















# 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	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>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 taught both in context and outside of English lessons using RWI Spelling, English Mastery and the Letter Join curriculum.</p>	 <p><b>Pedagogical Approaches</b></p> <p>The teaching at St Thomas of Canterbury is underpinned by Rosenshine's Principles of Instruction. Lessons are carefully designed to ensure pace of learning, without sacrificing key strategies such as modelling, guided practice, questioning, and checking for understanding. We passionately believe in the power of responsive teaching, and so approach every lesson with the intention of adjusting the teaching according to the progress of the children. Various scaffolds are in place to ensure that all children are supported to engage with the content and access the curriculum regardless of individual starting points.</p>	 <p><b>Approach to Assessment</b></p> <p><b>Writing:</b> 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.</p> <p><b>Reading:</b> 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.</p>
 <p><b>End Points</b></p> <p>We are very clear about being ambitious in all year groups and our English curriculum aims to take the children to greater depth within the statutory assessment frameworks. The aim is for all children to become frequent readers who read for pleasure, and confident writers who can write for a variety of purposes.</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>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.</p>	 <p><b>Performance Data</b></p> <p>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.</p>
 <p><b>Sequencing</b></p> <p>Our English curriculum follows a spiral structure. 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 reading instruction. Writing sequences begin with immersion, analysis, and explicit skill practise before reaching the plan, draft, revise, edit, and evaluate stages.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>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.</p>	 <p><b>Pupils' Work</b></p> <p>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.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>We understand that quality of education is critical to the life chances of a child from a disadvantaged background. We have a lower than national level of pupil premium (14.2%). This allows us to hone in on our most vulnerable learners, effectively improving their outcomes for later life. Class teachers are aware of who these children are, including EAL, and regular monitoring identifies the progress and any barriers for these children.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>Our curriculum maps have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in the skills progression and the way in which lessons are structured. Rosenshine's Principles are deployed to support children with regular retrieval to build and strengthen their schema.</p>	 <p><b>Talking to Pupils</b></p> <p>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.</p>
 <p><b>Local Context</b></p> <p>Serving a wide and diverse catchment area, English at St Thomas' aims to equip children with the necessary speaking, listening, reading, and writing skills to be successful. It is our ambition to develop these skills, along with the cultural capital of all pupils, by collaborating in the future with the wealth of theatres and further education providers available to us in Sheffield.</p>	 <p><b>Teacher Assessment</b></p> <p>The value of formative assessment cannot be understated. 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.</p>	<p><b>Links / References</b></p> <ul style="list-style-type: none"> <li><a href="#">RWI Spelling</a></li> <li><a href="#">Ark Curriculum+</a></li> <li><a href="#">Rosenhine's Principles of Instruction</a></li> <li><a href="#">EEF Metacognition and Self-Regulation</a></li> <li><a href="#">EEF Improving Literacy in KS1</a></li> <li><a href="#">EEF Improving Literacy in KS2</a></li> <li><a href="#">EEF Teacher Feedback</a></li> </ul>