



St Philip Westbrooke

C of E Primary School

"Together we aim high and with God's love we can fly"

Policy for English

At St Philip's, we aim to create a loving community, enfolded by Christian values. Here, children can develop their God given potential in a secure, nurturing and happy environment that embraces excellence and enables children to live life in all its fullness. 'Together we aim high and with God's love we can fly.'

Romans 15:4

'For whatever was written in earlier times was written for our instruction, so that through perseverance and the encouragement of the Scriptures we might have hope.'

What does the curriculum for English aim to achieve?

The English National Curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

We believe the exposure to children's literature in St Philip's is vital as a rich context for learning; not only within English as a subject, but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

'This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.'

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar, can have purpose across all subjects within the national curriculum, with oracy at the heart of all we do.

We always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long, the purpose and the audience is always clear. Books offer this opportunity: children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within a text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we model the tone and level of formality. This sits comfortably alongside the following statement from the English National Curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

'Together we aim high and with God's love we can fly.'

With the love of God and by using our Christian values, all pupils can achieve their potential in English. We strive to provide the highest standards of education and ensure that children are given the opportunity to develop their God given potential in all areas.

How does the curriculum intent for English link to the whole school curriculum intent?

The core purpose of our 'Aim High' curriculum is to:

Aim for the highest of standards in everything we do;

We strive to provide the highest standards of education where children achieve excellent outcomes across the curriculum. High expectations are established across every subject and are exemplified through a bespoke, challenging curriculum that embraces excellence. The curriculum is broad and balanced and is led by subject champions with specific expertise; it is strategically overseen by the curriculum lead. The curriculum is planned with a recognition of the most recent research of how pupils learn, alongside effective pedagogy in each subject area.

In English and across the curriculum, children achieve high standards throughout the school and high quality work is evident across the English curriculum. The acquisition of ambitious new knowledge, skills and understanding and the meaningful application of ambitious vocabulary learned are established in English and across all subjects. For example, challenging, quality texts are used to teach the English curriculum, such as *The Lion, The Witch and The Wardrobe* in year four; *Beowulf* in year five and *Grimm Tales for Young and Old* in year six.

Children take pride in their work, are enthusiastic about English and the texts we use, and they can confidently articulate their learning and apply it across the curriculum.

The texts chosen to teach English have been carefully selected by experts to ensure that they contain a range of grammatical features and that they are good models for writing. They draw on a range of themes which engage and excite pupils, with high expectations for all pupils, regardless of their ability level.

The curriculum is led by champions who have a specific interest in English, who routinely access subject specific professional development (for example through our scheme of work provider The Literacy Curriculum) and update the curriculum to reflect expert guidance. They lead the development of teaching and learning across the school and monitor implementation of the planning, making sure that standards of teaching and learning, including evidence in books, are high.

Influence aspirations;

Every subject has carefully chosen aspirational foci woven into teaching and learning with an emphasis on the best that has been thought, said and done – ensuring a strong emphasis on cultural capital and equipping children with essential knowledge and skills for the future. In every curriculum area, we introduce the children to inspirational people, whose values and achievements may influence their own lives and their own choices. The curriculum aims to challenge stereotypes and celebrate the diverse nature of our world. There is a clear focus on helping our pupils to become confident learners, living out the Christian values throughout their lives.

The books used to deliver the English and the reading curriculum have been carefully chosen to inspire children, using a range of authors. For example in the infants, authors such as Edward Lear, Michael Foreman, Michael Rosen, Roald Dahl, Walter de la Mare and Shaun Tan are covered. In the juniors, works by Carol Ann Duffy, Michael Morpurgo, Robert Browning, T.S. Eliot, Roger McGough, Ted Hughes, C.S. Lewis and William Shakespeare are studied. This ensures that children are exposed to a range of text types and authors they might never have had the opportunity to learn about. Christian values are embedded within the curriculum, hope, perseverance and respect are particularly relevant to developing children's aspirations for the future.

Meet the needs of all pupils

We strive to ensure that children achieve the very best outcomes and develop their God given potential in a happy, secure and supportive environment. Our curriculum is inclusive and is skilfully and successfully adapted to meet the needs of all learners; strategies include quality first teaching, the scaffolding of learning, challenge for all, effective interventions, individual support, and access to quality resources.

