

English Intent

What are the objectives for your curriculum?

The English curriculum is planned to support children to foster a love of reading, learn independently by reading for information and give the children the skills necessary to help let their imaginations flourish. We do this through embedding a culture where books, vocabulary reading takes top priority and enables children to become fluent and confident readers, regardless of their socio-economic background. 'Reading as a writer' and 'writing as a reader' are inextricably linked and is an approach we pride ourselves in. We aim to be fully inclusive and encourage children to become self-sufficient, a skill which can be utilised in future education. Children build a process and strategy to their writing overtime, thus allowing them to see writing as a craft, a career and future aspiration. The children are taught the range of fundamental communication skills through their writing curriculum. Firstly, they are given the skills to create imaginative, engaging and exciting stories. In addition to this, they are taught the key features, which will help them be persuasive using tact, assertiveness and empathy. We also give them the ability to communicate formally when required in a range fields from letters and balanced arguments to newspaper articles and debates. **After COVID, we recognise that children may have developed negative thoughts about reading, it is of upmost importance that we must reignite their love for reading and ensure all children have a positive attitude both at school and home. Writing stamina is also a huge focus for us at Villiers, as during lockdown children were encouraged to write by hand as much as possible, even though they worked remotely, and have continued to develop this on their return.**

What do you want pupils to be able to know and do by the time they leave? How does your curriculum plan set out the sequence and structure of how it's going to be implemented? Why is it shaped the way it is?

Details available in EYFS intent.

The key skills introduced in EYFS are:

- Uses phonic knowledge to write words.
- Writes some common irregular words.
- Writes simple sentences that can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.



Phonics

The children start learning decoding through their phonics sessions. We use the, 'Little Wandle' (Letters and Sounds revised) scheme and children are taught in classes to ensure inclusion and accessibility for all. We start every lesson promptly at 9:00am for thirty minutes. Children in the bottom 20% of their cohort, in regards to phonics, are given additional daily provision in which particular skills are taught, such as, taught GPCs or blending, during one to one interventions. We hold regular coaching sessions with staff and ensure through training, supportive learning walks and observations that fidelity is evident in every classroom and intervention- with regards to pedagogy and mantras.

We predominantly use Little Wandle reading books to support the teaching of phonics at Villiers and ensure all books are fully accessible and cumulative when choosing their reading book by following the Little Wandle coverage. Children are asked to keep their individual reading book for a minimum of a week to help develop fluency and are also encouraged to access a shared book online, which isn't fully decodable if read independently, but is rich with language and can be enjoyed with a family member.



Year Group	Age	Little Wandle
Nur	Up to 4	Foundations for phonics <ul style="list-style-type: none"> □ Sharing high-quality stories and poems with children □ Learning a range of nursery rhymes and action rhymes □ Activities that develop focused listening and attention, including oral blending □ Attention to high-quality language with children
Rec	4-5	Phase 2 <ul style="list-style-type: none"> □ Sounds taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk words ending with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) □ <i>Tricky words: is, I, the, put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be</i>
		Phase 3 <ul style="list-style-type: none"> □ Sounds taught: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end □ <i>Tricky words: was, you, they, my, by, all, are, sure, pure</i>
		Phase 4 <ul style="list-style-type: none"> □ Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est □ Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /id/ /ed/, -ed /d/, -er, -est longer words □ <i>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i>
1	5-6	Phase 5 <ul style="list-style-type: none"> □ Alternative graphemes taught: ay, ou, oy, ea, ir, ie, ue, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie, aw, y, ea, wh, oe, ou, y, ow, g, ph, le, al, c, ve, o-e, o, ou, se, ce, ey, ui, ou, or, u, oul, are, au, aur, oo, al, tch, ture, al, a, ear, ere, wr, st, sc, ch, ze □ <i>Tricky words: their, people, oh, Mr, Mrs, Ms, ask*, could, would, should, our, house, mouse, water, want, any, many, again, who whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye, busy, beautiful, pretty, hour, move, improve, parents, shoe</i>

*Tricky words may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

	Writing Year 1					
Aut	Character description	Setting description	Instructions	Newspaper article	Retell	Drama
	Poetry	Non-Chronological Report	Instructions	Retell	Setting description	Letter
Spr	Setting description	Diary entry	Newspaper article	Personal account	Report	Wanted poster
	Character description	Retell	Non-Chronological Report	Letter	Setting description	Poetry
Sum	Character profile	News report	Recipe	Diary	Contemporary fiction	Letter
	Explanation text	News article	Drama	Retell	Instructions	Letter

