

English Curriculum

Intent, Implementation, Impact

INTENT

At Moorlands Primary School, we have designed our English curriculum with the intent that all children, regardless of background, will become confident speakers, fluent, insightful readers and technically skilled, creative writers. Our children engage with a range of genres and develop their understanding of fiction and non-fiction styles.

Furthermore, we have developed a curriculum that instils a love of reading and writing, which we hope will stay with our young learners for life. We understand that a good grasp of English, including speaking and listening, is the foundation of the entire curriculum and that children who are confident and adept readers, writers, and communicators will be empowered to succeed in all other areas.

We believe strongly in the vital role played by parents and carers in the development of spoken language, reading, writing and in the nurturing of positive habits, particularly in attitudes towards reading. We welcome this and value their contribution.

To develop the appropriate subject-specific knowledge, skills and understanding set out in the National Curriculum, we have built our English curriculum using a range of high-quality schemes of work from FFT and Pathways Literacy. These resources support our structured approach to teaching reading, writing and oracy, whilst allowing us to tailor our curriculum to meet the specific needs and context of our children.

SPOKEN LANGUAGE IMPLEMENTATION

Year R

In Year R, our curriculum fosters high-quality communication and language development. Children are encouraged to participate in group and class discussions, and those who struggle with communication receive targeted interventions. Through continuous provision and an immersive learning environment, children practice new language skills in varied contexts like role-play and exploration activities. Adults model effective speaking and listening behaviours, promoting clear communication and active listening. Vocabulary is shared with parents each term to support learning at home.

Year 1 and Beyond

Spoken language is central to our English curriculum. Oracy development is embedded within each unit of work, ensuring children have regular, purposeful opportunities to develop their speaking and listening skills across a range of contexts.



Through structured teaching of oracy, we develop children's:

- Academic vocabulary (tier 2) and subject-specific vocabulary for English (tier 3)
- Reading aloud, drama and presentation skills
- Debate and discussion skills
- Listening skills and confidence

Teachers model high-quality dialogue, pre-teach key vocabulary, use sentence starters and scaffolds, and provide feedback on both what children say and how they say it. We set clear expectations for classroom talk, ensuring all children speak in full sentences and engage meaningfully with their learning.

This approach supports children to articulate their ideas clearly, deepen their understanding across the curriculum, and develop the communication skills they need for success in later life.

PHONICS IMPLEMENTATION

At Moorlands, we follow the FFT 'Success for All Phonics' programme, which allows the children to learn phonics through a highly structured programme of daily lessons across Year R and Key Stage 1.



Children take part in a daily Phonics lesson as well as a linked reading or writing lesson every day. There are additional 'Catch Up, Keep Up' opportunities for children who find this area of learning more difficult.

Each child takes home a reading book appropriately matched to their phonics level. They also have access to these books electronically.

Each session gives an opportunity for children to revisit their previous experience, learn new skills, practice together and apply what they have learned and celebrate their achievements.

Success for All follows the teaching principles of:

- Revisit and Review
- Teach and Model
- Practise and Apply

Celebrating Achievement and Assessment Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding.

