

This curriculum report should be read alongside the Phonics and Early Reading curriculum report.

Intent

English teaching at our school supports our school vision of *inspiring life in all its fullness* through providing teaching that allows all children to flourish creatively and positively with the aim to achieve academic excellence. Our school believes that the teaching and learning of reading is integral for children to access the whole of the National Curriculum. We want to ensure that all children who attend our school build a love of reading, initially through robust, systematic teaching of phonics, before nurturing a culture and environment where children learn to read for pleasure and to support their wider learning. We do this through exposure to and engagement with a broad range of high-quality, challenging and exciting texts across curriculum subjects.

Vocabulary acquisition is a key aim; children at our school will develop this through exposure to these rich texts, embracing our rich and varied literary heritage, as well as through discussion. This then feeds into the children's vocabulary choices in writing tasks. The intent of our English curriculum is for all children in our school to become writers who feel inspired to write creatively, coherently and with purpose. We aim to provide the stepping-stones in grammar that build progressively, so that the children we teach can adapt their writing appropriately for genre, developing their voice as a writer, and with an awareness of the reader. We value the importance of high quality speaking and listening, and our enriched curriculum provides a wealth of opportunities for children at our school to grow in confidence in speaking to a range of audiences, developing the skills to listen to others and agree and disagree well. We strive to immerse children with a spectrum of experiences, which enhance their cultural capital, whilst celebrating their individuality and our school's rich diversity.

Implementation

- The class teachers, with the support of SLT and the English subject leader, teach English lessons. English lessons are taught every day, when possible, as it is a key part of the day in school. Phonics is taught daily in EYFS and Key Stage 1.
- A curriculum map, following the National Curriculum and created by the English subject leader, informs teachers which writing genres to teach according to year group. It maps the progression of text features to ensure teachers are building upon previous learning in specific genres. In addition to this, the maps shows grammar progression, assigned to specific genres where appropriate, making it clear to teachers what has come before and what will come after to see the learning sequence. Some grammar skills are taught in isolation, e.g. through our News Writing, or through narrative across the academic year.
- Reading skills are also taught and built progressively through the school in explicit teaching in line with the outcomes in the National Curriculum.
- Following on from our SSP, Little Wandle, and once children are developing a good level of fluency, children are given time in the school day every day to enjoy reading for pleasure; they listen to adults read in story time and are offered support in their book choosing. Closer monitoring of the bottom 20% of readers enables teachers to keep track of their progress. Throughout KS2, class teachers and teaching assistants read 1:1 with children who require greater support and teachers liaise with parents of those children less engaged in reading to have a team approach around growing the child's love of reading.
- Following on from reading several times a week with an adult in group or individual reading sessions to develop fluency in Reception and KS1, KS2 classes have independent reading time timetabled for at least two session per week. This allows SLT and the English subject leader to read with children to monitor and support, alongside class-based adults. A non-fiction weekly reading slot also supports reading skills across the curriculum and reinforcement of learning through spaced retrieval.
- Year 6 pupils are trained in our Phonics scheme in order to support their Reception partner's reading each week.



the development of our

- A pupil premium group, as well as other targeted children, visit Waterstones to buy a new book regularly to encourage reading for pleasure. They are supported in their book choice to ensure it is suitable for their ability. Every other year, all children visit Waterstones to choose a book for their book corner in school; this is funded by the school 'Friends' fundraising.
- Annual World Book Day activities and celebrations also contribute to reading culture.

- Wide-ranging CPD and support is delivered by SLT and the English subject leader both to teachers and teaching assistants in the school.
- CPD is attended by the English subject leader and fed back to staff in staff meetings and training. Subject leader liaises with other Camden English subject leaders to learn new practice to share with colleagues.
- The English Leader delivers training in grammar, marking and moderation to trainee teachers at SCITT, including an opportunity for them to observe lessons in Year 6 and Reception and work alongside a child on their writing – started again Autumn 2022



- We host a wide range of enrichment for children to support teaching. This includes visiting performances from Young Shakespeare twice annually for Years 4-6 and an annual pantomime performance for the whole school. Other enrichment opportunities include visits to Little Angel Theatre and The Globe. Visiting authors also visit the school to share their books and enlighten the children on what it is like to be an author.

- Speaking and listening is encouraged through a wide range of activities we provide at school. All children in the school have a week assigned to present something that they feel passionate about to their class. Over the years, children have presented information about family members that are important to them, shared facts about a place special to them or talked about a cause where they want to make difference. This year, that exercise is 'Be the Expert,' where the children will share something they are an expert in or something they know a great deal or are passionate about.

- Children have regular lessons from visiting drama experts (Bigfoot) who teach the children drama skills and incorporate drama across the curriculum, building children's confidence and performance skills.

- Every child in the school takes part in the annual writing competition. This provides a chance for children to plan, write and present a high-quality narrative and for governors to read the children's stories and award a winner from each class. All stories are shared across the school in our Open Afternoon.

