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 Talk for Writing principles to support the teaching of English. We have chosen and written texts which are specifically created to suit the needs of our children, with clear links to the genre features and grammar focuses that we build with the children to help them on their writing journey. All of our English lessons follow the principles 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 writing journey. • 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 principles ensures pupils understand how complete narratives work. Through our 3 writing 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 English unit has a focus on key tier 2 and tier 3 vocabulary to expose the children to language needed to support their reading and writing. This vocabulary is revisited throughout the unit with spellings and practicing application within the writing journey.
- We use Purple Mash to deliver our spelling curriculum across all year groups. Pupils receive a weekly spelling session based on the Purple Mash scheme, which systematically teaches year group statutory spellings and spelling rules appropriate to each stage of learning. To consolidate and assess pupils' understanding, we implement a weekly dictation activity that allows children to apply and demonstrate their spelling knowledge in context.

IMPACT

- Our English curriculum is supporting our pupils to become confident, enthusiastic readers and writers who demonstrate a genuine love of learning. Children across the school show progress in their reading and writing, with pupils making gains from their individual starting points. Through our Talk for Writing principles approach, children produce high-quality independent writing that showcases their understanding of genre features, confident use of grammar, and creative

application of the model texts they have learned. Each unit's independent write reveals their writing journey, demonstrating cumulative progress in vocabulary use, sentence construction, and imaginative expression.

- Our reading provision develops skilled and passionate readers. The Ashley Booth Reading Curriculum ensures pupils can confidently retrieve information, make inferences, predict outcomes, and summarise texts with increasing sophistication across year groups. Book Talk sessions have created a vibrant reading culture where children actively choose books, share recommendations with peers, and read for pleasure both in school and at home. Our carefully selected, multicultural class readers broaden pupils' cultural awareness and deepen their appreciation of diverse literature, inspiring them to explore new worlds through reading.
- FFT Reading Quest is closing gaps for pupils who need additional support. Regular monitoring shows children receiving this targeted intervention make accelerated progress in phonics and reading fluency, enabling them to catch up with their peers and access the full curriculum with confidence. Every child is becoming a fluent, confident reader.
- Purple Mash spelling sessions ensure pupils master year group statutory spellings and spelling rules systematically. Weekly dictation activities demonstrate that children can apply their spelling knowledge accurately in context, showing secure understanding of spelling patterns and conventions appropriate to their stage of learning.
- Our focus on tier 2 and tier 3 vocabulary throughout each English unit exposes pupils to ambitious language. This expanded vocabulary enables children to understand more complex texts and use sophisticated language confidently in their own reading and writing. Pupils can explain new vocabulary and apply it purposefully across the curriculum.
- Beyond measurable outcomes, pupils show genuine excitement and enthusiasm about their English lessons, demonstrating confidence and aspiration. Through rich discussion and collaborative exploration of texts, children have developed strong oracy skills that support both their spoken and written communication. Our pupils see reading as a gateway to new worlds and use their limitless imaginations to bring stories to life in their own creative work, fulfilling our intent for them to flourish and thrive as readers and writers.