds and letter formation before advancing to more complex sounds and reading for comprehension. The programme moves with integrity from learning to read to reading to learn.

- RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development. This method of phonics teaching is both systematic and repetitive in order to embed learning; the programme also offers plenty of opportunities for fun based, interactive learning using drama, role play and props to engage with and to enjoy texts and stories.
- in small groups according to their confidence and competence. These groups are reconfigured on a regular basis in order to match the pace and the progress of each child; this reconfiguration also allows Class Teachers to identify where 1:1 interventions may be required

Aims and Objectives

- The overarching objectives of the RWI programme are to teach pupils to:
- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so that their focus can be used on reading to learn (comprehension)
- spell effortlessly so that their focus can be directed towards the composition of their writing

Five key principles underpin the teaching in all Read Write Inc sessions

- **Purpose** – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about
- **Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning
- **Praise** – ensure children are praised for effort and learning, not ability
- **Pace** – teach at an effective pace and devote every moment to teaching and learning
- **Passion** – be passionate about teaching so children can be engaged emotionally

Reading for Pleasure

Please see links below for reading for pleasure / recommended reading

The Reader Teacher – Book Match [#BookMatch | The Reader Teacher](#)

Reading for Pleasure Tips [promoting-reading-for-pleasure-at-home.pdf \(wordpress.com\)](#)

Recommended Reading – Year 4 [pie-corbett-yr4-1393287.pdf \(scholastic.co.uk\)](#)

Recommended Reading – Year 5 [pie-corbett-yr5-1393294.pdf \(scholastic.co.uk\)](#)

Recommended Reading – Year 6 [pie-corbett-yr6-1393301.pdf \(scholastic.co.uk\)](#)