## West Park Academy English Curriculum

At West Park Academy our English curriculum is grounded in the belief that every child can and will achieve. We focus on reasons why children can succeed, with the removal of fixed ideas about innate ability: opportunities rather than genetics. We understand that learning potential is increased through effort. We teach an English curriculum rooted in the use of high quality texts which are used to promote a love of reading, writing and spoken word amongst our children.

	INTENT		IMPLEMENTATION		
Alignment to National Curriculum	The school follows the Department of Education recommended Little Wandle phonics programme. From year 1, children also engage in West Park Academy's English Curriculum. The English Curriculum provides children with a breadth of exposure to long and short novels; picture books; visual stimuli and non-fiction texts. This forms an ongoing stimulus, enabling pupils to develop expertise in reading, writing and spoken language. Spelling, grammar and handwriting are taught both in context and outside of English lessons using Spelling Shed and teacher made resources. Assessment progression documents set out what key knowledge needs to be automatic for pupils at what stage.	Pedagogical Approaches	The teaching at West Park Academy is underpinned by the Teacher Effectiveness Enhancement Programme (TEEP). The five underpinning elements include: the science of learning; collaboration; learning technologies; assessment; and cognitive load theory. Lessons are carefully designed to ensure pace of learning, without sacrificing key strategies such as modelling, guided practice, questioning, high-quality talk, feedback and assessment to check for understanding. We believe in a responsive teaching approach and so every lesson is delivered with the understanding and intention of adjusting the teaching delivery in accordance with the progress of the children. Various scaffolds, such as pre-teaching and carefully adapted resources, are in place to ensure that all children are supported to engage with the content and access the curriculum regardless of individual starting points.	Approaches to Assessment and Intervention	Writing: Cf throughout the Nationa also opport Teacher-ma assess child <u>Reading</u> : N identify ga regularly a Test is used Wandle ph <u>Intervention</u> received ta peers.
End Points	At West Park Academy, we are ambitious in our curriculum design to ensure all children are on a pathway to reaching age related expectations or beyond within their year group.    Reading:   The intention and aim is for all children to be able to learn to read fluently, effectively, confidently and with understanding. We aspire that all children become frequent, habitual readers who read for both pleasure and study.   Writing:   The intention and aim is for all pupils to write with confidence and accuracy for a variety of audiences and purposes whilst developing their own authentic voice and love of writing.   Spoken Word:   The intention and aim is for all pupils to speak and present their own ideas with confidence and accuracy for a variety of a variety o	Teachers' Expert Knowledge	Teacher development is central to the success of the English curriculum. All teachers and support staff are fully trained in the Little Wandle phonics programme and receive regular CPD from the English lead. Teachers have expert knowledge in the teaching of reading, systematic synthetic phonics, grammar, punctuation and spelling. They are aware of the curriculum requirements and content of the year above and below so that they can gauge challenge within the topic and introduce key terms. Teachers seek to refine and develop the wide range of books on offer in their classrooms and broaden pupils' horizons, using their own knowledge of fiction. Regular CPD and coaching, along with subject monitoring, enable the subject leader to support teachers on a bespoke level. There is a co-ordinated approach to literacy instruction from all staff, drawing on a shared understanding, shared language and shared behaviours.	Pupils' Work	The school work, whic Join schem handwritin Children ha They also f outcomes c
Sequencing	Our English curriculum follows a spiral structure whereby key concepts are revisited, consolidated and built upon to a greater level of depth. Children become familiar with different authors, story structures, genres and writing styles. <b>Reading</b> lessons build fluency and prosody, whilst also attending to the five pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension). Once the fluency of reading is achieved, children are explicitly taught the skills of reading comprehension linked to the content domains. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves <b>Writing</b> sequences of learning begin with immersion, reading as a reader, reading as a writer (analysis) and explicit skill practice before reaching the plan, draft, revise, edit and evaluate stages. <b>Spelling, grammar and handwriting</b> are taught both in context and outside of English lessons using Spelling Shed and teacher made resources. The sequence of learning for these aspects follows the National Curriculum expectation set out in Appendix 2.	Knowing more and remembering more	Our curriculum maps have been carefully constructed to present content in a logical progression so that new ideas are linked to pupils' existing knowledge. The better children can integrate new knowledge with their prior knowledge, the better they are able to retrieve and apply that knowledge in the future. If children require additional background knowledge to access a book they are studying, this is carefully planned for to ensure the contextual knowledge needed to fully comprehend a text is not a barrier to their understanding. The school's approach builds on current research into the science of effective learning and instruction. Once pupils have practiced, learned a skill and received feedback on this, they are then expected to consistently use what they have learned. This repetitious practice and overlearning supports children to develop automaticity.	Pupil Voice	All member part of regi they can re identified a Pupils acros the age and
Addressing Social Disadvantage	We understand that the quality of education is critical to the life chances of a child from a disadvantaged background. At West Park Academy, we have an average level of pupil premium learners. Our aim is to provide these children with real life experiences and stimuli in school to write from and expose them to a wide range of high quality texts that explore and develop their vocabulary. Alongside high quality teaching and targeted reading intervention, we aim to support our most vulnerable learners, effectively improving their outcomes in later life. Class teachers are aware of who these children are and regular monitoring identifies the progress and any barriers for these children.	Promoting discussion and understanding	Our English programme includes both knowledge and vocabulary that are specific to the text pupils are studying. The lesson structure promotes regular discussion and naturally facilitates the use of high quality vocabulary. In addition, our speaking and listening skills are utilised in wider curriculum areas to develop both English and wider subject knowledge understanding.	Performance Data	The most n
Local Context	Serving a wide and economically diverse catchment area, English at West Park Academy aims to equip children to develop expertise in reading, writing, speaking and listening in order to be successful in life. It is our ambition to develop these skills along with the cultural capital of all pupils, collaborating with our local community. The design of our foundation curriculum aligns with the English curriculum, aiming to develop children's understanding of who they are, where they come and from and who they aspire to be.	Work in partnership	We believe that families and communities can have a big influence on pupils' motivation and literacy development. At West Park Academy, we work together with families towards shared goals for our pupils. Families are provided with regular information about children's learning via parent meetings, learning showcase afternoons and invitations to be part of classroom lessons. Our website also provides parents with help videos to support reading and phonic development. Each term, one piece of children's writing will parents/carers as the audience and will be invited in to share their child's work and celebrate their successes with them.		
Motivation and Enjoyment	At West Park Academy, we want all of our pupils to experience enjoyment from literacy. Enjoyment of literacy is thought to support pupils to experience academic success and lifelong literacy (DfE, 2012). At West Park Academy, we ensure all pupils are provided with the literacy knowledge they need to experience success for themselves. We aim for all children to be intrinsically motivated to succeed and derive satisfaction and pleasure from the act of learning itself.	Teacher	At West Park Academy, we use a variety of assessment techniques including whole class feedback, edit and improve time, retrieval quizzes and cold calling (no hands up) to provide class teachers with up to the minute information about the progress, needs and knowledge of their pupils.		

