



English



Intent | Implementation | Impact

Our English Curriculum Intent:

At Owslebury, our English curriculum equips children with the essential skills of speaking, listening, reading and writing, ensuring that children can become confident communicators and critical thinkers. The curriculum prepares pupils for future success in education, the workplace and beyond. Whether articulating ideas, understanding complex texts, or crafting thoughtful and imaginative writing, our approach ensures that every child is empowered with the tools they need to thrive in an ever-evolving world. At Owslebury, we ensure the English curriculum is adapted for all different types of learners, making sure that we are inclusive and that every child is able to fully access the curriculum, make progress and succeed.

Our Reading curriculum is designed to ignite a lifelong love of reading. Through the exploration of a diverse range of rich and engaging texts, pupils are immersed in a variety of literary worlds that spark imagination and deepen their understanding of language. Our intent is for every child to read fluently with strong comprehension skills which will aid their understanding of both fiction, non-fiction and poetry texts. We aim to set the foundations for reading, so that reading for pleasure continues throughout their lives, as well as equipping children with the necessary skills to read and understand for information purposes in later life. By exposing children to rich texts across genres, children will acquire a wider vocabulary alongside developing an understanding of grammar which can be applied to their speaking and writing. Our Reading curriculum begins with Phonics in EYFS and Key Stage 1. By the time pupils leave Year 1, we strive for children to have a secure phonics knowledge up to Phase 6, so that they can read fluently and apply their phonics knowledge to their independent writing. This creates confident spellers and readers, who are able to decode words with ease, allowing them to access challenging texts.

Our intent at Owslebury is for Reading to inspire Writing, therefore we have carefully selected rich texts which form the backbone of our writing journeys. By the time pupils leave Owslebury, they will be able to clearly adapt their language and manipulate different grammatical structures depending upon the genre and formality of which they are writing. We intend to use oracy to support children when preparing for writing

We allow pupils the opportunity to elaborate and clearly explain their ideas and understanding, experience speaking and listening opportunities to build their confidence by orally rehearsing their ideas, and celebrating their written work by presenting it through both formal and informal presentations. This creates confident speakers and writers who are able to clearly communicate their ideas and opinions.

Curriculum Implementation Reading and Phonics:

At Owslebury, our Reading curriculum involves carefully planned activities and lessons that nurture a love of reading while building essential skills. Daily ERIC (Everyone Reading in Class) sessions provide pupils with dedicated time to enjoy and develop independent reading habits, fostering confidence and fluency. In our Reading lessons, children are given the opportunity to explore a variety of themes and literary conventions, enabling them to deepen their comprehension and appreciation of different genres. We also use reading to inspire writing, embedding rich and diverse texts into both Reading and Writing lessons. These texts serve as models for writing, encouraging pupils to analyse structure, vocabulary and style, which they can then apply to their own creative work. This integrated approach ensures that pupils develop strong reading and writing skills in tandem, empowering them to become reflective, skilled and enthusiastic readers and writers. In addition, our Reading curriculum is supported by library sessions, termly reading challenges and regular 'author spotlights' in which children have the opportunity to attend live online author talks to inspire pupils.

In Reception and Key Stage 1, we use the Bug Club programme for daily phonics lessons. Each child is assigned a book band until they progress to becoming a free reader. Bug Club offers a wide range of books that cater to children from all year groups, ensuring that those working below age-related expectations receive books aligned with the specific phonics levels they need to continue making progress. These children also participate in targeted phonics interventions to support their progress in reading. Additionally, children borrow books from the school library and book band boxes. We expect all children to read at least five times per week at home, recording their reading into their reading record. Throughout the school, all children are regularly read with and adult on a one-to-one basis, with carefully targeted reading interventions being provided to different groups.

