Worlebury St. Paul's Church School – English Curriculum Overview

Curriculum Intent

At Worlebury, our English curriculum is designed to develop confident, fluent readers, skilled writers and articulate communicators. Rooted in our school values and underpinned by an ambitious, well-sequenced curriculum, pupils build secure foundational skills before applying them independently across a range of meaningful contexts.

We teach English so that pupils:

- read widely, fluently and with understanding
- communicate ideas clearly through spoken and written language
- develop rich vocabulary through reading and discussion
- write with purpose, accuracy and increasing authorial control
- remember and apply key knowledge over time rather than simply complete activities.

Implementation

English teaching follows a coherent, progressive structure from EYFS to Year 6.

Core elements include:

- Systematic synthetic phonics with fidelity to the SSP programme
- Daily reading, spelling, handwriting and dictation to secure transcription fluency
- Structured guided and whole-class reading lessons
- Explicit teaching of grammar, vocabulary and composition within purposeful writing sequences
- Spiral curriculum design revisiting genres and knowledge at increasing depth
- Planned opportunities for oracy, discussion and oral rehearsal to strengthen thinking and writing.

Assessment combines ongoing formative practice with independent outcomes to inform responsive teaching and curriculum refinement.

Pedagogy (EEF-informed)

Lessons are built around evidence-informed teaching approaches:

- Explicit instruction and clear modelling ("I do – We do – You do")
- Small-step teaching with guided practice before independence
- Echo, choral and partner reading to develop fluency and confidence
- Structured questioning and retrieval practice to strengthen memory
- Scaffolded support with gradual release to ensure independence
- Adaptive teaching to support SEND and disadvantaged pupils without reducing ambition.

Consistent routines across classes support high expectations and reduce cognitive load.

Impact

By the end of Key Stage 1, pupils decode accurately, read with growing fluency and understanding and write simple coherent texts using taught structures.

By the end of Key Stage 2, pupils read fluently and with expression, comprehend increasingly complex texts and write independently for a range of authentic purposes with increasing grammatical accuracy and authorial control.

Pupils use ambitious vocabulary, discuss texts confidently and apply learning across the curriculum. Daily reading aloud and exposure to high-quality literature foster reading for pleasure and broaden cultural understanding.

Assessment information, pupil voice, book scrutiny and progress over time demonstrate strong outcomes and continual curriculum improvement.