The English curriculum is inclusive for all learners and it enables children to achieve the very best outcomes; every child is valued and our Christian values ensure high standards of relationships and attitudes to work. Our English curriculum plans are annotated by teachers to put in place scaffolding and challenge within each lesson so that the needs of all learners are met. Teachers work together in planning meetings to ensure that the needs of every single child are met within the year group and to make sure that there are high expectations for all. Quality first teaching is further supported by strategies such as the use of videos and images to support understanding, Google Translate, seating arrangements and feedback from the teacher within lessons to further challenge pupils.

Harness collaboration and promote oracy;

*At our school, children learn **to** talk and **through** talk. Collaboration and oracy underpin our curriculum; children are able to articulate their learning and thinking, they have opportunities to share their ideas and collaborate to enhance learning, they listen and reflect. High quality questioning, discussion and feedback play a key role in every lesson.*

The Oracy Framework from Voice 21 is used across the school. Discussion, group work, paired work, drama and role play are key features of learning in the English curriculum, and across the curriculum. Oracy plays a vital role in igniting pupils' curiosity and in giving them the opportunity to explore verbally before recording in books. Group and paired work are key in these instances so that children are able to make sense of a text or a new grammatical feature and develop their key skills before writing. For example, in year four, the children have to write in the role of *The Selfish Giant*. This enables the children to fully engage with the text and the character and after discussion and rehearsal, the children are able to write effectively in the first person. A range of high-quality questions are planned for every lesson by teachers to enable all learners to fully engage with the text.

Inspire and engage all learners;

We aim to excite, challenge and inspire children, to engage their imagination and intellect and open doors to new knowledge, skills and understanding. Rich, meaningful and purposeful first hand learning experiences are built into the curriculum, alongside 'wow' moments and engaging learning.

The English curriculum is filled with inspirational, rich learning opportunities that engage children and enhance learning; these include wow moments to begin each unit of work, such as mysterious suitcases full of clues; a wall dividing a classroom in two with pupils being sent to one side or the other; pirates hidden around the classroom; a treasure map in a bottle and a telescope in the middle of the classroom. These events are exciting and they engage the children immediately, drawing them into the text and leading into rich learning opportunities from the very beginning of the unit of work.

Gain knowledge, skills and vocabulary;

We have cohesive, progressive, sequenced schemes of work that detail key knowledge (milestones), skills and vocabulary to be taught in every subject across the curriculum. Quality reading opportunities are fundamental to our curriculum planning and incorporated in every lesson. Prior learning is engaged through planned retention strategies, and themes in every subject are revisited throughout school so that children build upon knowledge and skills, develop their vocabulary and commit learning to their long-term memory.

English has a cohesive, progressive and sequenced scheme of work across school from reception to year six, and whole class reading is used from years two to six. All plans include learning objectives, detailed individual lesson content for teaching and learning, clear outcomes and opportunities for the children to review and improve their work. This ensures that teaching and learning is consistent across all classes and that plans build upon knowledge, skills and vocabulary within year groups and across the school. Reading opportunities are built into every lesson, both within English and across the curriculum. Rich vocabulary is

explored within the text and through Word of the Day in key stage two, and children use their vocabulary books to record new words and their definitions and then apply these to their writing.

Hold values at the heart of all we do.

At St Philip's, we aim to create a loving community, enfolded by Christian values that are lived out every day. Christian values are at the heart of all we do and evident within the teaching and learning of all subjects, guiding us in our learning, our attitude to work, our relationships and in living out our school vision of 'Together we aim high and with God's love we can fly'.

Christian values are at the heart of English teaching and learning, attitudes to learning and relationships within English lessons through the themes covered.

- Respect: for example through the themes of migration and movement where children study texts such as *The Windrush Child* to learn more about Jamaican immigrants who were not treated respectfully upon their arrival in Britain.
- Hope: for example linked to the theme of fate vs. free will, where year six pupils read Shakespeare's *Romeo and Juliet* and explore the meanings within the story.
- Trust: for example in year four, the children learn about taking courage through the text *Odd and the Frost Giants* where a young Viking boy has to trust in his own ability to defeat the giants.
- Fairness: for example in year one, children learn about heroes and villains through the text *I Want My Hat Back*.
- Compassion: for example year one children learn about friendship and kindness through the text *Lost and Found*.
- Wisdom: for example in year three, the children learn about power vs principles using *The Tin Forest* where the children learn about making good choices.
- Fellowship: for example through the theme of belonging and equality where Black History is a focus through texts such as *Black and British: A Short, Essential History*
- Perseverance: for example year two learn about creation and conservation through the text *If All the World Were...*

Attitudes to learning are excellent, children treat each other with respect, they persevere and work hard; strong relationships and fellowship are a key part of history learning. Everyone's views are treated, and responded to, with respect.

