



English Curriculum Policy July 2025

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Ambitious, Inclusive, Meaningful.

Aims:

Woodsetton School aims to develop pupils' communication, reading and writing skills so they can access learning across the curriculum and in daily life. We work to ensure every child makes progress from their individual starting points, promote functional English skills that support independence and provide access to an engaging and meaningful curriculum tailored to pupil needs.

Approach:

The English curriculum is inclusive of all pupils and follows the 'Progression of Skills' document which clearly identifies next steps for all learners to build on their knowledge. The Woodsetton School has adopted the White Rose Maths Calculations Policy which supports the Concrete, Pictorial, Abstract (CPA) mastery approach to teaching and learning. This ensures consistency in delivery of Maths across the school and deepens and embeds pupils understanding so that they can move on to more advanced material.

Curriculum:

The English curriculum at Woodsetton School is based on the National Curriculum but is carefully adapted to meet the individual needs of our pupils. English is taught using focus books and stories linked to the termly topic, ensuring relevance and engagement. Medium-term planning is shared across the staff team and ensures comprehensive coverage of the curriculum, including reading and comprehension, writing, speaking and listening, communication skills, and colourful semantics. We access Phonics and early reading using the validated Twinkl Phonics scheme of learning; this links to our reading scheme, where we incorporate Rhino Reader books for children to develop and consolidate their skills. Pupils engage with daily speaking and listening activities throughout school to further support communication. We place a strong emphasis on writing as soon as children join us in Reception, where children begin to develop the physical and cognitive skills needed for writing. This includes regular opportunities to access activities that develop gross and fine motor skills. Writing requires a range of skills, including hand and finger strength, upper body strength, hand eye coordination, the ability to manipulate objects and good visual perception.

Handwriting is taught systematically, beginning with posture, pencil grip, pressure and positioning. We work on forming letters correctly; spelling instruction builds on phonics and includes frequent practice and dictation. While our primary focus remains on developing fluent handwriting, we also recognise the importance of developing the skill of typing, especially for pupils who may struggle with the physical aspect of handwriting.

Environment:

Classrooms at Woodsetton should provide a total communication environment. Displays, working walls, and accessible resources support learning and reinforce key vocabulary. Quiet areas and sensory resources are available to meet pupils' emotional and sensory regulation needs. Visual supports such as aided language displays (ALDs), visual timetables, Now and Next boards, and colourful semantics are consistently used to promote understanding and independence. Each classroom should have a reading area to promote reading for pleasure and encourage children to independently engage with reading.

Home Learning:

We actively encourage home-school collaboration to support pupils' development. Regular reading is promoted through reading records and communication with families. Where appropriate, pupils are provided with personalised spelling or phonics activities to practise at home. Parents and carers are encouraged to provide language-rich experiences such as sharing books and library visits. Pupils also have access to the Reading Eggs app to support reading development outside of school.

Assessment:

Assessment is ongoing and used to inform planning, identify next steps for learning and track progress. A range of tools are used to monitor progress, including the Ascent Assessment Tracker (AAT), phonics tracking, and WellComm for Speech, Language and Communication Needs. Over the school year, we have 3 assessment weeks, these take place in October, February and May. Where appropriate, formal assessments are completed, including the Year 1 Phonics Screening Check and End of Key Stage Assessments / Pre-Key Stage Standards tracking. Progress is monitored closely and reported to parents/carers regularly through annual reports, parents' evenings, and home-school communication. Pupils who are identified as not making progress are targeted for planned interventions and extra support.

Accreditation:

As a special school, Woodsetton meets all statutory requirements for assessment. This includes the Year 1 Phonics Screening Check (where appropriate), End of Key Stage Assessments (SATS, if relevant) and Pre-Key Stage Standards. These assessments are used to support planning, demonstrate progress, and ensure that pupils achieve appropriate outcomes.

Monitoring:

The Senior Leadership Team and English Subject Leader thoroughly monitor the quality of provision across the school. This is achieved through lesson observations, work scrutiny, pupil voice, planning reviews, and data analysis. Outcomes of monitoring activities inform subject action plans, professional development needs, and strategic planning. Governors are kept informed of standards and pupil progress through regular reports.

CPD:

Staff receive regular CPD to ensure high-quality English teaching across the school. Training covers areas such as Phonics, Handwriting, Reading Strategies, SEND-specific approaches, and effective assessment. Staff also have access to external training opportunities, collaboration with our partner school and professional networks to stay up to date with current practice and developments in English education.

ICT:

Woodsetton recognises the importance of ICT as an engaging learning tool in English. 'Reading Eggs' and 'Fast Phonics' are personalised learning intervention programmes which build and consolidate phonic and reading skills. For this learning platform, each pupil has their own unique personalised login details which can be accessed at school and at home and are proven to accelerate progress.

Cross Curricular Links:

English threads itself through everything we do at Woodsetton, from speech, language and communication, to reading and writing. It is evident in all areas of learning and is embedded within our whole school curriculum.

Targets:

At Woodsetton each child has an 'Individual Learning Plan' (ILP), which is kept in the classroom and is accessible when needed. SMART targets are written using the child's EHCP targets and AAT assessments. The children have Language and Communication and English targets within these to work towards. Each term the targets are assessed and new targets created when achieved.

School Development Plan:

The School Development Plan will identify focus areas for the improvement of the teaching and learning in English, which will be implemented throughout the academic year.

Enrichment:

Every year the Woodsetton School celebrates World Book Day, National Nursery Rhyme Week and Elmer Day.

Summary:

At Woodsetton School, we are committed to providing an enriched and stimulating English curriculum that is accessible to all pupils. We aim to create an engaging and vibrant learning environment supported by structured resources, targeted support and effective assessment. Our curriculum ensures a clear progression of skills and knowledge. We prioritise the development of language and communication as a foundation for lifelong learning. Through a Total Communication approach, we ensure every child has access to meaningful ways to express themselves. Our phonics programme, delivered daily, supports children from early sound awareness to complex decoding, and is closely matched with our reading scheme. We embed writing opportunities across the curriculum and personalise support to help each child find motivation, purpose, and enjoyment in their learning journey.