



ENGLISH

Intent

At the Wye Forest Federation (WFF), we understand that literacy and communication are key skills for all our learners to grow, flourish, and succeed—both in school and in the future. Through our English curriculum, we support all children in developing the knowledge and the skills that enable them to communicate effectively and creatively through spoken and written language. This equips them to become lifelong learners and active participants in society.

A central goal of our approach is to reduce cognitive load by securing foundational skills early, ensuring that children have the essential building blocks for reading and writing before progressing to more complex tasks. By establishing these foundations, we free up children's cognitive capacity for higher-order thinking and creativity as they advance through their learning journey.

Our English curriculum is built around high-quality texts designed to ignite a love of reading and to inspire writing. Through these carefully chosen texts, we aim to foster an appreciation of our rich language and literary heritage, and to develop habits of reading widely and often—for learning, for information, and for pleasure. The varied text base allows children both to see themselves represented and to explore the lives and experiences of others. Fluency in reading is vital, and we are committed to building fluent readers through the systematic teaching of phonics.

Through our writing curriculum, we empower children to be independent, active communicators who can share their beliefs, thoughts and knowledge. We nurture a culture where all children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of purposes. To help children succeed, we prioritize the teaching of transcription skills, beginning in reception, before moving on to more complex writing tasks. At the heart of all we do is the aim to enable our children to become confident, language-rich communicators who see themselves as successful writers.

We teach the National Curriculum, supported by a clearly mapped progression of skills and knowledge, ensuring that learning is sequenced appropriately and built upon year by year. This structured approach maximizes learning for all children while recognizing that teaching and learning will never be 'one size fits all.' Our tailored curriculum empowers every child—regardless of background, ability, or additional needs—to thrive and reach their fullest potential.

Implementation**TEACHING AND LEARNING****READING****Phonics**

- Following the Read Write Inc. Phonics programme, we ensure our pupils learn to read effectively and quickly.
- All EYFS and Year 1 children take part in daily phonics sessions. All Year 2 children continue embedding phonics until the end of the Autumn term.
- Learning takes place in progress groups, which are reassessed termly to ensure correct challenge and support to move the learning on.
- Learning is consolidated daily both in progress groups and throughout the day. It is also supplemented with 1:1 tutoring for those children, who are making slower progress or not meeting the expected standard.
- The early reading books progress cumulatively, matched to the sounds children are learning and already know.

Year 2 Reading

- The Year 2 children move on to Read Write Inc Comprehension from start of Spring term.
- Reading is taught daily, as whole class sessions.
- At the same time, the children move on from RWInc Phonics books to other banded books that still support the children's learning but allow them more freedom to select books based on their interests.

Whole Class Reading (WCR) in KS2

- In Key Stage 2, whole class reading follows the Literacy Tree's Reading Leaves -scheme.
- Reading is taught in mixed-age classes 3 times/ week.
- The focus shifts more towards understanding what we can learn from the text. Developing a deeper understanding of a wider vocabulary and encouraging children to look for 'clues' to develop their inference skills become the focus, as well as identifying how language, grammar and punctuation all contribute to meaning.

Fluency

- Fred's Fluency 'Fluent in 5' sessions run alongside WCR for those children who are not yet reading with age expected fluency. These are led by teachers and support staff, focusing on building fluency through short, repeated reading opportunities.

1-to-1 Reading

- Additional one-to-one reading is organised within available staffing and volunteers, with high quality book talk at the centre of these sessions. One-to-one reading focuses on discussions about the texts read, as well as celebrate reading to promote love for reading. These reading opportunities prioritise the children who are within our lowest 20%.

Daily Story Time

- Each class has a daily timetabled story time, during which the teachers read to their class and reading for pleasure is celebrated. New books and authors are also discussed during these sessions.

WRITINGHandwriting

- Handwriting is taught following the Letter-join scheme, for pupils to achieve a fluent, legible and, eventually speedy, handwriting.
- 'Ready to write' routines are at the centre of good practise in all year groups.
- Handwriting is taught daily in Reception and Key Stage 1, in addition to the writing done during phonics sessions.
- In EYFS, letter formation is linked to the letter sounds the children are learning in phonics. The children begin to learn joined handwriting in Year 2, once they have mastered print letter formation correctly and consistently.
- In Key Stage 2, handwriting is taught daily in Autumn term and after this, daily sessions continue for those children who are yet to secure accurate letter formation. For others, the focus of handwriting shifts to legibility and fluency. This is reinforced twice a week.
- All teachers from Reception to Year 6 teach handwriting by modelling the agreed, age-appropriate script and pupils are held accountable for their handwriting across the curriculum.