- Termly spelling challenges in Key Stage 2 provide an opportunity to achieve a personal best spelling score when tested on the National Curriculum spelling lists. The children are always working towards their own personal best. The lists are adapted for children if needed. Children are awarded certificates for 100+, 100% and most improved.

- Weekly spelling lists are part of homework across the school. The lists follow the spelling rules for each year group and revisit words, rules and patterns in a planned sequence to aid memory of learned spellings. Spelling strategies are explicitly taught and then practised by pupils in home spelling journals.

- Opportunities for cross-curricular writing are built into medium term planning to use the skills they have learnt in English in a context, reinforcing learning in both writing and the other subject area.

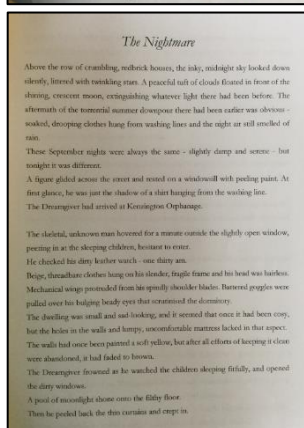
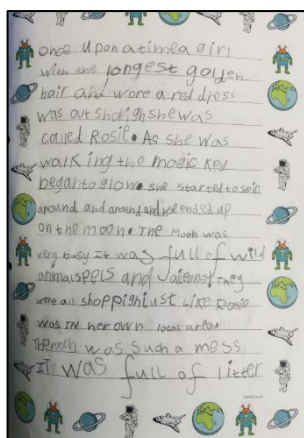
- The English subject leader carries out book scrutiny and feeds back to teaching staff. Staff meetings provide opportunity for staff to share best practice in teaching and learning, as well as marking and feedback.

- Parent workshops in phonics and reading support English learning at home and discussion about next steps and support for reading takes place specifically with all parents at our Autumn parents evenings.

- Ongoing assessment of reading and writing takes place in English lessons and all class teachers

complete termly teacher assessments. Some children are closely monitored using fine tracking if teachers and leadership believe they will not reach the age expectation in the subject. Moderation is completed termly across year groups in staff meetings to ensure consistency in writing assessment. Cluster meetings are held with other schools to moderate across schools. Class teachers attend local authority moderation training and targeted training for Year 2 and Year 6 for end of key stage data. Termly reading assessments (PIRA) contribute to termly reading judgements.

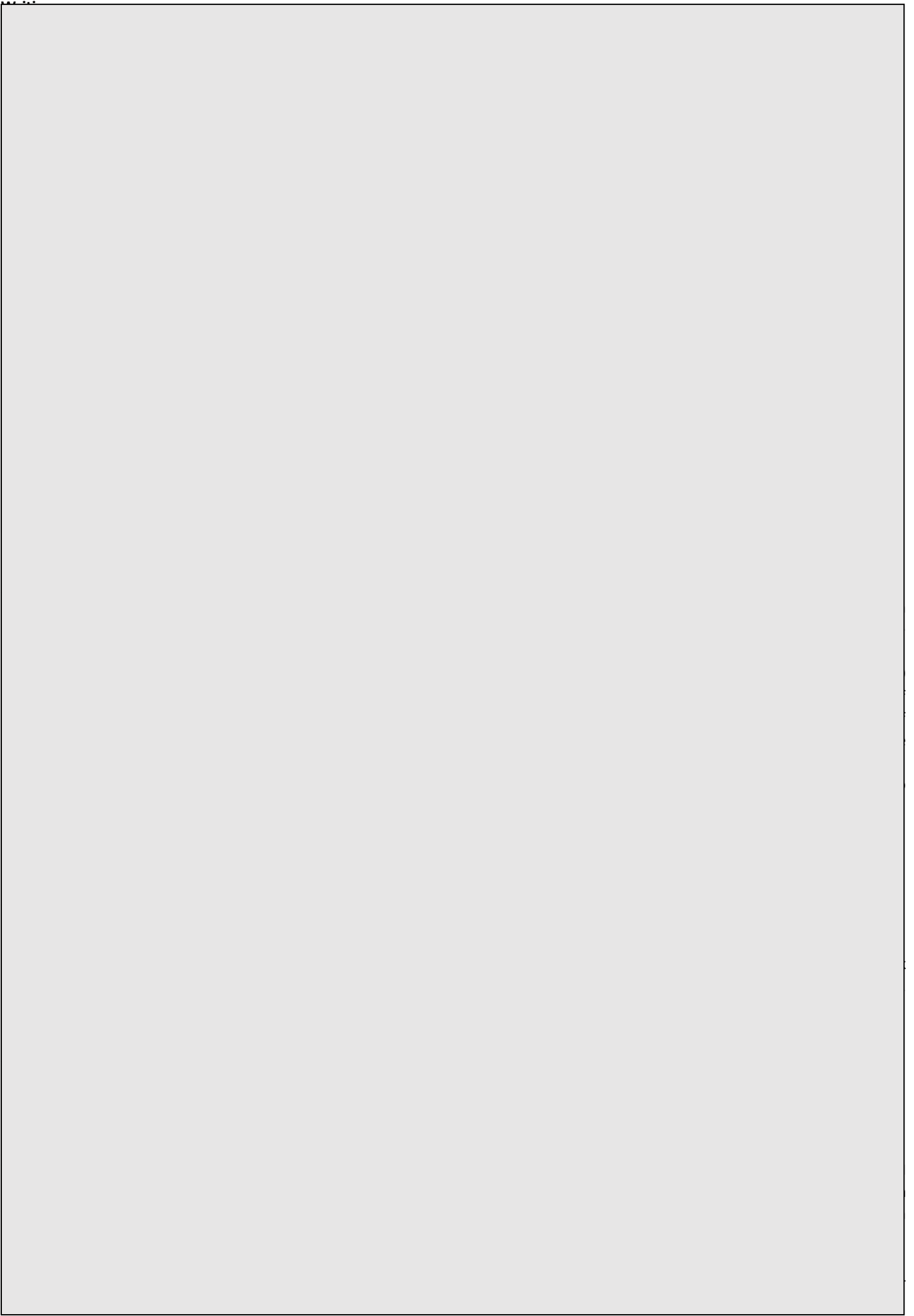
- End of year assessments reported to parents in annual reports.
- Reading lists are on the school website, recommending books for children to read, at different confidence and fluency levels. These were created by the subject leader, supported by suggestions from staff, children and parents, and were reviewed in recent years to ensure diversity of authors and subject matter.
- Class books are considered using the '5 Plagues of Reading Spine' to ensure children have exposure to a range of text types. Class books are also chosen to support learning in other curriculum areas or personal development topics. The choice of these texts across the school is monitored and supported by the English curriculum leader to ensure progression and a suitable range.



