

### **Subject Statement:**

At Woodfield School we provide an inclusive and nurturing learning environment tailored to the specific needs of our pupils with Social, Emotional, and Mental Health (SEMH) challenges, ASD and associated behaviours. We believe that a supportive and engaging English curriculum is essential for the holistic development of our learners, to prepare them for life beyond Woodfield School. We aim for our young people to be confident and competent readers, critical thinkers and perpetually curious.

The staff team is committed to promoting social and emotional wellbeing through high quality diverse texts to promote cultural capital, creative writing, English language development and meaningful discussions. Our curriculum is broad and balanced to engage and motivate our learners. Curriculum content is planned so all learners can make progress from their individual starting points, to build confidence and self-esteem.

At Woodfield we believe that reading is the cornerstone of all learning. We aim for all of our learners to have achieved a reading age of at least nine before they move on from us. This is the reading age at which our pupils will be functionally literate and able to fully participate in society. Reading ages are tested twice a year to gauge progress and to inform intervention plans.

Woodfield School places a strong emphasis on explicit phonics teaching and the development of spelling skills. This is achieved through:

- Following a systematic synthetic phonics program, “Bug Club Phonics”, ensuring consistency and continuity in teaching phonics across the lower school.
- Providing daily phonics sessions in Key Stages 1 and 2 and targeted interventions for pupils who require additional support.
- Using a variety of multisensory resources, including interactive phonics games and manipulatives, to engage pupils and consolidate their phonic knowledge.
- Implementing a structured approach to teaching spelling, incorporating regular, relevant and purposeful practice, and explicitly teaching spelling patterns, rules, and strategies.
- Encouraging pupils to apply their phonics and spelling skills across the curriculum, promoting independence and confidence in written work.
- Using Rapid Plus Reading as an intervention programme for older learners with reading ages at least two years below chronological age.

At Woodfield we drive to consistently deliver high-quality teaching and learning experiences that cater to the needs and interests of all pupils. This is achieved through:

- Ensuring teachers have strong subject knowledge and pedagogical expertise, continuously updated through targeted professional development opportunities.

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- Planning and sequencing lessons effectively, building on prior knowledge and challenging pupils appropriately.
- Incorporating speaking and listening activities across the curriculum, encouraging discussion, debate, and spoken language development.
- Using a range of assessment strategies and ongoing teacher observation and assessment to identify individual learning needs, providing timely and targeted intervention where necessary.

We ambitiously prepare our Upper School learners for Functional Skills English from Entry Level 1 up to Level 2, the equivalent of GCSE.

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Orange Year 1 2025-26</b>	Letters and sounds, alphabet and letter familiarity Blending sounds, letter recognition. Letter groups Bug Club Phonics Fairytale: Sleeping Beauty		Reading common exception words Reading simple phrases Letter-sound correspondences Developing reading fluency Fairy tales: The Gingerbread Man The Three Little Pigs Bug Club Phonics		Introduction to storytelling cont. Fairy Tales: Goldilocks  Bug Club Phonics	
<b>Orange Year 2</b>	Letters & sounds progression and building, alphabet and letter familiarity embedding. Blending, letter sounds expansion Letter groups.  Bug Club Phonics Jack and the Beanstalk		Reading common exception words Reading simple phrases Letter-sound correspondences Developing reading fluency.  Bug Club Phonics Red Riding Hood		Reading statutory spellings - EYFS and Year 1 Story telling continuation and narratives, listening to stories and reading for pleasure.  Bug Club Phonics Hazel and Gretel	
<b>Cherry and Oak Year 1</b>	Reading – Decoding – Bug Club Phonics Comprehension Spelling – 100 most common words Composition – Saying what we want to write Nouns, vowels, consonants, sentences & basic punctuation (!, , ?)		Reading – common exception words, GPCs and endings (s, es, ed, est) Comprehension – rhymes & poems Spelling – prefixes & suffixes Composition – sequencing sentences, handwriting digits 0-9 Capitals, full stops, ? and !		Reading : stories for pleasure Comprehension – Dragon Eggs Stories Composition – sentences and handwriting Capitals, full stops, singular and plural	
<b>Cherry and Oak Year 2</b>	Reading – Bug Club Phonics progression. Comprehension		Building on Spellings – Statutory Words Years 2-3 Comprehension – non-fiction texts		Reading: storytelling	

