


<p style="text-align: center;">English</p>  <p>Subject Lead: Jill Evans/Tracey Milsom/Vicky Oldridge</p>	<p>Subject Intent:</p> <p>At St Columba Major Academy, we believe that a quality English curriculum should develop children’s love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.</p> <p>We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p style="text-align: center;">Catch-Up Plans</p> <p>Review and adaption of Reading curriculum post-phonics to develop inclusion of whole books in Reading lessons. Continuing to build resources of whole books as stimulus in subjects across the curriculum. Initiating the use of storytelling texts to support understanding of context in subjects across the curriculum. Further CPD on Oracy to continue to develop consistent speaking & listening across the school. RWI portal, resources & Development Day to support early reading & phonics Additional TA time in afternoons to support phonics and SALT</p>
<p style="text-align: center;">Teaching</p> <p>RWI Phonics sessions taught daily for FS/KS1. If any KS2 pupils still need phonics sessions this is done sensitively in intervention/catch-up sessions at an appropriate time. Writing is taught through Talk 4 Writing units which include Fiction & Non-Fiction, and Poetry each half term. Focus on teaching both genre features and grammar & punctuation within each text unit. Spelling taught through RWI in FS/KS1 and through NNS in KS2, with Words of the Week. Daily reading taught through RWI in FS/KS1; then taught through Reading sessions in Y2/KS2 once they come off RWI programme to develop a range of age-appropriate skills based on the school’s Reading progression. Use of whole books in the teaching of Reading Daily class story/book time. Oracy skills developed through use of modelling of sentence and question stem across the curriculum.</p>	<p style="text-align: center;">Personalised Learning</p> <p>Quality First teaching of Literacy; Reading, Writing and Speaking & Listening Pupils’ individual targets based on gaps in ongoing formative assessments Groupings within class and across year groups are flexible and are based on ongoing need Differentiated expectations for outcomes based on individual targets Use of whole books in the teaching of Reading Books matched to children’s reading ability based on RWI and use of AR assessments to support & guide book choices in Y2/KS2 when off RWI scheme. Reinforcement of English expectations and targets in all curriculum subjects</p>	<p style="text-align: center;">Resources</p> <p>RWI programme Accelerated Reader Classroom books Library books – disseminated into classrooms FS/KS1 Library trolley Quality texts for Writing – extracts from books or specifically created by teachers Whole books for Reading curriculum – gradually building these resources T4W genre toolkits</p>	<p style="text-align: center;">Cultural Capital</p> <p>Broad range of books in classrooms and library to support range of interests, topics and equality & diversity English units linked to Topics to maximise cross-curricular links and experiences World Book Day celebrated</p>	<p style="text-align: center;">Assessment</p> <p>Formative assessment by all adults in all lessons to reframe learning (if required) End of week dictation for spelling assessment (KS2) Independent writing assessed against objectives (Babcock statements) and tracked to inform planning Accelerated Reader STAR tests and quizzes RWI assessments half termly Y1 Phonics screen Summative assessment termly based on year group expectations</p>
<p style="text-align: center;">Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) Adaptive planning and scaffolding up by adults within class environment High Quality Interventions IEP Targets</p> <p>SEND document – support pupils to access English</p>	<p style="text-align: center;">Curriculum Scope and Progression</p> <p>Exceeds the requirement of the NC through: -RWI -Accelerated Reader</p> <p>Component parts are sequenced to build on prior learning – see progressions for Reading, Writing and Speaking & Listening Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – English prioritised across the curriculum and links to topics and learning in other subjects made wherever possible</p>	<p style="text-align: center;">Working as a Reader and Writer</p> <p>Daily stories and discussion sessions promote understanding of Reading for Pleasure Reading texts as resources for other curriculum areas develop understanding of reading for purpose. Linking Writing units to topics helps demonstrate the purpose for writing in the real world Writing across the curriculum helps to gives writing a purpose and reinforce expectations/targets</p>	<p style="text-align: center;">Monitoring</p> <p>Gradebooks –summative assessments each term Planning scrutinies Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets RWI assessments AR assessments and reports</p>	<p style="text-align: center;">Outcomes</p> <p><u>2023</u></p> <p>EYFS: CLL – L&A 84% / Speaking 82% Literacy - Comprehension 84% / Word Reading 78% / Writing 72%</p> <p>Y1 Phonics Check – 87% Y2 Phonics Check – 96% (cumulative)</p> <p>KS1 Reading – 63% (11% GD) KS1 Writing – 52%</p> <p>KS2 Reading – 63% (10% GD) KS2 Writing – 58% (2% GD) KS2 GPS – 62% (12% GD)</p>
<p style="text-align: center;">Disadvantaged Pupils</p> <p>Quality First Teaching</p>	<p style="text-align: center;">Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information</p>	<p style="text-align: center;">CPD</p> <p>Literacy Leaders – termly meetings with Kernow Learning Literacy leads</p>	<p style="text-align: center;">Strengths</p> <p>Phonics & Early Reading Consistent approach to teaching of early reading</p>	<p style="text-align: center;">Next Steps</p>

<p>Planned additional support from adults (and as required) Adaptive planning and scaffolding up by adults within class environment Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p>		<p>Reading for Inference Reading for Pleasure T4W refresher English Hub Oracy training English Hub Reading for Fluency Writing Assessment – tracking strands and identifying gaps Writing Moderation – in school and KTSA Russ W Writing support – Y5/6, Y3 and Y4 (22-23) Trust support with development of Reading curriculum post-phonics</p>	<p>Use of whole books used in Y3 Reading curriculum Wide range of high-quality books in classrooms & library T4W supporting understanding of genres Targeted formative assessment of writing identifies gaps and next steps All aspects of English (Reading, Writing and Speaking & Listening) are high profile across the curriculum Working walls support learning Opportunities for English across the curriculum reinforce learning and make it purposeful</p>	<p>Continue to develop a love of reading throughout the school where books are enjoyed, talked about and shared. To develop a Reading curriculum post-phonics which uses whole books linked to topics. To develop the use of books and storytelling narratives in all curriculum subjects to deepen pupils' understanding of different contexts and improve cultural capital. To further embed grammar teaching within the T4W process. To improve 'in the moment' marking and feedback to pupils by staff – teachers and TAs to ensure high expectations of pupils and ensure maximum progress. Develop Oracy Rich classrooms which are rich in talk and where the children learn to communicate effectively- Embedding Oracy as a whole school response.</p>
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