What is your approach to long term planning and curriculum design for English?

- A progressive, sequenced curriculum has been established through use of The Literary Tree Curriculum in English, Literary Leaves in reading from years 2-6 and Spelling Seeds from years 1-6.
- We have mapped the coverage of the entire English Programme of Study for KS1 and KS2 for writing and reading comprehension, as well as meeting the needs of the statutory 2021 Early Years Framework. In many cases, objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and to develop skills with depth. Where needed, planning sequences are adapted to include scaffolding for those not meeting age related expectations and to provide challenge to encourage pupils to exceed age related expectations.
- In reading lessons, the reading content domains are used for planning and these are revisited throughout each unit of work whilst using high quality, challenging reading texts in whole class reading from years 2-6.
- Oracy has been built into all areas of the curriculum so that the children are learning *to* talk and learning *through* talk. The Voice 21 Oracy Framework has been introduced so that children are taught about oracy through the four strands: physical, linguistic, cognitive, social & emotional. A range of opportunities to talk is employed through both exploratory and presentational talk across all areas of the curriculum. Children are active learners and have developed discussion guidelines which are used in lessons to ensure that all children participate effectively, both as good speakers and listeners.

- Cognitive science has been integral to curriculum design and implementation so: English has a long term plan which details the development of themes and concepts within each subject over time.
English planning sequences are organised into carefully chosen themes that link learning meaningfully, enabling children to develop and enhance their schema.
Reading and writing progression of knowledge, skills and understanding is planned carefully both within each year group and across year groups in a way that maximises opportunities to build upon learning.
- Curriculum design has also been personalised where possible, for example through links to regional, national and global learning (for example, *Creation & Conservation* in year two; *Disaster, Hope and Healing* in year three and *Migration & Movement* in year six), to courageous advocacy themes (for example, *Bravery vs. Fear* in year two; *Overcoming Adversity* in year three and *Taking Courage* in year four) and where possible to allow learning to capitalise on children's interests and needs.
- Curriculum design has also ensured that all subjects are inclusive and diverse. For instance, planning sequences cover themes such as exploration & discovery, invention & innovation and enterprise & activism.
- The aim is to provide our children with the skills needed to access a knowledge rich curriculum and to apply these skills across the curriculum in every lesson.

How does the curriculum for English reflect the local context?

Ofsted define the importance of Cultural Capital through the following statement:

'It is essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

The English curriculum uses this to select a range of quality texts that offer children the very best examples of what has been thought and written, and through our thematic approach of teaching English, this often links to real life issues that are happening on a local, national and global level. This gives a real context for learning to enable pupils to talk and write with a purpose, both within English lessons and across the curriculum.

The area of Westbrook was established in the 1980s and continues to be developed in terms of residential areas and retail outlets. Warrington is a town with low levels of multiculturalism and therefore we have devised an English curriculum which aims to teach our children a variety of cultures from around the world through the texts we use and through this we teach pupils that difference is a positive, not a negative.

Children enter our school at a level typical for children at the age of four and leave the school with standards in English and maths higher than the national average. We recognise the potential our children have to study at a higher standard and therefore high expectations are built into the content choices within our English scheme of work.

How is the curriculum for your subject sequenced towards clearly identified endpoints?

- The progressive sequenced curriculum for each planning sequence has clear writing outcomes and each unit has a number of reading and writing learning objectives, including revisiting those that have been previously taught to ensure that they are well embedded and applied within all writing.
- Each year group has clear milestones which are woven into the planning sequences. Learning objectives are revisited in different planning sequences so that children are able to apply their learning to different contexts.

What are the expectations for how learning should be sequenced within a topic or unit in the medium term?

Medium term planning for each unit of 2-3 weeks details how learning will be developed within units of work. Spoken language is covered throughout every unit and is an integral part of English teaching at St Philip's. The focus within units of work is on reading immersion using quality texts, leading into speaking and listening and then writing.