Impact

- Children, school staff and families in our community love to read and our school has a strong reading culture. The importance of reading is evident across our school curriculum and is at the heart of all that we do in our school! Children at our school read fluently to learn and enjoy reading for pleasure. They are able to recommend books to peers and talk about what they have read with other children and adults.
- Consistently high percentage of pupils in KS1 and KS2 achieving and exceeding national expectations in both reading and writing. This percentage grows throughout the school and there are very positive progress scores in both reading and writing in Key Stage 2 results.
- Children at Christ Church School enjoy writing and can write competently across genres with good writing stamina. Writing is used to communicate clearly and appropriately to varied audiences and across our board curriculum.
- Children at our school are able to speak confidently through speaking and listening activities in lessons and designed tasks where children speak to their class or present to the whole school.





End of Key Stage data (including phonics)

Phonics check – Year 1

Percentage of pupils at Christ Church passing the statutory phonics check

2018	2019	2020 (Autumn term of Y2)	2021(Autumn term of Y2)	2022
96%	100%	100%	100%	96%

Key Stage 1 Assessment results - Year 2

Percentage of pupils reaching the expected standard or above

	Reading					Writing				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Christ Church	93%	89%	100%	96%	96%	82%	82%	93%	89%	89%
Camden	77%	77%	-	-	72%	71%	70%	-	-	64%
National	75%	75%	-	-	nya	70%	69%	-	-	nya

Percentage of pupils working at greater depth/reaching the higher standard

	Reading					Writing				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Christ Church	43%	39%	43%	36%	36%	32%	29%	18%	25%	21%
Camden	25%	26%	-	-	22%	14%	16%	-	-	11%
National	26%	25%	-	-	nya	16%	15%	-	-	nya

End of Key Stage 2 data - Year 6

Percentage of pupils reaching the expected standard or above

	Reading					Writing				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Christ Church	96%	96%	100%	100%	100%	96%	100%	96%	100%	96%
Camden	82%	80%	-	-	85%	82%	82%	-	-	78%
National	75%	73%	-	-	74%	78%	78%	-	-	69%

Percentage of pupils working at greater depth/reaching the higher standard

	Reading					Writing				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Christ Church	56%	52%	77%	83%	74%	48%	63%	46%	54%	56%
Camden	35%	34%	-	-	38%	25%	27%	-	-	21%
National	28%	27%	-	-	28%	20%	20%	-	-	13%

Average Scaled score

	Reading				Grammar, punctuation and spelling			
	2018	2019	20,21	2022	2018	2019	20, 21	2022
Christ Church	110.6	109.0	-	112.4	111.1	111.6	-	113.9
Camden	106.7	106.4	-	107.1	108.2	108.5	-	107.9
National	105	104	-	105	106	106	-	105

Average progress score

	Reading				Writing			
	2018	2019	20, 21	2022	2018	2019	20, 21	2022
Christ Church	+4.4	+3.5	-	+3.8	+3.2	+5.4	-	+3.9
Camden	+1.8	+2.4	-	+2.5	+1.2	+1.8	-	+2.2
National	0	+0.03	-	0	0	0	-	0

Review of key priorities over the past 12 months:

1. Continue to closely monitor the book choices of children – particularly those falling in bottom 20%. Reading displays now in place in Key Stage 2. Continue to ensure they track books being read as well as promote new books in the book corner.

