

# English at the Woodland Academy Trust

## Vision

### Our Reading Vision

- Reading curriculum should follow “**reading with, reading to, reading by**”
  - Reading with – explicit teaching using appropriate strategies
  - Reading to – teachers and experienced readers read aloud and model the why and how of reading
  - Reading by – pupils have opportunities to practise and apply what they have learnt in a more independent context
- Children develop key skills: fluency, accuracy, comprehension, deduction and inference
- Reading lessons engage children through use of high quality texts, interactive teaching and a core set of strategies embedded and understood by all
- Children are given the opportunity to read in a variety of contexts – individual, paired etc.
- Children and adults across the Trust develop a lifelong love of reading
- There is a culture of Reading for Pleasure
- Parents and Carers are engaged with the Reading for Pleasure/teaching of Reading agenda
- Vocabulary development – pupils investigate key language during reading lessons e.g. dictionary skills

### Our Writing Vision

- Writing curriculum links to the core text and uses principles of Talk for Writing and recommendations from EEF Improving Literacy recommendations
- Follows the principles of Talk for Writing: Imitation, Innovation, Independence
- Cross curricular writing opportunities are planned for across all topics/themes whereby children transfer writing skills to any learning episode/subject
- There is a culture of Writing for Pleasure which includes writing for a purpose e.g. letters/emails to authors
- Parents and Carers are engaged with the Writing for Pleasure/teaching of Writing agenda
- Vocabulary development – pupils use sophisticated word choices in line with NC spelling words and linked to grammar and punctuation

### Our Phonics Vision

- Phonics is our chosen early reading strategy
- Clear, systematic approach using Letters and Sounds as the basis for the phonics curriculum
- Key skills are developed: blending, segmenting
- Lessons follow the RTPA structure: Review, Teach, Practise, Apply
- Phonics lessons are fun, active and quick paced
- Phonics lessons take place on a daily basis and opportunities to consolidate and apply within the curriculum and planned for

### Our Oracy Vision

- The foundation for oracy development begins with the Early Years Foundation Stage
- Recommendations from the EEF Preparing for Literacy report (June 2018) are taken into consideration.
- Spoken language underpins the development of Reading and Writing and opportunities should be planned in for pupils to discuss, debate, dramatise and participate actively.
- Vocabulary development – a high level of language that is grammatically accurate is modelled by all adults at all times.
- Development of Metacognitive Talk.

Even though our family of schools follow their own curriculum and have their own subject specialisms, children benefit from many shared approaches.

## **National Curriculum**

Our family of schools follow the National Curriculum (2013) which sets out: Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### **Reading**

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

### **Writing**

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

### **Oracy / Spoken language**

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### **Vocabulary development**

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.