- Medium term planning always begins with a 'Wow' or a hook, for example, a piece of music, mysterious clues to decipher or a significant image. This enables children to immediately become engaged and ready to learn.
- Reading immersion then follows where the text is explored in depth. This is for enjoyment, but it also links to the reading content domains, for example, children might make predictions about the text or infer why they think something might have happened. The children are also exposed to a range of new vocabulary and grammatical structures and features through reading immersion.
- Oracy is an integral part of planning, using drama, retelling and role play to ensure that children are exploring sentence structures and new vocabulary verbally. Children are given opportunities to rehearse orally before writing.
- Pupils write with a purpose and an audience throughout the unit of work, sometimes a shorter, focused piece, for example, a setting description or a letter to a character, and sometimes longer, planned pieces, for example an explanation about the lifecycle of a plant or a story. Whatever the genre or purpose of writing, grammatical structures are embedded to ensure that children are using and applying them regularly.
- At the end of each medium term plan, children then write an extended piece using the learning from the unit that has been covered. This is an assessed piece against the end of year expectations.
- In addition to this, children read and write in other subjects across the curriculum every day. For example, in science, the children read comprehension texts about the topic being covered; in history, the children research using a range of sources; in geography, the children write fact files about places and in RE the children write about their reflections.
- Also, there is an assessed piece of cross curricular writing each half term. Over the course of the year, the children write an extended piece in science, history, geography, RE, PSHE and design technology using a range of genres and audiences. This gives children a real purpose for their writing and it allows them to apply their learning from English lessons in terms of spelling and grammar in a meaningful context.

What does a typical lesson look like in English? Are expectations clear across the school?

- 'Word of the Day' is used to introduce the English lesson each day in KS2. This focuses on extending children's vocabulary and the children record the word in their vocab book after defining the word, finding synonyms and making word pairs.
- Clear reading and writing learning objectives which are linked to year group expectations are introduced at the beginning of each lesson, along with the success criteria needed to help children to meet them.
- Oracy is an integral part of each lesson, whether through exploratory talk (including discussion, interviewing characters, conversations) or presentational talk (presenting ideas to the class, answering questions, debating). Through these activities, the children practise their speaking and listening skills in order to become effective communicators.
- Effective questioning is used throughout each lesson, ensuring all pupils are active learners.
- Retrieval strategies to enable children to engage their long term memory and avoid overloading the working memory are utilised throughout lessons and previous learning is reinforced and applied to new contexts.

- Teaching and learning 'chunking' format of teach, do, review (Rosenshine principles) forms the structure of each lesson so that children are active participants in their learning throughout the lesson in order to maximise engagement and focus.
- Modelling is a key component of English teaching at St Philip's, in terms of speaking, listening, reading and writing. Teachers use models of a high standard to demonstrate what is expected of pupils in all areas.
- Challenge is used throughout the lesson, to enable those who are capable, to achieve the higher standards, but also for all children to challenge themselves whatever level they are working at. Scaffolding is used to enable those who are not working at expected levels to meet ARE.
- Reading has high priority in all curriculum areas. There is an expectation that children read high quality texts, both in English and across the curriculum. As a result, children are exposed to higher levels of vocabulary across the curriculum every day, also using 'Word of the Day' in KS2 English lessons, which is then applied across the curriculum.
- Teachers have strong subject knowledge and use terminology effectively. Expectations are made clear for children and modelling is used to support children in their own vocabulary development.
- Pupil discussion and talk are a key part of every English lesson, and peer assessment is used to improve children's understanding and to support each other as learners. This is evident through the use of green pen by pupils.
- Effective, timely teacher feedback with pupil response is evident in books and in lessons which improves pupils' learning. This is evident through the use of red pen by pupils.
- Formative assessment strategies are employed throughout each lesson with teachers intervening where necessary to give immediate feedback to address misconceptions. This is evident through the use of red pen by pupils.
- Children record in English books every lesson and both teachers and pupils take pride in their books, showcasing their learning and progress, as well as showing fidelity to the scheme to ensure progression and consistency across the school.
- Every Friday, a spelling lesson linked to the English text takes place using the Spelling Seeds scheme of work. This lesson follows the format 'Investigate - Practise - Apply' where the children apply the spellings to a piece of writing linked to the text studied in English. These spellings are then shared with parents via Google Classroom to be practised at home before testing the children on them the following Thursday. These words are displayed on English working walls and they are used for handwriting lessons throughout the week. Application of them is modelled in all writing across the curriculum and children are encouraged to apply these spellings to their own writing.
- In whole class reading lessons, the reading content domain(s) is introduced at the start of each lesson, as well as the definitions of new/challenging words to prepare pupils for their reading. A range of reading strategies is employed: teacher modelling reading to the whole class, paired reading, independent reading and pupils modelling reading. The focus reading content domain is then explored through discussion, questioning and exploration of the text and pupils are given the opportunity to craft responses in their reading journals three times a week.

