# **English Curriculum**

At St Thomas', our approach to English is grounded in an absolute belief that every child can and will achieve. We focus on reasons why children can succeed, rather than excuses about why they will fail, with the removal of fixed ideas about innate ability: opportunities rather than genetics. We understand that learning potential is increased through effort. We teach an English curriculum rooted in the use of high quality texts which are used expertly by inspirational, passionate teachers to promote a love of the written and spoken word amongst our children.

### INTENT



Alignment to **National Curriculum** 

The school follows the Read Write Inc programme until the children can read fluently, and then they progress to the Mastery programme. There are between 3 and 5 ambitious whole class texts per year for each year group, forming an ongoing stimulus for writing and discussion. Spelling, punctuation, grammar, and handwriting are RWI Spelling, English Mastery and the Letter Join

We are very clear about being ambitious in all year groups

frameworks. The aim is for all children to become frequent

readers who read for pleasure, and confident writers who

and our English curriculum aims to take the children to

greater depth within the statutory assessment

Our English curriculum follows a spiral structure.

reading instruction. Writing sequences begin with

immersion, analysis, and explicit skill practise before

Therefore, key concepts are revisited, consolidated, and

taken to a greater level of depth. Reading sequences build

fluency and prosody, whilst attending to the five pillars of

reaching the plan, draft, revise, edit, and evaluate stages.

Serving a wide and diverse catchment area, English at St

successful. It is our ambition to develop these skills, along

with the cultural capital of all pupils, by collaborating in

Thomas' aims to equip children with the necessary

speaking, listening, reading, and writing skills to be

the future with the wealth of theatres and further

education providers available to us in Sheffield.

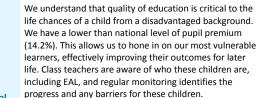
can write for a variety of purposes.



**End Points** 



Sequencing



**Addressing Social** Disadvantage



Local Context

taught both in context and outside of English lessons using curriculum.



**Pedagogical** 

**Approaches** 

Teachers' Expert Knowledge



**Promoting Discussion** and Understanding



**Knowing More and Remembering More** 

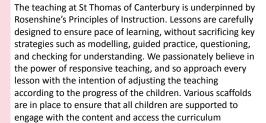
**Teacher Assessment** 

At St Thomas', we use a variety of techniques, including whole-class feedback, improvement time, questioning, no opt out, exit tickets, retrieval quizzes, mini-whiteboards, and cold calling, to provide class teachers with up to the minute information about the progress, needs, and knowledge of their pupils.

The value of formative assessment cannot be understated.

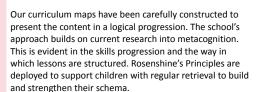
#### **IMPLEMENTATION**

regardless of individual starting points.



Teacher development is central to the success of English teaching. RWI training is undertaken regularly by phonics teachers, and English Mastery training is provided by Ark Curriculum+ as well as the subject leader. Teachers have high quality knowledge of systematic synthetic phonics, reading, children's authors, grammar, punctuation, and spelling. Regular CPD and coaching, along with subject monitoring, enable the subject lead to support teachers at a bespoke level.

Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The lesson structure promotes regular discussion, and this is structured to lead to deep understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary. In addition, our speaking and listening skills are utilised in wider curriculum areas to develop both English and wider subject knowledge and understanding.



## **IMPACT**



Approach to Assessment

Writing: Children in Y3-Y6 (and Y2 from Christmas) complete a piece of extended writing every 3 weeks which is assessed according to the relevant teacher assessment framework. Teacher-made spelling, punctuation, and grammar quizzes are used on a regular basis to assess children on the content they have been taught, rather than using a generalised test.

**Reading**: Termly assessments using formal written tests comprising of 3 texts and sets of questions are used in Y3-6 (and Y2 from Christmas). Children who are accessing RWI Phonics are assessed every 4-6 weeks by the phonics lead.



**Performance Data** 

The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the school website.



**Pupils' Work** 

The school has high expectations of all children regarding the quality and presentation of their work, which we believe leads to a sense of pride. Children are taught print in EYFS and Y1, to ensure consistency in letter sizing and formation, before beginning to use pre-cursive, which leads quickly to joined handwriting in Y2. In English Mastery, children have an English book and a writing portfolio, the latter is used for final A3 published pieces following revision and editing lessons.



**Talking to Pupils** 

All members of the senior leadership team, particularly the English and reading leaders, talk to the pupils as part of regular monitoring. The purpose is to explore what they have learned and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.

RWI Spelling

Ark Curriculum+

Rosenshine's Principles of Instruction

EEF Metacognition and Self-Regulation

EEF Improving Literacy in KS1

EEF Improving Literacy in KS2

**EEF Teacher Feedback** 