In Year 1, we sequence the genres to start each half-term with fiction writing to engage and hook the children. Additionally, we provide practical 'hook' opportunities before the beginning of each new text, allowing the children to become fully engaged with the book. Children are slowly introduced to non-fiction genres once they have gained the knowledge required to be able to write from their personal experience of the subject areas. The children build on skills they have learnt in EYFS like writing simple sentences and move on to writing three or more sentences together to form a simple narrative. Each half term begins with a 'hook' which are centred around practical activities based on the text, designed to fully engage children, create the desire to read and propel them into writing.

The key skills introduced in Year 1 are:

- Write simple narratives about personal experiences.
- Write three or more sentences in order to tell a story.
- Use statement, questions and commands in sentences.
- Use past and present mostly correctly.
- Use some co-ordinating conjunctions (and/but).
- Using spaces between most words.
- Use capital letters and full stops.
- Use question marks when needed.
- Write capital letters to the correct size and orientation.
- Can spell Year 1 common words.
- Can form lower case letters

	Writing Year 2					
Aut	Setting description	Non-Chronological Report	Diary Entry	Letter	Retell	Poetry
	Character description	News report	Narrative	Instructions	Poetry	Explanation text
Spr	Letter	Contemporary fiction	Character description	Diary entry	Balanced argument	Speech
	Newspaper report	Narrative	Setting description	Diary entry	Non-Chronological Report	Letter
Sum	Diary entry	Non-Chronological Report	Balanced argument	Narrative	Instructions	Explanation text
	Poetry	Consolidation				

In Year 2, the children develop their non-fiction skills by further developing their ability to retell events into using the style and form of a newspaper article. In fiction they develop their descriptive writing skills and build them into more coherent narratives. Children also begin to adapt their register and formality by starting to write formal letters. Each term begins with a 'hook' which are centred around practical activities based on the text, designed to fully engage children, create the desire to read and propel them into writing.

- Write simple, coherent narratives about personal experiences.
- Write about real events, recording them simply and clearly.
- Use present and past tense mostly correctly.
- Use co-ordination (e.g. or/and/but).
- Use some subordination (e.g. when/if/that/because).
- When needed use: capital letters, full stops and question marks in most of their writing.
- Spelling many words correctly and using phonic knowledge for others.
- Spelling many common exception words.
- Forming capital letters and digits of the correct size in relation to lower case letters.
- Use spacing, which reflects letter size.



	Writing Year 3		
Aut	Setting description	Persuasive letter	Narrative (adventure)
	Character description	Instructions	Newspaper report
Spr	Balanced argument	Narrative (historical)	Recount
	Letter	Setting description	Newspaper report
Sum	Poetry	Instructions	Non-chronological report
	Diary entry	Newspaper report	Explanation

In Year 3, the children begin to develop their persuasive writing skills, considering their tone and the reader's motivations. They develop their fiction writing skills by considering the difference within specific narrative genres. Descriptive writing sessions are closely paired with narrative writing sessions to ensure the skills are linked and transferred. They develop the writing skills they have used in genres such non-chronological reports and bring in a more sophisticated range of punctuation and grammatical devices.

- I can write for a range of purposes and genres.
- For fiction pieces: writing a narrative with a setting, characters and plot.
- For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion sentence
- Beginning to use paragraphs to group material and/or headings/sub headings
- Begin to use adverbial phrases to give more detail about when and where.
- Beginning to use adventurous adjectives.
- Can use co-ordinating and subordinating conjunctions.
- Beginning to use the perfect form e.g. I have been to London.
- Use the determiners 'a' or 'an' according to whether the next word begins with a vowel or a consonant.
- Beginning to use inverted commas for direct speech.
- Editing writing against success criteria and make improvements to spelling, punctuation and grammar.
- Spell most Year 3 common words correctly.
- Use horizontal strokes to join most writing.