For English, how do you ensure that children 'know more and remember more'?

- Implementation of the curriculum is based on cognitive science and there is strong use of retention and retrieval strategies. Lessons are sequential, building on what has previously been learned and applying knowledge and skills in different contexts. For example, children may learn how to use fronted adverbials within the context of a story, then they might apply them to their own story writing, before being expected to write an explanation using fronted adverbials.
- Providing experiences which support the acquisition of knowledge also takes high priority within the planning for each unit of work. Each planning sequence begins with a 'wow' factor. This hook ensures that children are engaged and keen to learn from the very beginning. This makes learning meaningful and memorable and provides a real life context for learning.
- There is a shared understanding that across the curriculum children will learn - to talk and through talk. This is fully embedded in English teaching with oracy being an integral part of lessons as

unless children are able to articulate their ideas verbally using a range of adventurous and age appropriate vocabulary, then they will not be able to write effectively.

- Engagement of the long term memory takes place through revisiting previous learning and by making links with what the children have already learnt. Working walls are used as a tool to support the children in their learning and are used independently by children to support their writing. Children in KS2 use vocabulary books to record new vocabulary and these are used as a tool to enable children to refer to words previously learnt and to use them in their writing.
- The English working wall is used as a tool for children to help them 'know more, remember more' and to help pupils apply taught conventions to their writing across the curriculum. Writing walls should contain the following:
 - A list of the taught weekly spellings
 - Phonics guidance (KS1)
 - Letter formation/handwriting guidance
 - New vocabulary from English text/reading text
 - Word of the Day (KS2)
 - Taught grammar conventions from the current unit of work, e.g. *lists of conjunctions, examples of use of the possessive apostrophe*
 - Examples of modelled writing

To what extent does the curriculum for English meet the needs of all pupils, particularly disadvantaged pupils and SEND pupils?

We ensure that all pupils have access to high quality teaching as the school recognises that quality first teaching is the most effective lever in raising standards for both SEND pupils and disadvantaged pupils.

The English curriculum is all inclusive and meets the needs of all learners, including disadvantaged pupils, SEND pupils and EAL pupils. Texts are carefully selected for shared reading and for whole class guided reading, ensuring that they are quality texts which demonstrate the appropriate grammatical features for each year group, as well as being appealing to children.

In some activities, pupils will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone – strategies include:

- flexible groupings, including mixed ability pairs where appropriate for certain activities
- cognitive and metacognitive strategies
- explicit instruction
- using technology to support pupils, e.g. the use of ipads, including catch up programs such as Nessy for children who struggle to spell and the use of Google Translate for EAL learners.
- scaffolding, e.g. writing checklists, word banks, sentence stems for reading comprehension, speaking and writing or frameworks for writing.
- effective deployment of teaching assistants, e.g. the use of pre-reads, catch up sessions or in class support where appropriate (but without pupils becoming over-reliant on the support of an adult).

All pupils should take home a reading book from school with their reading record and the expectation is that reading is recorded at least five times each week. This is checked each week in school and for children

who are not meeting age related expectations in reading, there are extra reading opportunities in school for them where necessary.

What are the expectations of teachers using both formative and summative assessment?

Assessment is vital in helping pupils to embed knowledge and use it fluently; assessment supports teachers in identifying next steps for pupils.

Formative assessment strategies are used every day in every lesson in English to assess children's knowledge and understanding; these include questioning, observation and the assessment of work. Misconceptions are addressed and feedback (either verbal or written) is given to enable children to improve their learning. Every piece of work is assessed against the learning objective with teachers identifying outcomes as M1 (not met the objective), M2 (met the objective) or M3 (working beyond the objective). Feedback is responded to by pupils in red pen to ensure that there is an impact upon learning.