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	<p>Spelling – common exception words, first 200 most common words.                  SPAG – sentence construction.                  Comprehension and inference.                  Composition writing.</p> <p>Introduction to short novels: Pet sitter series</p>	<p>Building on sentence sequencing and understanding.</p> <p>Introduction to short novels: Pet sitter series</p>	<p>Reading for pleasure, reading aloud and reading for comprehension and vocabulary.</p> <p>Introduction to short novels: Pet sitter series</p>
<b>Conker Year 1</b>	<p>New words                  Planning to write                  Prefixes &amp; suffixes                  Structure of stories                  Different types of text                  Cursive handwriting                  SPAG</p>	<p>Explaining the meaning of new words                  Create settings, characters and plot for a story, headings and sub-headings                  Commonly misspelled words                  Prepare a poem for performance                  Prepare a play for performance                  Join up letters and cursive writing                  Adverbs, conjunctions &amp; prepositions                  Literature – The World’s Worst Pets – David Walliams</p>	<p>Word reading                  Explain the meaning of new words                  Reading new words                  Comprehension                  Evaluate and edit my work and other people’s                  Dictionary work                  Non-fiction                  Discussion around books read                  Write dictated sentences                  Composition                  Understand how the language, structure and presentation add meaning to text                  Join class discussions                  Handwriting                  Cursive handwriting                  SPaG                  Punctuate direct speech                  Use the correct nouns and pronouns</p>
<b>Conker Year 2</b>	<p>Use headings and sub-headings                  Use the possessive apostrophe.                  Ask questions to help understand a text.                  Infer information about the feelings, thoughts and motives of characters.</p>	<p>Evaluate and edit work checking for SPAG errors.                  Check words in a dictionary.                  Tell how the language, structure and presentation add to the meaning of a text.                  Join in with classroom discussions.</p>	<p>Evaluate other people’s work.                  Read work out loud.                  Find and record information from non-fiction.                  Write dictated sentences.                  Begin to write with joined up letters.</p>

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	Predict what might happen from details stated and implied. Summarise the main ideas in a text of more than one paragraph.		Write in cursive handwriting smoothly and legibly. Punctuate direct speech.		Write in cursive handwriting smoothly and legibly. Use the correct nouns and pronouns.	
	Look at Well Being through the topic Escapes and Dreams to recognise, name and express feelings Explore non-fiction biographies and Inventors looking at verbs and adverbs.		Literature – Mr Stink by David Walliams. Writing and reading humorous stories, SPAG, using expanded noun phrases for impact.		Compare and analyse poems about nature. Seamus Heaney poetry. Use fronted adverbials, possessive apostrophes.	
<b>Willow Year 1 Pearson Functional Skills</b>	Reading, comprehension and SPAG  Rapid Readers Scheme for all pupils	Speaking, listening and communicating	Reading, writing, comparing and analysis of texts, SPAG.	Reading, comprehension and inference in a range of texts	Reading and writing, Applying spelling, punctuation and Grammar.	Writing texts, extended writing, SPAG
<b>Willow Year 2 Functional Skills</b>	As above, a rolling programme as the pupils work through Functional Skills Exams from EL1 to L2. Weekly Ten-Minute Tests in from Functional Skills workbook and statutory spellings to embed learning across the year.					
<b>Olive Year 1 Functional skills</b>	Reading, comprehension and SPAG Rapid Readers where required  Weekly Ten-Minute Tests to embed learning across the year	Speaking, listening and communicating	Reading, writing, comparing and analysis of texts, SPAG.	Reading, comprehension and inference in a range of texts	Reading and writing, Applying spelling, punctuation and Grammar.  Literature – Macbeth – language and inference.	
<b>Olive Year 2 Functional skills</b>	As above, a rolling programme as the pupils work through Functional Skills Exams from EL1 to L2. Weekly Ten-Minute Tests in from Functional Skills workbook and statutory spellings to embed learning across the year.					