	Writing Year 4		
Aut	Diary entry	Newspaper report	Poetry
	Fantasy narrative	Explanation text	Persuasive letter
Spr	Contemporary fiction	Balanced argument	Instructions
	Persuasive film review	Newspaper report	Play script
Sum	Recount	Historical narrative	Setting description
	Non-Chronological report	Diary entry	Retell

In Year 4, children build on their persuasive writing skills by writing persuasive letters, advertisements and arguments. In fiction, they use different forms, such as play script, to communicate narratives and demonstrate characteristics in new way. The narrative genre is developed further by looking more deeply at fantasy and historical narratives and also myths and legends.

- Use paragraphs to group material and/or headings/sub-headings.
- Describe character, setting and plot.
- Use past, present and future tenses accurately.
- Use cohesive devices.
- Use ambitious adjectives, verbs and adverbs.
- Use adverbial phrases to give more detail about when, where and how.
- Using some expanded noun phrases with pre and post modifiers to describe and specify.
- Edit work to improve content.
- Inverted commas for direct speech and new speaker, new line.
- Spell most Year 3 and 4 common words correctly.
- Proof read work for accuracy.
- Use diagonal and horizontal strokes to join most writing.



	Writing Year 5		
Aut	Setting description	Newspaper report	Narrative (Historical)
	Explanation text	Persuasive letter	Diary entry
Spr	Newspaper report	Letter	Non-Chronological report
	Police report	Wanted description	Poetry
Sum	Narrative (Adventure)	Book report	Non-chronological report
	Drama/suspense	(Student/Teacher audience)	(Child/adult audience)
	Balanced argument (Child's perspective)	Instructions	Diary entry (Adult's perspective)

In Year 5, emphasis is shifted to developing the children's 'voice' and flair for writing. The children are encouraged to manipulate the key skills within the writing and experiment with a range of ideas. Towards the end of the year they write non-fiction aimed at different audiences to prepare them for Year 6 where they will be writing with a more considered approach to their reader.

- Write for a range of purposes, audiences and genres including a short story.
- Write fiction with a clear beginning and end that creates atmosphere and characterisation.
- Integrate dialogue to convey character.
- Use verb and modal verb forms (past and present)
- Use a range of cohesive devices within and across paragraphs and sentences to make the piece flow.
- In non-fiction: maintain a level of formality across a whole text.
- Verb tenses are mostly correct.
- Use commas for clarity.
- Use a wide range of clauses.
- Begin to use subjunctive form
- Begin to use all punctuation for speech
- Converting nouns or adjectives into verbs using suffixes (eg –ate, ise, -ify).
- Proof reading and editing spelling, vocabulary, grammar and punctuation errors and ensure subject and agreement.

Writing Year 6				
Aut	Narrative opening (Drama/suspense)	Diary entry (Child's perspective)	Non-chronological report (Child audience)	
	Balanced argument/debate	Persuasive letter (Child/adult audience)	Newspaper article (broad sheet)	
Spr	Narrative opening/closing (Suspense)	Diary entry (child/adult audience)	Letter (Praise)	
	Persuasive advertisement – (Child audience)	Poetry	Police report	
Sum	Balanced argument (Child/adult audience)	Setting description (mystery)	Newspaper article (sensational ist)	Non- Chronologic al Report
	Book report (Student audience)	Explanation text	Fantasy narrative (opening/build up)	

In Year 6, the children develop their ability to communicate using a personal and purposeful writing voice. They are given opportunities to manipulate their fundamental writing skills within genres and consider how to achieve different tones and consider different audiences. Time is given for children to edit their work and refine the quality of their writing.

- Write effectively for a range of purposes with a good awareness of the reader.
- Describe setting, character and atmosphere.
- Integrate dialogue to convey character and advance action.
- Use passive verbs.
- Use modal verbs.
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.
- Verbs tenses are consistent and correct.
- Use ambitious language and sophisticated sentence structures (Complex, compound, etc.).
- Work is edited or manipulated to improve, or alter, meaning and effect.
- Use contracted forms in dialogue.
- Use subjunctive form.
- Use inverted commas and all punctuation for direct speech.
- Spell Year 5/6 words correctly and use a dictionary for more ambitious vocabulary.
- Maintain legibility in joined handwriting.
- Work proof read for accuracy of grammar, punctuation and spelling



Reading Key Stage One

In Year 1, the children build on their decoding skills so that they can decode all age-related familiar and unfamiliar words and begin to develop their ability to comprehend simple texts. In Year 2, the children start by focusing on understanding words within a text retrieving key information and move on to begin to develop their inference skills.