## IMPACT

: Children complete a wide range of longer and shorter piece of independent writing hout the year. Each half term, staff assess and moderate children's writing in line with ional Curriculum requirements and relevant teacher assessment frameworks. There are portunities to moderate writing with other local schools throughout the year. r-made spelling, punctuation and grammar quizzes are also used on a regular basis to children on the content they have been taught.

: NFER assessments are used throughout the year to provide standardised scores and gaps in children's comprehension. At West Park Academy, children are heard read y and assessment judgements are made regarding their fluency. The Salford Reading used in some cases to track reading age and progress. Children who are accessing Little phonics are assessed in line with the programme expectations.

tion: Children who are unable to meet the demands of their year group expectations l targeted intervention to support them and close gaps between themselves and their

ool has high expectation of all children regarding the quality and presentation of their which we believe leads to a sense of pride. At West Park Academy we follow the Letter neme for handwriting and begin with print before teaching children how to join their riting.

have an English jotter where they are free to record vocabulary and their own notes. so have an English book where the progression of skills and final extended writing es are recorded.

bers of the Senior Leadership team and the Academy's Directors, talk to children as regular monitoring. The purpose is to explore what the children have learned and what remember as well as how much they have enjoyed it. Key improvement actions can be ed as a result.

cross the Academy also take part in a pupil-voice survey, which is adapted to reflect and stage of the children accordingly.

st recent pupil performance data can be found on the school website.