Intended outcome: All children are reading fluently, with confidence and with a love of reading and all children are able to make appropriate book choices. 21/22 target achieved, practice now embedded and to continue in 22/23 and onwards.

Targeted support with book choice and regular reading with adults has continued to have positive impact on children's reading fluency and desire to read for pleasure across the school. (E.g. case studies in Y2, Y6)

2. Continue to promote tier 2 and tier 3 vocabulary development – particularly from class books and whole class reading.

Intended outcome: Children are using an expanded vocabulary and are including the newly-introduced words in their speech and writing.

21/22 target achieved, practice now embedded and to continue in 22/23 and onwards

Vocabulary work and displays across the school are now an embedded part of class practice across the curriculum. Children are able to talk about words learnt from class books, in English lessons and across the curriculum. Promote and continue this practice this year.

3. As part of return to pre-Covid routines, learning of weekly spellings to take place in school as well as home to embed and linked to spaced retrieval/memory techniques. Spelling books to be used both at home and school too.

Intended outcome: Children are provided with strategies to help them embed spellings in their long term memory and automatic recall of these spellings improves in tests and writing.

21/22 target achieved, practice now embedded and to continue in 22/23 and onwards

Spelling books used successfully in KS2 in return to pre-COVID routines, supporting memory strategies in general as well as learning of spellings.

Other successful developments in 21/22:

- Use of booster group sessions to fill specific gaps in learning in reading and writing for small groups
- Successful World Book Day celebrations and related learning – part of return to pre-COVID enrichment
- Review of reading lists using suggestions from school community and to ensure diversity and range of texts for different confidence levels.
- Collation of updated post-COVID portfolio of expected and greater depth school examples of work for different genres of writing to support assessment, teacher CPD and high expectations.

Key targets and actions moving forward (development priorities for 2022/23):

Target and intended outcome	Planned actions (including dates where applicable)
1. Continue to give targeted support to disadvantaged children in reading, to promote both fluency and encouragement of reading for pleasure. <i>More children in the disadvantaged group meet age expectations 'early' in Year 3 and 5 to accelerate progress or attain greater depth in reading in end of key stage assessments.</i>	<ul style="list-style-type: none">• 1:1 reading with this group with teacher or trained TA or both• Continue Waterstones trips to choose books to encourage reading for pleasure; staff to follow up with discussion about books with these pupils.• Reading volunteers utilised when appropriate• Support with choosing books for this group specifically• Key stage 2 reading timetabled weekly with involvement of SLT• Support parents with greater encouragement of this group reading at home• Consider reward system for specific children using tracking on bookmark.
2. Continue to grow the confidence in assessment in writing of teachers, particularly those newer to role/in new year groups by hosting/ completing greater level of moderation and using school portfolio of writing examples. <i>All teachers are confident to make accurate and consistent writing judgements and identify next steps for pupils at all levels.</i>	<ul style="list-style-type: none">• Staff meetings for training of moderation• Staff meetings for R/1, 1/2, 3/4, 5/6 moderation• External moderation training for teachers through Camden Learning and opportunities to participate in moderation across local schools• Host or attend moderation across schools in borough• Y2 and Y6 teachers to apply to be LA moderators• Use of school portfolio of examples of writing progression for different genres at both expected and greater depth standards.
3. Further develop enrichment in English curriculum. <i>All children experience a range of additional learning opportunities in English (speaking and listening, reading or writing focus) outside the classroom.</i>	Investigation, planning and implementation of a range of additional enrichment activities to supplement the planned curriculum. These may include additional author visits, performance poetry in class assemblies, debating workshops, 'poetry week' with sharing across the school, development of World Book Day celebrations, additional opportunities to experience live drama performances.

Review of our recovery curriculum provision in 21/22

No major adaptations to our English curriculum were made for 21/22 school year, though after school booster session continued to be used successfully to target specific gaps for small groups in reading and writing. Teachers embedded the Little Wandle phonics programme in EYFS and Key Stage 1. All staff were trained again in the programme in September 2022.

The data and progress at Christ Church has continued to remain better than good.

Teachers gave greater opportunity for shorter pieces of writing in English with a 'little and often' approach to build up stamina in writing and increase frequency.

Ofsted curriculum research review – summary and response/reflection

The Ofsted curriculum research review for English (May 2021) reviews a wide range of relevant educational research into both primary and secondary English teaching and highlights features which may be present in high-quality English education.

Emphasis on reading as a key priority, particularly around fluency. Children must be reading fluently in order for them to comprehend. *Time is spent in lessons on focus on fluency and it is prioritised. Teachers at our school are explicitly teaching children reading strategies across the school. There are vast opportunities for reading across the curriculum to support with this. As recommended, these are time limited and explicit.*

The review highlights the importance of teaching new vocabulary contextually.