Key Stage One key skills:

- Draw on knowledge of vocabulary to understand texts
- Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information
- Identify and explain the sequence of events in texts
- Make inferences from texts
- Predict what might happen on the basis of what has already happened

Reading Key Stage Two

In Year 3 and 4, the weighting of the skills focuses on inference and developing the children's ability to 'read between the lines'.

In Year 5 and 6, greater emphasis is put on the children being able to talk critically about the author's intent and the children become able to use evidence to support their answers.

Key Stage Two key skills:

- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/explain how information is related and contributes to meaning as a whole
- Identify/explain how meaning is enhanced through choice of words and phrase
- Make comparisons within the text



Inclusion

At Villiers, we endeavour to be fully inclusive to all of our children. Our planning ensures that our texts are accessible and enjoyable for all children, with teachers reading the texts aloud to ensure understanding. We encourage all children to become self-sufficient with their learning by choosing available resources and scaffolding to support them where necessary. We have 'Tiger Challenges' for KS1 and 'Ladder Challenges' for KS2 where children have open ended tasks or questions to challenge their thinking further. 'Sammy Snake' for KS1 and 'Stepping Stones' for KS2 provide further support to help their learning, such as sentence stems or visual cues.

Early reading is a core focus where we prioritise phonics and a love for reading. It's imperative that our children read reading books that are fully accessible and cumulative in order for them to enjoy reading and make fast progress. We also have one reading lesson a week dedicated to non-fiction reading which allows children to practise skills for different genres.

As we live in a socio- economically deprived area, our children's vocabulary is limited and dialect is very strong. Therefore our vocabulary focus enables children of all backgrounds to access texts and learn new words, to help them succeed in later education and life in general.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect national policy (for example, British values and PSHE)?

The English curriculum is designed to support the Villiers attitudes to learning, which represent the core British values as well as the needs of the Villiers community. We develop drive and ambition by teaching the children the processes of their favourite authors and giving them the opportunities and skills to carry them out. We develop resilience and reflectiveness by setting challenging work and maintaining high expectations of each child as an individual. The children work collaboratively to analyse sophisticated examples of writing and learn to share their ideas confidently whilst benefiting from the views, experiences and opinions of others. Through reading, our children learn about different cultures with diverse characters and authors, people and experience examples of great moral courage and strength in the face of adversity. Through writing, they are given the opportunity to embody different people and points-of-view, which helps them to develop high levels of respect and tolerance.

How does your curriculum reflect your school's context?

We are proud of the diversity which makes up our community, and this diversity is celebrated through our English curriculum. We study books from a host of different authors, which feature protagonists from a range of cultures which are covered in both English lessons and 'reading for pleasure' afternoons. We are aware that our children arrive at school with a vocabulary deficiency and we make the development of this a priority in school, ensuring we create a vocabulary rich environment, where it is developed daily. We are aspirational for every individual child and we look to equip our children with the skills which will open the doors of opportunity to them in further education and beyond so that when the time comes the choice is theirs.

To what extent have you made these objectives clear? Does everybody know them?

At Villiers we believe in personal development for all members of the school community. An English team for different areas of the school work together to develop new initiatives and then roll them out across school. Careful consideration is put into these plans and feedback from all quarters is reviewed. Learning walks and lesson observations ensure these objectives are being met and book scrutinies demonstrate that this intent is being implemented.

How does it cater for disadvantaged and minority groups? Make sure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results.

Any children, who find English a challenge, are provided with a range of interventions to ensure they have the support they require. These children are monitored closely throughout their time at Villiers so if they slip back they can receive additional provision to close the gap again.

Villiers is determined to provide additional support, resources and motivational strategies to ensure that all children can read to the highest possible level by the time they complete Year 6. We recognise there is a window, in which the children have the best opportunity to make accelerated progress, and our intervention provision reflects that.

How have lessons been adapted for remote learning?

