

Wenlock CE Academy

English Curriculum Intent, Implementation and Impact

INTENT

- By the time our children finish their Key Stage 2 journey with us at Wenlock CE Academy, we want them to have a love of reading and writing, showing excitement and enthusiasm at the prospect of learning, reading and creating new pieces of writing. We want to help our children to build their imaginations, see reading as a way to explore new and far-off places, meet new characters and bring their reading to life in their own writing and creativity.
- Our curriculum is being built around the needs of our children. We want our pupils to be able to flourish and thrive in their reading and writing, building their confidence to help them to become aspiring leaders. Through the teaching of English, we strive to build our pupils' limitless imaginations and help them to reach their goals.

IMPLEMENTATION

- We are on an exciting journey as we use the Talk for Writing approach to the teaching of English. We have chosen texts which are specifically written to suit the needs of our children, with clear links to the genre toolkits that we build with the children to help them on their writing journey. All of our English lessons follow the structure of the Talk for Writing approach, ensuring that the children all begin by learning a text specifically adapted for them, practicing their oracy skills to develop their spoken word, and learning the text to build upon their reading skills. We then share write, which relies on the teaching and modeling of grammar to ensure the children are confident in their written work. Each unit ends with an independent write, which shows their journey from the cold write to the final write.
- Our approach to teaching reading combines three complementary elements that develop pupils' comprehension, vocabulary, and love of reading.
The Ashley Booth Reading Curriculum provides three structured lessons per week using high-quality text extracts to explicitly teach comprehension skills including inference, retrieval, prediction, and summarising. Teachers model fluent reading, pre-teach vocabulary, and guide pupils through systematic skill development that progresses across year groups.
Book Talk lessons run weekly to foster reading for pleasure. Children choose and read their own books independently while adults model reading alongside them, then share recommendations and celebrate achievements with peers. This

develops whole-text skills including plot understanding, character development, sustained prediction, and theme exploration.

Integration with Talk for Writing ensures pupils understand how complete narratives work. Through the Imitation, Innovation, and Invention phases, pupils engage with high-quality model texts, explicitly learning plot structure, character development, and author's craft. Every session emphasises spoken language through rich discussion, debate, and collaborative exploration of meaning. Together, these elements create a coherent and effective reading curriculum that develops skilled, confident, and enthusiastic readers.

- Every half term, each class shares a new class reader. These texts are carefully chosen to be aspirational and multicultural, encompassing both modern and traditional stories from a range of authors and backgrounds. Our aim is to inspire and captivate our pupils, helping to build a strong reading culture and to develop their appreciation for diverse literature. The class reader sits at the heart of our curriculum and provides a daily opportunity to model fluent reading and deepen comprehension.
- For children who need additional support with reading, we use FFT Reading Quest. This is a bespoke, evidence-based intervention designed to address individual gaps in phonics and reading fluency. Each pupil receives support tailored to their specific needs, with regular monitoring to ensure progress. FFT Reading Quest is delivered by trained staff and focuses on helping children rapidly catch up with their peers, so that every child can become a confident, fluent reader.
- Vocabulary development is also a key priority at Wenlock. Each week, we introduce a new Word of the Week to the whole school. This word is displayed in classrooms and woven into class discussions and writing tasks, helping to broaden pupils' vocabulary and encourage them to use ambitious language in their work.
- To further support reading development, all pupils in Years 3, 4, and 5 have access to Lexia Core 5. Lexia is an interactive, computer-based programme that develops reading skills, fluency, and confidence. As children progress through Lexia Core 5, those who complete the primary phase move on to Lexia Power Up, which provides further challenge and support. Lexia is used both as a classroom resource and as an intervention tool, with regular tracking to ensure pupils are making the best possible progress.

IMPACT

- By the time the children leave Wenlock CE Academy, they will have covered all areas of the Key Stage 2 National Curriculum for English.
- Children are becoming more fluent in reading - this is proven by the number of children we have quickly coming off the FFT Reading Quest Scheme phonics scheme interventions.
- We use a range of formative and summative assessments such as PiRA

assessments, Accelerated Reader and STAR Reader tests, the teacher assessment framework for writing and FFT Reading Assessment Programme. Our teachers also attend Local Authority and MAT moderation sessions and training.