Lesson 1i - 4i				Teach - Practise - Apply New GPCs (15 minutes)			
Review Previously Learnt GPCs (5 minutes)			Present New GPC	Model Phoneme	Say It Fast	Break It Down	Write New Grapheme
Hear Phonemes	Read GPCs	Stretch and Read					
Day 1 /u/			The snake slides and slides  /u/	Look what my mouth is doing when I say /u/. My teeth are together but my mouth isn't shut. The air comes out through the little gaps in my teeth.	u-a-t u-a-u u-a-i	u-a-t u-a-u u-a-i	Left around, right around, from head to tail  s S S
Day 2 /a/	a	a	Alpha asks for apples  /a/	Look what my mouth is doing when I say /a/. My mouth is open really wide and I'm making a lot of noise.	a-t a-u a-i	a-t a-u a-i	Around the apple and down the stem  a A A
Day 3 /i/	i a	i a	Tap the tall tower  /i/	Look what my mouth is doing when I say /i/. My tongue is behind my top teeth and when I say the sound a little burst of air comes out of my mouth.	i-a-p i-a-u i-a-i	i-a-p i-a-u i-a-i	Down the tower, lift and close  t T T
Day 4 /p/	p a t	p a t	Peek at the proud parent  /p/	Look what my mouth is doing when I say /p/. My lips are touching very quickly and tightly and the air comes out of my mouth. My voice stops switched off.	p-a-t p-a-u p-a-i	p-a-t p-a-u p-a-i	From head to tail then right around the parent  p P P
Day 5 (Review)	p a t p	p a t p	at sat tap	Review all GPCs presented this week.	p-a-t p-a-u p-a-i	p-a-t p-a-u p-a-i	Practise writing all graphemes presented this week, both upper and lower case, that need review.

A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.

Reading materials have been designed to support rapid and sustained progress and are well matched to the scope and sequence of the programme. A comprehensive set of decodable shared readers complements the programme.

READING IMPLEMENTATION

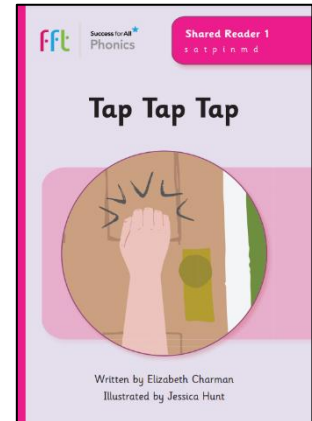
Year R and Year 1

In Year R and Year 1, reading is taught using shared readers linked to our Phonics programme: FFT Success for All Phonics.

Shared Readers are fully decodable texts in a wide range of genres that include familiar characters, settings and topics relevant to children of all ages. Over the course of three terms, children read 32 Shared Readers linked to the progression of sounds in their daily phonic lessons.

The Shared Readers are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.

Lessons follow a consistent daily structure and a five-day schedule. The schedule also provides opportunities to develop comprehension, fluent reading and to consolidate letter formation, spelling and sentence writing.



Year 2

'Routes to Reading' is designed to enable children to master the skills, knowledge and understanding for reading fluency and comprehension. On their route, they experience texts from a range of genres and text types.



Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. Each set of Maps includes opportunities for children to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'.

Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The sequence of Maps allows the children to use: choral read, echo read, partner read and independent read for the text for each book. Once children develop their fluency and adopt a fluent reading style, they can free up cognitive resources and redirect them towards reading comprehension. The teacher provides support by modelling fluency and, gradually, this support is reduced so that the child is capable of reading independently with increased fluency.

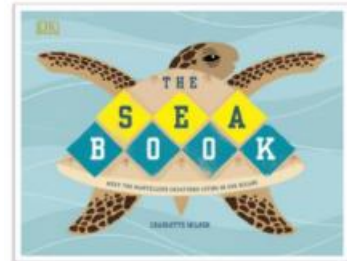
Key Stage 2

We implement a Mastery approach to Reading using the 'Pathways to Read' program. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading.



Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

The programme is delivered through whole class shared reading lessons. There is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable children to evidence the skills they have mastered independently.



Many opportunities for widening children's vocabulary are given through the *Pathways to Read* approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

We also use *Pathways to Write* to drive our writing curriculum. This aligns with *Pathways to Read* ensuring meaningful links for our children within texts and topics.

Expectations for reading for each year group are outlined in a separate document.

Home Reading:

Children take home a 'Learn to Read' book and a 'Love to Read' book.



In Year R, Year 1 and across the school where appropriate, children are given a home reading book by their teacher, which is closely matched to their phonics learning. They take home this book after reading it in class all week and then keep it until the following week in order to practice regularly and develop fluency. They can also access this text electronically.