Assessment against key milestones is completed at the end of each unit of English through a piece of extended writing, which is assessed using the age related expectations (see appendix 1). Children also regularly write across the curriculum so that they are applying their writing skills in other subjects, as well as completing a half termly assessed piece in a curriculum area. NFER tests or past SATs papers are used in reading on a termly basis to give each child a standardised score. These assessments allow teachers to determine whether children are working at age related expectations, working towards them or exceeding them.

An end of year assessment for English is included in the end of year report, this is based upon attainment and progress and informed by the termly assessments.

SPaG half termly tests are completed using spag.com. Question level analysis takes place to identify areas for development which are then built into morning tasks and all modelled writing across the curriculum. Termly NFER or SATs tests for SPaG take place for years 3-6.

How do you keep your own knowledge up to date and staff subject knowledge too?

Subject champions for English have strong subject knowledge and are proactive in developing their own subject knowledge through:

- Engaging with up to date with research
- Engaging in professional development, including The Literacy Tree (providers of our English scheme of work)
- Attending local English leadership update meetings including opportunities for networking across schools
- Using professional resources to support subject champion work

Subject champions ensure that colleagues are supported in developing their knowledge through:

- Monitoring and feedback
- Providing professional support
- Team teaching
- Inset days
- Staff meetings

- Year group meetings
- SLT meetings
- Providing a comprehensive scheme of work for the subject and access to quality resources.

Regular moderation sessions take place with all teachers in reading and writing to ensure that standards are consistent across year groups and that there is progression between year groups.

What monitoring have you carried out and what is it telling you? What has been the impact of your monitoring?

Regular monitoring takes place to ensure that English teaching is effective, and to embed consistency and raise standards. This includes the following:

- Book and planning scrutinies
- Learning walks
- Monitoring of displays and working walls
- Data analysis
- Pupil progress meetings
- Moderation meetings
- Pupil voice
- Staff voice

Monitoring is used to identify gaps or areas for development and support is put in place where these are found. Interventions/support for pupils is put in place where children are not meeting age related expectations and these are reviewed regularly to monitor the progress of pupils and the impact of the support.

Long term, areas for development are included on the SIP and reported to governors. Reviews take place throughout the year to ensure that progress is being made towards targets.

As a result of monitoring:

- the progressive sequenced curriculum has been reviewed and further improved
- the scheme of work has been reviewed and developed further to embed consistency
- vocabulary has been further improved in terms of retention strategies and progression
- a subject policy is now in place to provide clear guidance and identify the intent, implementation and impact
- further retention strategies have been introduced that are based upon cognitive science
- further reading opportunities across the curriculum have been identified and embedded
- standards in English continue to improve to pre-Covid standards, in both reading and writing
- standards in books are improving, both in terms of presentation and content
- Consistency within English is improving through use of the new scheme of work
- Progress scores at KS2 are increasing over time in English. The SIP identifies areas for development and puts actions in place to address these. These are reviewed on a termly basis and reported to governors.

APPENDIX

APPENDIX 1 - Extended Writing Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 English	Cave Baby - story retelling OR Naughty Bus - adventure story	Goldilocks & The Three Bears - sequel story	Leon & The Place Between - fantasy story	Tar Beach - playscript	The Man Who Walked Between the Towers - biography/autobiography	The Arrival - extended story
Autumn 1 English	Astro Girl - fact file OR Sidney, Stella & the Moon - fact file	Wolves - non-chronological leaflet OR Jim & the Beanstalk - sequel story	The Heart & The Bottle - 'dilemma' story OR The First Drawing - historical story	Varmints - explanation OR The Mermaid of Zenor - legend	Robot Girl - science fiction story OR Hidden Figures - memoir	Rain Player - analytical essay OR Windrush Child - persuasion
Autumn 1 Curriculum	Science/DT	Science/DT	Science/DT	Science/DT	Science/DT	Science/DT
Autumn 2 English	I Want My Hat Back - story sequel	The Journey Home - persuasive letter	The BFG - own version fantasy	FARThER - sequel story	The Tempest - playscript	The Promise - sequel story OR Can We Save the Tiger? - discussion
Autumn 2 English	Billy & the Beast - monster story OR Send for a Superhero - superhero story	We Are Water Protectors - environmental campaign OR House Held Up By Trees - news report	The Tear Thief - explanation OR The Tin Forest - persuasion	Until I Met Dudley - explanation OR The Iron Man - mystery story	The Odyssey - adventure story OR Percy Jackson - mythical narrative	The Last Bear - newspaper article OR The Hidden Forest - balanced discussion
Autumn 2 Curriculum	Science/DT	Science/DT	Science/DT	Science/DT	Science/DT	Science/DT
						Exemplar piece: information
Spring 1 English	Beegu - alien story	The Bear Under the Stairs - information text	The Pied Piper of Hamelin - myth/legend	Winter's Child - fantasy story	The Lost Thing - fantasy	The Invention of Hugo Cabret - biography
Spring 1 English	The Odd Egg - non-fiction report OR	The Minpins - adventure story OR	Escape from Pompeii -	The Selfish Giant - story about	The Island - sequel story from different	Suffragette: The Battle for Equality -