- Children at home are accessing the same lessons as children in school.
- [Pre-recorded videos](#) are sent out with every lesson to assist the children in accessing the lesson with as much support as possible.
- [Live feedback](#) is now carried out, which will assist children in receiving direct feedback on work and discuss any misconceptions.
- [Oxford Owl](#) is set up across school with each class having their own username and password. This allows them to access over 130 E books per reading standard. Our [Love 2 Read session](#) once a week allows children to hear their teacher read a book or snippet from ORO or from a love to read text with a 10 minute challenge attached. Children are also encouraged to send in an [audio or video](#) recording of them reading their story.
- Daily stories are sent out via Teams, via an audio/video recording, to all children in their year group each day.
- [Handwriting is encouraged](#) as much as possible and this is urged and inspired by teachers through written instructions on each assignment, verbally and is highly rewarded.
- [Fine motor skills](#) activities are sent out once every two weeks for children to practise at home, such as: feeding cheerios onto pasta shapes, inserting items into different sized holes, cutting against different directional lines etc.
- [Class 'isolation texts'](#) have been advertised on Marvellous Me, Teams and Facebook for parents to collect, so that each child self-isolating/home-learning has a physical copy of a book to take home that will link to their English topic.

Implementation

At Villiers, we have an enjoyable and well organised curriculum which allows ample opportunities for reading and writing. All children across Years 1-6 have full access to two reading and three writing lessons a week, with EYFS having regular child initiated and teacher led activities across the week. We inspire children to become engaged about their up-coming texts by organising 'hooks', where children participate in a range of activities linking to a book, such as dressing up as witches for 'Room on the Broom', a practical class vote or House Captain talk led by our Year 6's for 'Grace is President' and visiting our local woods with survival activities for 'Bear Grills – Spirit of the Jungle'. We also aim to build resilience in our children and help them become self-sufficient by encouraging them to choose appropriate resources to either provide further support or challenge, this is demonstrated through all areas of the curriculum.

We endeavour to continually stock our accessible and cumulative reading books for children which match phonics phases in EYFS and KS1 and the banded books for our KS2 children. Our classroom reading corners have a range of fiction, non-fiction and poetry books that children can enjoy reading at their leisure or at intervals during the day. Our new library is something we are incredibly proud of and make use of regularly with our children having time slots, where they can browse through books they have a particular interest in or to use as research for a curriculum topic. Oxford Reading Owl is an online reading resource that we began to use during the pandemic, as a way of reading at home without being able to access books in school, and still encourage its usage now.



We have an array of interventions across school to close the gap in learning and provide opportunities for children to gain confidence or grasp concepts they struggle to acquire. Our lowest 20% of children in phonics lessons receive additional one to one interventions where they can practise particular skills such as GPCs or blending. We also have Echo reading interventions with children from Year 2 upwards where children develop their fluency and prosody in their individual reading skills.

Workshops are held throughout the year as an opportunity for parents and guardians to gain knowledge and more of an awareness of the curriculum and to build a positive relationship with their children regarding their learning.

Celebrating children's success is key and we see an immediate response to learning with positive reinforcement. We offer pen licences to children in KS2 and sparkly pencils to KS1 children when their hard work with their handwriting mirrors that of the curriculum. Reading at home is also rewarded in school with different strategies throughout the year, such as 'Book Bingo' and 'Star books'.

Impact

Our children's impact is clear through progress and sustained learning in their ability to talk confidently about what they are learning and in their books. Our writing journey is favoured by both children and staff, where all children have time to plan and reflect on their writing choices with the opportunity to edit and/or up level later. In addition to children's books, assessment is used to help children embed new knowledge and also check understanding to inform further teaching.

We aim for termly assessments in Literacy to meet age related expectations with children who show promise to be challenged towards greater depth. Children who meet these standards in KS1 work incredibly hard to imitate this at the end of KS2. We endeavour to ensure, through regular monitoring of our planning and teaching, that barriers are either removed or added to learning (depending on the child's ability) to ensure children have every opportunity to reach their full potential.

All areas of English are implemented through the wider curriculum, allowing children to transfer their skills in reading, writing and speaking and listening. There are close relationships between that of the English book themes and the themes covered in the afternoon subjects for History and Geography. To ensure children access reading materials from all types of texts, there is one afternoon reading lesson a week, where children complete discussion and comprehension based on a non-fiction text. A wide range of non-fiction and fiction books have also been purchased for further links in Science to help supplement these lessons further with rich vocabulary.

We pride ourselves at Villiers with providing all children, irrelevant of their background, the cultural capital they need to succeed in life. We offer opportunities such as, visiting authors from a range of backgrounds, books from BAME authors that children can read at their leisure, English 'hooks' and the strong push and opportunity to learn high level vocabulary in school.