New vocabulary is being taught contextually through class books, English lessons and across the curriculum to give vocabulary meaning and allow children to rehearse it in context with relevance to learning. Practising the spelling of new vocabulary is therefore rehearsed in context.

Tier 2 vocabulary is being taught explicitly.

Time should be given for children to practise their transcription and be taught the skills of transcription. If they do not develop fluency in their transcription, it will impact higher-order processes.

Handwriting teaching is being taught in class, with specific children being targeted. Dictation is a means of practising transcription for specific children as well as whole class in Key Stage 1 where appropriate.

Spoken language should be incorporated within the curriculum. A spoken language curriculum is suggested

Body language and listening skills are explicitly taught to children. This is in English lessons as well as across the curriculum and around the school- such as in assemblies.

Presentation skills should also be built into the curriculum design.

At Christ Church, we build in opportunities for children to learn poetry – class assemblies showcase their presentation of what they have learnt and poetry has now been an added element of our assemblies.

Our whole school week of presentations which happens annually is an opportunity for children to rehearse their speaking and listening. This year, all children are presenting a 'Be the Expert' presentation to their class, where they share a particular hobby, interest or skill they have with peers.



Approach to assessment

Ongoing/formative assessment

Assessment is ongoing in English lessons as well as in reading sessions and story times. Teachers and support staff are acting upon formative assessment to more closely track those in the bottom 20% for reading and frequent reading 1:1 with an adult allows a greater awareness of progress and next steps.

In lessons, teachers are giving children ongoing feedback and adapting teaching, support and, where necessary, activities to the needs of the children they teach. Our adaptive teaching strategies mean that the vast majority of pupils are working towards the same objectives in our wide-reaching universal provision; only very small numbers with specific needs would need specific adaptations in lessons.

Teachers follow the school marking policy to allow opportunity for children to respond to next steps and think deeper. Teachers are using marking of ongoing work to adapt and modify

teaching.

Teachers use questioning in English lessons and story time to assess children's understanding, targeting specific children.

Teachers track reading in reading diaries in Key Stage 1 and EYFS and on reading bookmarks in Key Stage 2.

Summative assessment

Termly assessments, as well as work in books and teachers' understanding of the children they teach, informs judgements on children's progress and attainment in reading and writing. This is shared with SLT and targets are set. PIRA tests are used for reading comprehension alongside teacher assessment for wider reading judgements. In Year 6, SATS papers also inform judgements.

Children's attainment is shared with parents at the end of each academic year, and is discussed at intervals in parents evenings to keep them informed and share with them next steps for their children. The end of year report includes an overall judgement for reading and writing, as well as for each curriculum statement. As the Key Stage 2 curriculum is broken into 3&4 and 5&6, teachers make judgements accordingly.

Low stakes weekly spelling tests take place across the school testing against the National Curriculum spelling lists and strategies.

Termly spelling challenges take place in Key Stage 2 where children are working towards a personal best score for the NC spelling lists.



Pupil Voice Autumn 2022

Children can talk in some specific detail about their recent learning in English

What have you been learning about recently in English?

"Putting sentences in the right order. We are reading Not a Stick"

"We labelled things in the classroom."

"We have been planning and writing our own story of Harry and the Dinosaur"

"Expanded noun phrase" before giving an example

"We have learnt figurative language: onomatopoeia, similes and metaphors to describe the moon"

"Ambitious vocabulary and description- woeful, booming, isolated"

"Speech punctuation in grammar. We have learnt how to use quotes for a character profile"

"Stage directions in play scripts and using body language to act in role."

"We wrote setting description about the book"

Children can make links between current and previous learning and explain how prior learning is supporting new learning

How does your learning in English link with what you have learnt before in English? What skills are you using that you have learnt in previous year groups?

"We used metaphors in poems in Year 4 and now we are using them again"

"We wrote a setting description. We did this again in Year 4 and now we used more ambitious vocabulary"

"We wrote a play script before- this time we used better stage directions"

"We have made predictions about stories before and now we are better at that."

Children can talk about a range of strategies they and teachers use to help them remember their learning

What helps you to remember what you learn in English?

"We use our brain" "Homework and doing things again"

"Phonics cards with the sounds on" "Linking our topics together"

"Morning work" "Displays in the classroom and responding to marking"

"Class assemblies – watching and doing them"

Children can explain their book choices and reasons, including several who explained that peers had recommended the book – evidence of strong reading culture. Children could also name and talk about current class books.

I can see you are reading xxxxx. How did you choose that book?

"I chose it myself. I like the front cover"

"Other people have read it and told me it was good. "

"I have read other books in the series."

"Other people were reading it. My friends have read other books in the series and said it was good. "

"It is a prequel of a series I read before. I have watched the TV series and a friend recommended it"

Children can explain new vocabulary learnt from class reading sessions

Are you able to tell me any new words you have learnt in story time?