	Leo & the Octopus - fact file	The Bear & the Piano - bravery story	newspaper report OR The Last Garden - own version of story	kindness OR Cinnamon - myth	perspective OR Freedom Bird - biography	persuasion OR The Templeton Twins - adventure story
Spring 1 Curriculum	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
						Exemplar piece: recount
Spring 2 English	Stanley's Stick - own version story	If All the World Were - poem	Cloud Tea Monkeys - non-chronological report OR Black Dog - suspense story	The Lion & The Unicorn - historical story	The Lost Happy Endings - fairy tale prequel or sequel	The Three Little Pigs - discussion
Spring 2 English	Dinosaurs & All That Rubbish - pamphlet OR The Sea Saw - own version story	Tadpole's Promise - own version story	Cinderella of the Nile - own version of traditional tale OR Sparky-friendship story	Odd & The Frost Giants - Viking story (from a Viking's perspective) OR The Matchbox Diary - non-chronological report	Beowulf - legend OR The Lost Happy Endings - prequel alternative perspective	The Boy in the Tower - past & present story OR The Last Wild - own version dystopian story
Spring 2 Curriculum	RE	RE	RE	RE	RE	RE
						Exemplar piece: diary
Summer 1 English	Lost & Found - lost/found story	The Dragon Machine - dragon story	The Mysteries of Harris Burdick - mystery story OR How to Live Forever - prequel story	Weslandia - non-chronological report OR Gulliver - story based on imagined land	Kaspar, Prince of Cats - newspaper article OR Children of the Benin Kingdom - non-chronological report	Grimm Tales for Young and Old - own version traditional tale OR The Wind in the Wall - Gothic story
Summer 1 English	Yeti & the Bird - friendship story OR Pig the Pug & How to be a Dog - how to guide	Ocean Meets Sky - fantasy story OR Toys in Space	Flotsam - mystery story	The Story of Tutankhamun - biography OR Shackleton's Journey -	Anne Frank - newspaper article OR Otto, Autobiography of a Teddy Bear -	Romeo & Juliet - playscript OR The Princess' Blankets - own version fairy tale

				newspaper report	historical story	
Summer 1 Curriculum	History/Geography	History/Geography	History/Geography	History/Geography	History/Geography	History/Geography
						Exemplar piece: short story
Summer 2 English	Iggy Peck, Architect - fact file	The Great Fire of London - report	Jim, A Cautionary Tale - narrative poem	The Lion, The Witch & The Wardrobe - story set in another world	High Rise Mystery - extended story OR Origami Yoda - discussion	The Unforgotten Coat - own version issues & dilemmas story OR Some Places More Than Others - poetry
Summer 2 English	The Magic Bed - fantasy story OR Julian is a Mermaid - poem	Rosie Revere, Engineer - leaflet OR A Walk in London - guidebook	The Legend of Sally Jones - adventure story OR The Day I Swapped my Dad for Two Goldfish - own version story	Jabberwocky - nonsense poem OR Pride - biography	Curiosity - explanation OR Firebird - fairy tale	A Beautiful Lie - new chapters OR Night Mail - poem
Summer 2 Curriculum	History/Geography	History/Geography	History/Geography	History/Geography	History/Geography	History/Geography

Oracy Framework

Oracy Skills Framework



Voice

- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation

Body language

- Gesture & posture
- Facial expression & eye contact

Physical



Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Linguistic



Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Cognitive



Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self-assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

Social & Emotional