Curriculum Implementation Writing:

We believe that strong oracy skills are the foundation of effective communication and serve as a vital stepping stone for developing proficient and inspired writers. We have daily Writing lessons and our writing journeys follow a text-based approach. Each writing journey allows the opportunity to explore a new model text, exposing children to different genres before they complete their own writing. We have an interlinking curriculum between Reading and Writing and children are able to acknowledge that the impact of reading upon their writing is beneficial. We also strive to allow pupils choice within their writing tasks, allowing them to feel more inspired and motivated to write. As a result of placing importance on oracy skills, we have specific 'preparing to write' lessons where children orally rehearse their ideas before recording. Grammar and punctuation are taught within a writing journey and allow pupils the opportunity to apply what they have learnt into their final outcome. All children are then given the opportunity to celebrate their writing, for example through presentations, performing to the chosen audience, or a celebration event where children can share their writing with parents. We also ensure that all children publish at least one piece of writing per term in their publishing book. This travels with the children throughout their school life and allows children to continually reflect on the progress they have made in Writing.

Curriculum Implementation Spelling:

At Owslebury, we prioritise spelling development through structured, consistent instruction and practice. Each week, children engage in focussed spelling lessons where a new rule or pattern is introduced. This approach helps children to build a strong foundation in spelling, while also encouraging the understanding of language structures. In addition to 3x weekly spelling practice sessions in school, we utilise the 'Spelling Shed' program as an interactive online platform which can be accessed by all pupils at home. This resource allows pupils to practice spelling rules at home in a fun and engaging way, while also providing teachers with the ability to monitor student progress and tailor support as needed. Each classroom has a set of non-negotiable spellings that must be checked by students before submitting written work. This encourages personal responsibility and attention to detail from a young age. We also ensure that key stage specific spelling words are prominently displayed in classrooms, providing students with a visual reference to support their writing. Children are encouraged to refer back to these word lists whenever they need assistance, reinforcing their understanding and promoting independent spelling success.

Curriculum Implementation Handwriting:

We are committed to teaching children to develop clear, legible handwriting through consistent and structured practice. Children receive fortnightly handwriting lessons, where they focus on correct formation of letters and development of fluid, cursive writing. In addition to these lessons, handwriting practice is incorporated three times a week, ensuring that children have regular opportunities to refine their skills. In EYFS, children are taught to form letters correctly, laying the foundations for future handwriting development. As children move into Year 1, they are encouraged to use lead-ins to prepare for cursive writing, ensuring a smooth transition into more advanced writing styles. From Year 2 onwards, children are expected to write cursorily, promoting a connected and consistent writing style that supports fluency and ease of writing. Teachers play a crucial role in this process by carefully modelling handwriting that is appropriate to the year group they teach. This ensures that expectations for handwriting are clear and achievable for each stage of development. To provide a consistent model, all worksheets, learning objectives and written materials are typed in precursive or cursive fonts, giving pupils a clear reference to follow as they practice their handwriting.

Our English Curriculum Impact:

At Owslebury, our ultimate goal is for children to achieve their full potential in English, with success being built upon each year. By the time they leave, we want pupils to be enthusiastic readers who develop a life-long love of reading, capable of applying grammatical structures both orally and in writing. These skills will not only support their academic success, but will equip them with transferable skills they can carry forward into later life.

The impact of our curriculum is carefully monitored through both formative and summative assessments. From Year 1 onwards, we track reading progress using PIRA assessments, which continues until students complete their SATs Reading and Grammar tests in Year 6. We also ensure that benchmarking is used until pupils become free readers, so that accurate assessments of book band levels are completed and pupils are able to choose books which continually challenge them for their ability. Regular moderation meetings with staff ensure that assessment procedures are consistent and reliable across the school for Writing, and we hold pupil progress meetings termly to closely monitor the progress of all pupils. Through these discussions, targeted interventions are implemented for those who need additional support, and appropriate levels of challenge are provided for higher ability pupils. This ensures that each child's individual needs are met and

that all students, regardless of ability, are continually challenged and supported to reach their full potential. In essence, the impact of our English curriculum is reflected in the growth of confident, capable communicators who are ready to succeed both in school and beyond. Children approach reading, writing and the spoken word with enthusiasm and creativity, demonstrating a passion for English that encourages children to express themselves clearly and accurately for a range of purposes and audiences. The impact of our English curriculum fosters creativity and high aspirations and will empower our students to face the challenges and opportunities of their continuing education and later life with confidence.