"Astonishing, gasped"

"Woeful, isolated, booming"

"Peninsula, patriotic"

The children were then able to define or act out the word

What makes our curriculum provision for English exceptional and beyond the expected?

- Consistently high percentage of pupils in KS1 and KS2 meeting and exceeding national expectations in both reading and writing.
- Exceptional outcomes for children compared to national data.
- Exceptional progress scores in both reading and writing compared to national data.
- A culture which shows a 'love of reading' in children throughout the school.
- Enrichment activities such as Bigfoot drama, Young Shakespeare, visiting authors and the opportunities we provide for children to develop to be articulate and confident public speakers (e.g. individual presentations).
- Older children in our school support the progress in reading of younger children in the school- Y6/reception
- Support of our Friends Association allows our book corners and library to be well stocked with inspiring, varied and rich texts for children to enjoy reading and which children have been actively involved in selecting.

Key points for discussion with governors about this report

- Impact- data and results
- Support and intervention in place for those that need it to close the gaps or keep up
- Inclusive curriculum that follows a clear progression with building blocks for children to leave our school equipped for secondary school.
- All Key Stage 2 classes more confidently using the reading displays more consistently and effectively to promote love of reading as well as showing new books. Bookmarks, reading diaries and spelling books.
- Writing competition outcomes and new writing portfolio to share.

Example of progression – use of direct speech in writing Y2-6

Year 6

Progression in the skill of direct speech in writing.

Use of range of synonyms for said. Range of sentences structures, including interrupted speech. Development of clause structures within sentences using direct speech.

Children to adapt character's speech according to their personality- for example, the level of formality.

Thursday 16th September 2021
 I: To use inverted commas and other punctuation to indicate direct speech.

"We want you to work for us Alex," announced Mr Blunt, frowning a stern expression on his face.

"Are you serious?" replied Alex, "I'd get myself killed and I am still at school!"

"We think you would be perfect for the job," Mr Blunt fished a TV remote and pressed a button, casting a video of him at the Junk Food.

"You speak French, German and Japanese. You do karate, mountain climbing, rifle shooting and ~~are~~ ^{you} are a star!"

"But you're just loving all of my hobbies and hobbies," exclaimed Alex bewilderedly.

"Isn't it dear Alex. Your Uncle's been training you all these years!" declared Mr Blunt. "Well then, please me this way." He guided him through the ~~wood~~ corridor and then led him to the narrow elevator where he carefully stepped inside.

"What about Jack?" asked Alex nervously.

Year 5

Progression in the skill of direct speech in writing.

Development of combining direct and indirect speech

Wednesday 17th November 2021
 I: To use reported and direct speech.

Two of the castle's servants could be heard talking about that dreadful night.

A young porter, Edmund, who had not been in the service of the throne of Cawdor for long, spoke to his friend Hamish about the awful noises he had heard.

"Hamish," Edmund said, "Did you too, hear the dreadful sounds and harsh whispers carrying on the wind last night?" Calmwhispers and lamenting could be heard.

The weather for that time of year was unusual - violent storms were not so frequent in these months yet last night there had been one so strong, that it had sent chimney stacks tumbling from their perch.

"Indeed," agreed Hamish, who seemed relieved he had not been the only one. "My night was extremely unsettling also. Just before the light had been brought to the murder, footsteps - heavy ones - stomped past my door to the King's chamber. I saw a flash of warm torchlight through the cracks in my doorway. I thought about investigating, but fear pinned me to my bedsheets."

Edmund, surprised by this story, explained, "I feel that the world has been turned upside down. That nature has turned on itself. Did you feel it too Hamish?"

Year 4

Progression in the skill of direct speech in writing.

Using all the correct punctuation for speech, including LC letter after closing speech mark. Development of synonyms for said.

Wednesday 13th October 2021
 I: To write direct speech.

1) "Wow! This is better than being in a world of chocolate which is made of sweets and chocolate!" Heather thought. Heather excitedly, looking around awestruck.

Success Criteria	Yes	Miss Brenda
I have used inverted commas around the spoken words of my sentences.	✓	✓
I have remembered the comma before necessary for reported speech from the reported clause.	✓	✓
I have used different words for said.	✓	✓
BONUS: I have noted the order of my reporting clause and my speech within my sentences.	✓	✓

2) Admiring how amazed Heather looked, the alien spoke quietly, "That's not all."

3) "I wish I could live here," whispered Heather as she pressed a multi-coloured button.

4) "What's your name?" inquired Heather, exclaiming Heather kindly.

5) As a smile came up to his face, the alien said calmly, "I'll cherish you."

Year 3

Progression in the skill of direct speech in writing.

New speaker, new line. Using inverted commas independently to show spoken word. Some development of synonyms for said. Including !?, within inverted commas.

Thursday 19th October 2021
 I: To punctuate a direct speech.

"Perfect hill to build our beautiful city on," said R. emulus.

"No that hill is better!" Shouted R. emulus.