Spelling

- We aim to move spelling beyond memorisation and rules, teaching children to understand how words are built, where they come from and how spelling patterns connect to meaning, vocabulary, reading and writing.
- In Reception and Key Stage 1, spelling progresses hand in hand with phonics, with the focus being on accuracy from the start. As well as phonetically accurate words, children also learn progressively the accurate spelling of common exception words.
- Dictations are used regularly for pupils to practise their GCP knowledge without overloading their working memory.
- From Year 2 onwards, we use Grammarsaurus scheme of spelling, drawing children's attention to how words are built and into the patterns of spelling.
- In KS2, morphology is at the heart of equipping pupils to spell accurately.
- Spelling focus sessions are run daily in KS1 and 3 times/ week in KS2.

Sentence construction and beyond

- Our writing curriculum prioritizes sentence mastery and teaching about sentences is at the heart of all composition.
- In EYFS, writing is developed through storytelling through stories that enable teachers to model, and children to practise, sentence-level composition orally long before they have the

transcriptional skills to write these structures. Alongside shared oral composition, more focused writing is taught in small group. These writing tasks focus on developing children's foundational skills through dictations.

- In KS1, oral composition and sentence level skills continue to be developed through carefully planned opportunities for more independent writing tasks as children transfer towards more text-led learning.
- Daily Hold a sentence –sessions give children in EYFS and Year 1 further opportunities to practise and embed these skills.
- In KS1 and KS2, we use Literacy Tree's Teach Through a Text -pedagogy, which places audience and purpose at the core. Teachers adapt the Writing Roots unit plans to create 3-4 week sequences that meet the needs for all the pupils in their class, based on the National Curriculum.
- Teachers' precise and effective high-quality modelling, demonstrating the use of relevant skills taught within the sequencing, is one of the key tools used in our lessons to help children to hear and see the thinking of a writer.
- Children's oracy around their writing – considering audience and purpose, unpicking other writer's choices, verbalising their own choices as writers and discussing their and others' writing – forms an equally integral part of their writing journey.
- Specific focus and time is mapped out for pupils to revise and edit their writing.
- Strong AfL and live feedback are key parts of our writing approach.

Vocabulary and Grammar

- Specific vocabulary and terminology is taught as an integral part of all English lessons, as well as in all subjects, supported with visual cues where possible, to widen our pupils vocabulary at every opportunity.
- At times, certain grammar features are taught in isolation, but where possible, grammar is taught within the context of writing to help pupils see the grammar in action and make real connections with the different rules and applications.

ASSESSMENT

- Continuous AfL, adaptations and live feedback are at the centre of all that we do. Teachers assess and adjust their teaching as needed, keeping in mind the outcomes for all.
- Phonics is assessed termly and groups adjusted accordingly to ensure continued progress and well-placed support
- Fluency is assessed for all children in Autumn 1, and the children, who take part in the fluency groups, are reassessed after each 6-week block to assess progress and further support needs.
- Formal reading assessment takes place 3 times/ year using the NTS Reading Assessment for all KS2 children and for Year 2 children in the Spring and Summer terms.
- Formative writing assessment takes place in all lessons and is moderated three times a year through pupil progress meetings with a member of SLT, the class teacher and the English lead.

INCLUSION AND SCAFFOLDING

Our English curriculum is designed with all our pupils in mind and we have high expectation of all children. Therefore, all children follow the same texts and are included in all lessons, from the same starting point. Teachers make adjustments and personalise the Writing Roots and Literacy Leaves planning to suit the needs of their cohort and the individuals in their classes. However, we do recognise that some children will require additional support to reach their full potential. Children with specific needs are identified as early as possible and they are given appropriate support within the classroom. These needs can often be addressed through pre-teaching, scaffolded resources and in-class support. Advice is readily sought from our SENCo, with whom additional support needs will be explored.

Impact

The impact of our carefully planned, cumulative curriculum can be seen in the increasing opportunities children have to engage in high-quality reading and writing across the school. As a result, gaps in learning are being addressed and standards are continuing to rise, enabling all children to make strong progress and achieve success.

As English skills are woven throughout the curriculum, pupils have many opportunities to apply and strengthen what they learn in English lessons across a range of subjects. This helps them to build confidence, consolidate their learning, and develop a deeper understanding of when and how to use different grammar and punctuation features effectively. Children are encouraged to reflect on, edit, and improve both their own writing and the work of others, with evidence of this process often shown in purple pen throughout their books. We aim to ensure that every child feels appropriately challenged while also knowing that support and guidance are always available when needed, enabling them to achieve their very best.