

English  Subject Lead: Jill Evans/Tracey Milsom/Vicky Oldridge		Subject Intent: At St Columb 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 fluently 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. We believe that children need to develop a secure knowledgebase 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. 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.			St Columb Major Academy School Priorities: 1. Culture: To embed, model and promote the school’s rules and values in both the school environment and out in the community; developing the understanding about behaviour needs and positive ways to support these. 2. Curriculum: To implement and embed mixed-age planning and new rolling topic plans for all subjects; ensuring clear progression of learning tasks and vocabulary. 3. Pedagogy: To embed the Core Habits across the school for teaching in all subjects; ensuring consistency of practise, with particular focus on the teaching of Maths, Reading and Writing in order to ensure the best outcomes for all groups.	
Teaching 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 is taught daily through RWI in FS/Y1 and through NNS in Y2 & KS2. 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.	Personalised Learning Quality First teaching of English; 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 pupils’ book choices in Y2/KS2 when off RWI scheme. Reinforcement of English expectations and targets in all curriculum subjects	Resources RWI programme Accelerated Reader Classroom libraries FS/KS1 Library trolley Quality texts for Writing – extracts from books or specifically created by teachers Whole books for Reading curriculum T4W genre toolkits	Cultural Capital 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.	Assessment Formative assessment by all adults in all lessons to reframe learning (if required). End of week dictation assesses spelling understanding and supports editing skills and the use of classroom environment & resources. Independent writing assessed against objectives (Babcock statements) and tracked to inform planning. In reading, teachers assess reading fluency in the moment during each lesson. Accelerated Reader STAR tests and quizzes support formative assessments. RWI assessments half termly. Y1 Phonics screen Summative assessment termly based on year group expectations.		
Inclusion - SEND 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 SEND document – support pupils to access English	Curriculum Scope and Progression Exceeds the requirement of the NC through: -RWI -Accelerated Reader Component parts are sequenced to build on prior learning – see progressions for Reading, Writing and Speaking & Listening and the small steps Grammar progression documents. 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.	Working as a Reader and Writer Daily stories, the reading curriculum and discussion sessions promote understanding of Reading for Pleasure, alongside the R4P and Reading Assemblies each week. 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.	Monitoring Gradebooks –summative assessments each term Planning scrutinies Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets RWI assessments AR assessments and reports	Outcomes <u>2025</u> EYFS: GLD – 70.6% CLL – L&U 97.1% / Speaking 97.1% Literacy - Comprehension 85.3% / Word Reading 79.4% / Writing 70.6% Y1 Phonics Check – 74.4% Y2 Phonics Check – 97.9% (cumulative) KS1 Reading – 70.8% (GD 14.6%) KS1 Writing – 60.4% (GD 2.1%) KS2 Reading – 83.9% (GD 32.1%) KS2 Writing – 80.4% (GD 1.8%) KS2 GPS – 71.4% (GD 25%) Combined – 76.8%		
Disadvantaged Pupils Quality First Teaching	Transition Information and data sharing with class teachers	CPD	Strengths Phonics & Early Reading	Next Steps		

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. Planned interventions as required.	Links with secondary school to share information	Literacy Leaders – termly meetings with Kernow Learning Literacy leads. Reading for Pleasure - Vicky Writing Moderation – in school and KTSA Russ W Writing support – Y6 moderation Writing review day by Trust Writing Lead Trust INSET (Sept 25) - Reading fluency Oracy CPD ongoing – Voice 21 training which was shared with staff back at school Weekly Oracy CPD updates	Consistent approach to teaching of early reading Use of whole books for Y2-Y6 post-phonics Wide range of high-quality books used in Reading Curriculum. Wide range of high-quality books used in classroom libraries. 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	Support colleagues with planning following introduction of mixed-age classes and new rolling topic plan. Continue to develop a love of reading throughout the school where books are enjoyed, talked about and shared. 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 continue to develop sentence structure and editing skills through modelling writing sentence by sentence. Embed spelling pedagogy following review of spelling curriculum for mixed age classes. Continue to develop Oracy Rich classrooms which are rich in talk and where the children learn to communicate effectively- Embedding Oracy as a whole school response.
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