"Are you serious? That hill is as tiny as a grain of sand!" R. emulus.

"I see you are only doing that to mock me!" inquired R. emulus.

... lovely imaginative dialogue - well done.

Year 2

Progression in the skill of direct speech in writing.

Using inverted commas to show spoken words. Building sentences that include speech-using scaffold prompts.



Links to English enrichment activities 21/22

Young Shakespeare performances:

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Young-Shakespeare-Macbeth-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Young-Shakespeare-January-2022.pdf>

Writing Competition:

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Writing-Competition-July-2022.pdf>

Marvellous me individual presentations:

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Marvellous-Me-presentations-November-2021.pdf>

Globe Theatre trip:

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y5-Globe-Theatre-October-2021.pdf>

World book day activities:

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/World-Book-Day-Book-Sale-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/World-Book-Day-Bookshop-visits-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/World-Book-Day-Costumes-March-2022.pdf>

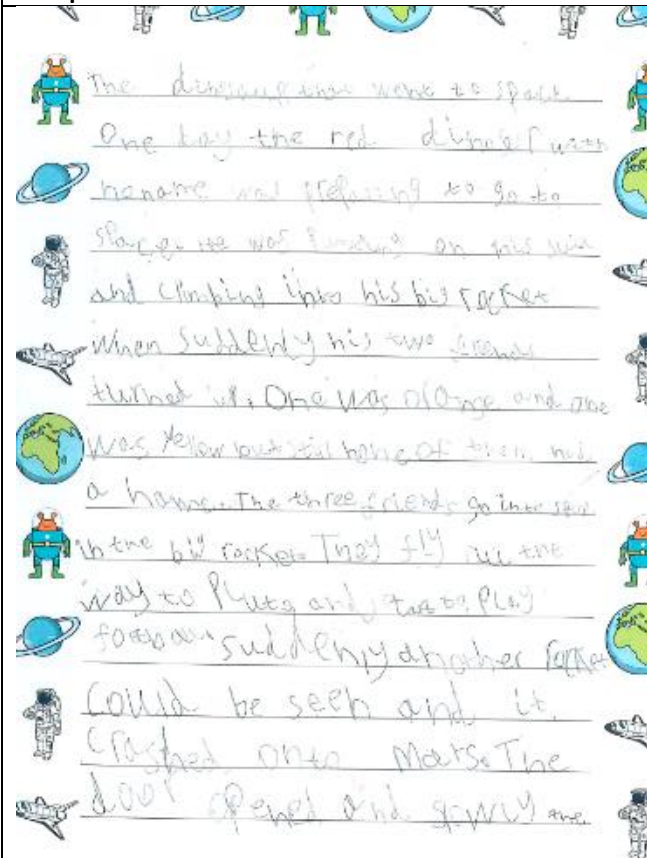

Performance opportunities – Nativity and Y6 production

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Y6-production-Alice-in-Wonderland.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/12/Nativity-December-2021.pdf>



Example progression included in updated portfolio of Christ Church examples of different writing genres
 – greater depth examples of narrative writing

Reception	Year 1	Year 2
 <p>The dinosaurs were in space. One day the red dinosaur was home and preparing to go to space. He was standing on his side and clanking into his big rocket. When suddenly his two friends turned up. One was orange and one was yellow but all three of them had a home. The three friends go into the big rocket. They fly all the way to Pluto and two to Pluto. Suddenly another rocket could be seen and it crashed onto Mars. The door opened and a green one</p>	 <p>These dinosaurs and Blacky were happily playing in Mars. They were playing near a volcano. One day there was a volcano eruption. "Oh no!" said the orange dinosaur. Quick as a flash Princess Alagada transformed into the mighty Princess in Black. The Princess in Black just realised that she had a black bucket in her bag. Blacky picked up the three mice from a fence. The Princess in Black told the farmer to go away as far as he could. The farmer went away but he was very sad because he was very old. He told the Princess in Black that he was sixty-five years old. The Princess in Black helped him go fast. "Time is running out!" said Princess. The Princess in Black wanted to say "bye" but she knew she didn't have time. She ran back to Mars. Look and saw the volcano was erupting fast.</p>	<p>hideaway woly tried the old wooden but it was locked tightly. He quickly ran and ran forward and then kicked the door down. He silently crept in, and as he had a glass, he tied and gagged poor, old Alagada and put her in a tight corner. That she made a faint noise that did rather like a muffled scream and immediately fell into a deep sleep. When was sure she was asleep he crept under my's screen bed and waited for Little Red.</p>

Year 3

I squirmed in the hot, dusty car. My carseat was black, and that did not help. I glanced at my 14-year-old sister, Libbie. Ever since my sister had turned 13, all she did was dye her hair and use her phone. I wound down my window. "oi, it's so loud!" came my sister's whining voice. Eyes still glued to the phone, her hand stretched out, reaching for the button, I pushed her away and stuck out my tongue. She retreated and I counted to count lamp posts.