In Year 2, children take home the shared reader that they have been reading in class reading lessons as well as a colour-banded book.

In Key Stage 2, children take home a colour banded book of which their teacher has assessed to be the appropriate level for them to access. Children should be able to read approximately 90% of the text independently with 10% challenge to help them further develop their decoding and fluency skills. Children also visit the library weekly to take home a book of their choice.



Love to Read books are high quality books from our library or book shelves. These books can be read to the children at home or the reading can be shared.

Reading Diary and Reward System:

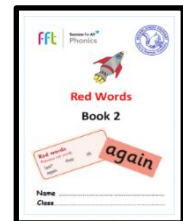
Each child is provided with a home reading diary where their home reading is recorded. We expect children to read at least 4 times a week. Teachers sign the reading diaries each week, noting children who are not reading regularly at home. This is followed up with a friendly conversation with the parent and reminder messages sent home.

Our Moorlands “Reading Rocket Rewards” is designed to encourage the children to read at home regularly and to celebrate their achievements. The Reading Rocket Reward booklet contains some tips for parents on helping their child develop word reading and comprehension.



- ✓ Every book recorded in reading diary earns a house point
- ✓ Reach a 'star' in the booklet if 4 or more read recorded
- ✓ Reach a planet when all stars achieved on that page
- ✓ Receive a certificate each time a planet is achieved
- ✓ Gain a 'star' badge once half way through the planets (achieving Jupiter)
- ✓ Gain a 'book' badge when all planet have been achieved

Children also take home a word booklet containing the Common or Further Exception words they need to learn by sight because parts of the word cannot be sounded out. Parents are encouraged to support their child regularly with reading a set of words and to inform the teacher when their child can read the set. They can then move on to learning the next set of words. Children are rewarded for their achievements.

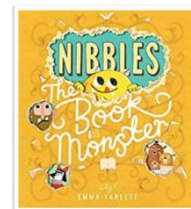


WRITING IMPLEMENTATION

We follow a Mastery approach to English through the programme 'Pathways to Write' and 'Pathways to Poetry'. The units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Our writing cycle follows a clear, structured sequence that supports pupils to produce high-quality written outcomes from planning and preparing to producing a final polished piece. As part of this writing cycle, we follow our own Editing and Proof-Reading policy, which provides a consistent, structured approach to developing pupils' skills in reviewing and improving their written work.

Expectations for writing for each year group are outlined in a separate document.



Spelling:

Year 2, Year 3 and Year 4

Once children have completed the Year 1 Phonics programme, we use FFT's 'Spelling with the Jungle Club' scheme in Year 2, 3, 4 and beyond as appropriate. 'Spelling with the Jungle Club' is an online platform containing fun and engaging daily spelling lessons. The sequence of the spelling lesson on days 1-3 is mapped out as: review, teach, practise, apply. This mirrors FFT's 'Success for All Phonics' lesson so children are familiar with how the lessons are structured.



Each of these lesson parts has a name which links it to one of the Jungle Club characters:

- Review: Remember with Ember Elephant
- Teach: Learn with Lamar Lemur
- Practise: Practise with Perry Panther
- Apply: Try It with Tico Toucan

On days 4 and 5, there is slight variation of this to ensure children have sufficient time to apply their new spelling skills, consolidate their learning and learn a special skill (contractions, homophones or singular possessive apostrophes).

In line with EEF guidance for Improving Literacy, the following factors are considered:

- ✓ Explicitly teach spelling
- ✓ Practise to gain automaticity
- ✓ Phonics first

The Scope and Sequence document sets out clearly which new skills are taught across each term and how they are broken down week by week. All of the relevant common exception words are covered. There is also regular consolidation of the skills covered so far.

