English

Curriculum Intent	At Whitechapel, we want all our children to be confident communicators, enthusiastic readers and skilful writers. We encourage pupils to be independent, curious learners who are not fearful of having a go, taking risks with language or making mistakes. We teach them that drafting, editing and improving are key parts of becoming a successful reader, writer and speaker. We recognise the high value of English and literacy: reading and writing unlock the whole curriculum and are essential life skills. We aim to prepare pupils for their future lives by developing a love of reading, a rich vocabulary and the ability to express ideas clearly in speech and in writing. Our curriculum reflects our North West Lancashire context, while also widening children's experiences through high-quality texts, poetry and non-fiction from a range of times, places and cultures. Our English curriculum is ambitious for all pupils and is adapted where necessary to meet specific needs. Through quality first teaching, targeted support and the use of inclusive resources, we ensure that every child can access challenging texts and make strong progress. In line with the National Curriculum we want our children to: • read easily, fluently and with good understanding • develop the habit of reading widely and often, for pleasure and for information • acquire a wide vocabulary and a secure understanding of grammar, punctuation and spelling • appreciate a rich and varied literary heritage through stories, poetry and non-fiction • write clearly, accurately and coherently for a range of purposes and audiences • use discussion in order to learn, elaborating and explaining ideas and understanding • be competent in speaking and listening, including presenting, performing and taking part in debate
Curriculum Implementation	At Whitechapel, English is taught progressively and sequentially across school from our Early Years Foundation Stage Reception class upwards. We use a clear progression map for reading, writing, grammar and oracy so that knowledge and skills build year on year. In mixed-age classes, planning is carefully mapped to year group expectations to ensure that pupils receive appropriate coverage and challenge. High quality professional development is key to our approach. Staff access training in phonics, early reading, writing and oracy through staff meetings, coaching, moderation and the sharing of practice. We draw on evidence-informed guidance and, where possible, work with local partners such as the English Team and Lancashire networks to refine and strengthen provision. **Reading** Early reading is taught using a systematic synthetic phonics (SSP) programme. Phonics is taught daily in Reception and Key Stage 1, with planned opportunities

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to revisit, practise and apply new learning. Children who need extra support receive timely keep-up sessions so that gaps are addressed quickly.
Children read decodable books that are carefully matched to the sounds they know. Regular reading practice sessions develop accurate decoding, increased fluency and strong comprehension. Alongside this, we prioritise rich talk around books, explicitly teaching new vocabulary and background knowledge.

- Daily phonics teaching in EYFS and KS1, with rapid intervention where needed
- Decodable home reading books matched closely to phonics knowledge
- Regular small-group reading practice sessions focusing on decoding, fluency and comprehension
- Whole-class reading sessions using high-quality texts to build vocabulary and understanding
- Story time and a strong emphasis on reading for pleasure

From Key Stage 2, pupils build stamina and comprehension through whole-class, guided and independent reading. Teachers model how to think about texts, including inference, prediction and impact of language choices. Pupils are encouraged to read widely across genres and to use reading as a tool for research and learning in other subjects.

Writing

Writing is taught as a craft. Children explore high-quality model texts, build topic knowledge and vocabulary, and learn how to write for real purposes and audiences. Teachers model the writing process and pupils have opportunities to plan, draft, edit and publish their work.
Transcription skills are taught explicitly. Handwriting and presentation expectations are consistent across school and spelling is taught systematically, with children learning patterns, rules and strategies to support accurate writing.

- A clear teaching sequence: modelled, shared, guided and independent writing
- Vocabulary-rich teaching: building word banks, choosing precise language and crafting sentences
- Grammar and punctuation taught in context and applied within meaningful writing
- Regular opportunities to edit and improve, supported by feedback and conferencing
- Writing across the curriculum, including non-fiction linked to science, history and geography

Speaking and Listening

Spoken language underpins all learning. We teach pupils to listen attentively, to speak clearly and confidently and to build on the ideas of others. Oracy is planned into lessons so that pupils rehearse language before writing, explain their thinking and participate in purposeful discussion.

- Talk partners and structured discussion routines to support listening and turn-taking
- Drama, role play and storytelling to develop vocabulary, confidence and expression
- Opportunities for presentations and performances to different audiences
- Explicit teaching of speaking skills, including using Standard English appropriately

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	On a daily basis, pupils' progress is closely monitored by class teachers through questioning, observation, discussion and analysis of work. Staff use live feedback to address misconceptions that arise during lessons and to give pupils clear next steps. Summative assessments (including phonics checks, reading assessments and writing outcomes) are used alongside formative assessment to inform teaching and provide targeted support. In order to support reading at home, pupils take home reading books and families are encouraged to read regularly with their child. We support parents with workshops, guidance and recommended book lists. **EYFS** In the Early Years Foundation Stage, language and literacy are prioritised through the Communication and Language and Literacy areas of learning. We develop children's vocabulary through high-quality talk, stories, songs and rhymes, and we create purposeful opportunities for children to speak, listen and respond. Early reading begins with daily phonics teaching through a systematic synthetic phonics programme, supported by decodable texts. Early writing is developed through fine motor skills, mark making, letter formation and meaningful opportunities to write within play and adult-led activities.
Measuring Impact	The impact of the curriculum is assessed in a range of ways across the phases including: • Teacher assessment during daily English lessons (reading, writing and oracy) • Regular phonics assessment to identify gaps and plan keep-up support • Pupil conferencing (reading interviews and writing conferences) to discuss understanding and retention • Learning walks and book looks • Summative assessment analysis • Discussions with staff including termly pupil progress meetings At the end of each year we aim for pupils to be secure in the content for their year group. Where they are not, this is explored in termly pupil progress meetings so that provision is adapted and gaps are addressed. Some children will have progressed further and achieved greater depth. **EYFS Assessment** At the start of the Reception year all pupils complete the statutory Reception Baseline Assessment. Alongside this, we carry out a range of observations focused on communication, language, early reading and early writing. This informs next steps and supports early identification of any barriers to learning. At the end of Reception, teacher judgements against the Early Learning Goals (EYFS Profile) provide a picture of children's development in Communication and Language and Literacy, and support a smooth transition into Key Stage 1. **Year 1 Statutory Phonics Screening Check** Pupils in Year 1 undertake the statutory phonics screening check in June. The purpose of the check is to confirm whether pupils have learned phonic decoding to an appropriate standard. Pupils who do not meet the expected standard in Year 1 will re-take the check in Year 2, and will receive targeted support. Further information can be found at:

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	https://assets.publishing.service.gov.uk/media/6a74b125b5e7ebeb99366271/Phonics_screening_check_information_for_parents.pdf **Optional End of Key Stage 1 Assessments** End of Key Stage 1 assessments (including teacher assessment and tests in English reading and grammar, punctuation and spelling) are optional. Where we choose to use these materials, they support our understanding of pupil attainment, inform next steps and help ensure a smooth transition into Key Stage 2. Optional test materials are available at: https://assets.publishing.service.gov.uk/media/690cb43eb5e5a06aefd46b53/Optional_key_stage_1_tests_information_for_parents.pdf **Year 6 Statutory Standard Assessment Tests (SATs)** Assessment takes place in May at the end of Key Stage 2 using National Curriculum Assessments. These are statutory and measure pupil attainment against National Curriculum standards. Pupils complete statutory tests in English reading and English grammar, punctuation and spelling. Writing is assessed through teacher assessment, supported by moderation processes. For further information please see: **https://assets.publishing.service.gov.uk/media/6a74b175f23cedd3e1366274/2027_key_stage_2_national_curriculum_tests_information_for_parents.pdf**