Year 5 and 6

We follow a mastery approach to the teaching of spelling through the programme 'Pathways to Spell', which is designed to deliver the statutory content of the Primary National Curriculum for spelling. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

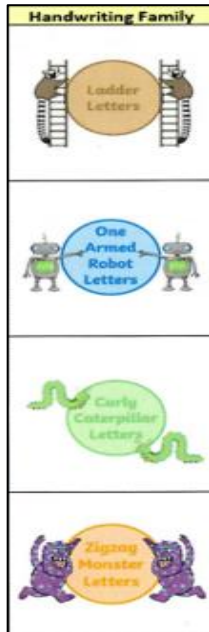


This aligns with *Pathways to Write* and *Pathways to Read* ensuring meaningful links for our children within texts and topics.

Handwriting:

In Year R and Year 1, children learn to print letters using the script they learn through the FFT 'Success for All' Phonics scheme. Lessons are daily.

In Year 2, as soon as the children demonstrate they are able to use the correct letter formation, they are introduced to cursive script and learn to join combinations of letters. Lessons are daily.



Lower Key Stage 2 children will have at least three handwriting sessions a week and upper Key Stage 2 children will have at least two handwriting sessions a week. Children will practise forming letters linked to phonics and spelling, as well as letters that are frequently formed incorrectly.

Extra support will be provided to individual children who have difficulty with handwriting and presentation.

We teach children to sit with the right posture, hold a pen in the correct position and develop a legible handwriting style.

All children are expected to use their neatest handwriting in all pieces of writing. When children have shown they can consistently join their writing using uniform letters, they are permitted to use a pen.

Teachers are expected to role model the school's handwriting style when writing on the board, in books and on displays.

IMPACT

Through our high-quality teaching of English, we aspire for all children to reach age-related expectations or above by the end of each year group.

The overarching aim is for children to achieve high standards of language and literacy with a strong command of the spoken and written word, and a love of literature.

Formative Assessment:

On-going formative assessment or AFL is used throughout units. Teachers use formative assessment to check if children have met the learning objective and then act appropriately through immediate intervention within the lesson, an additional lesson on a skill or a small group or 1:1 intervention.

Half-termly basic skills assessments are completed in order to track progress and identify gaps. These include:

- FFT Reading Assessment Programme from Year R through to Year 6, which includes assessment of Phonics, Blending, Common and Exception Word reading, fluency and comprehension
- PM Benchmarks Assessments from Year 2, which includes a running record of text for word reading and fluency and comprehension, to support with assigning an appropriately pitched book
- Spelling checks for Common and Further Exception words

Summative Assessment:

Summative assessment is completed termly in order to track progress children are making towards end of year expectations and to identify key groups and individuals who need additional support. This data is recorded on the Sonar Tracker system.

Formal moderation is planned across the school at least termly to ensure judgements are consistent and robust.

We administer termly PiXL assessments in Years 1-5, alongside regular use of past SATs papers in Year 6, to monitor children's progress and ensure familiarity with external testing formats.

Question Level Analysis (QLA) data is then used to precisely identify whole-class trends and individual children's learning gaps. This ensures subsequent teaching and targeted interventions are immediately adapted to support children's next steps.

Statutory Assessments:

Summative assessment is also completed in the form of statutory assessments consisting of:

- Early Years Foundation Stage Profile (Year R)
- Phonics Screening Check (Year 1 and re-takes in Year 2)
- Key Stage 2 tests in Reading and SPAG (Year 6)
- Key Stage 2 Teacher Assessment in Writing (Year 6)

Staff are given up to date training based on developments in national assessments in order to support standardisation.

Interventions and Tutoring:

Children who require additional support are identified using a range of assessment information and will be supported through small group or one to one interventions and tutoring.



Many children from Y1 onwards are identified to take part in an FFT tutoring programme, 'Tutoring with The Lightning Squad' or 'Reading Quest'. Children work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.

Monitoring and Evaluation:

In addition to formative and summative assessment, the School Improvement Team and Subject Leaders complete regular monitoring and evaluation of English in order to identify where teaching and learning is effective and where improvements are needed. This ensures the quality of education remains consistently good across the school in order to get the best outcomes for the children.