Finally we arrived at Grandad Nono's house. He looked up from his gardening and waved his shears. Mum got out and went over to Grandad Nono. "I'm so sorry to make you look after Ali on such short notice," mum's warm voice said.

"oh, it's no problem!" chuckled Grandad. "They'll be ok, with me." slowly, I unbuckled myself and slid out of my carseat. I climbed out of the car, clutching Claude, my dachshund puppy. Libbie held my hand. At least sometimes she was understanding. Grandad Nono smiled at me.

"All right Ali, will have some fun, eh?"

I sat in the garage as grandpa Nono finished mowing the lawn. Libbie had gone inside to charge her phone. Me and Claude slumped down onto

"The summer show"

Year 4

The Lion, the fox and the chicken

On a day that felt as hot as ironing your skin, in the morning sun, chicken lay down next to a cactus. The sand was gold just like the sun. Nothing could be more painful than the scorching heat of the sun. Not even the cactus that was pricking Chicken. The desert stretched as far as the eye could see. He⁶ was in the middle of two things, - a vast desert, which only gets rain every once a decade. The other was being hunted down by badger and fox. This evening Unexpectedly, he heard badger call out his name. "I have found an oasis! Step on ^{the} rocks⁶ and you shall be able to drink and bath!" Though chicken knew that badger was a loyal ally of fox, his⁶ thirst won.

"COMING!"⁵ Chucked chicken though it sounded more like this.

"GLUCKOO!"⁵

Using his¹ last bit of energy, Chicken sprinted in badger's³ direction. Suddenly, the endless flat horizon was broken by the vivid turquoise colour

Year 5

Free Above the row of crumbling, red brick houses, the inky sky looked down silently, littered with twinkling stars. A tux of clouds floated in front of the shining, crescent moon, extinguishing whatever light there had been before.

The aftermath of the torrential ^{down pour} rain there had been earlier was obvious - soaked clothes hung of from washing lines and the night air still smelled of rain.

These September nights were always the same - slightly damp and peaceful - but tonight it was different.

A figure ^{new} ~~was~~ across the street and rested on a windowsill with peeling paint. The Dreamgiver had arrived at Kensington orphanage.

skeletal,

The unknown figure hovered for a minute outside the open window, peering in at the children, hesitant to enter. His slender⁸ beige, threadbare clothes hung on his slender, fragile frame and his head was bald. *

Battered goggles were pulled over bulging, beady eyes that sentinized the dormitory.

The dwelling was small and sad-looking, and it seemed that once it had been cozy, but the holes in the wall and thinny lumpy, uncomfortable mattresses lacked in that aspect.

The walls had once been painted a soft yellow, but now they had faded to brown.

Worst But the most de⁷ The Dreamgiver frowned as he watched the children sleeping fitfully, and peeled back the curtains, creeping in.

sleeping

The first¹ child that caught this man's attention was closest to the window. His floppy hair hung in front of

OKTAPODI

Far across the ocean, on an isolated island where an isolated, almost empty, town lay, in an isolated sushi shop was a not so isolated scene. Two octopuses drifted in murky water together, each staring into their true love's eyes with blissful content. Though these octopuses were experiencing as much joy as they would have in the ocean, the cramped derelict plastic tank they were trapped in, adorned with a few pieces of fake seaweed, was as far from the ocean as you could get. Even their embrace seemed out of tune with the scratchy music playing from the clunky radio, precariously positioned on the crowded, greasy worktop.

One of these octopuses was me. And the other, my beautifully pink true love - Rosa. We could never be separated. That was, of course, until we were.

A diabolical gloved hand attached to an equally diabolical person reached into the tank and snatched up me and Rosa, before sending me tumbling, tumbling, tumbling into the tank below, just in time to watch Rosa being slammed onto different machines and then being imprisoned once again, but this time in a cooler box. Then she was loaded into one of the front seats of a van and was gone. This could only mean one thing; Rosa was about to be made into sushi...

Any ordinary octopus would have just stayed in the tank, where it was safe, at least for a while. But I was no ordinary octopus, as I soon discovered, and my love for Rosa was just the same. I would do whatever it took to get my beloved back.

During the time that I was thinking of my extraordinary love, I found that I had managed to crawl out of the tank and edge my way to the door, where the air was scratchy and hard to breathe. Before I knew it, I was clinging on to the back of the van for dear life as it speeded down the winding, bumpy roads of the island.

Clambering along the side of the van as quickly as I could, I saw the cooler box through the open window with Rosa trapped inside. I had only just reached her when the delivery driver stretched out his hand and tried to strike at me. I dodged as best I could, but he eventually dislodged me from my unstable position on the window ledge. I went soaring through the air, only to land on the windscreen of the cursed vehicle. My three hearts beating faster than they ever had before, I spread my tentacles as far as I could to block the driver's view and give Rosa more time. I could see the frustration etched on his face, and as I looked at the hand that wasn't driving the rusty old van, it suddenly dawned on me. Too late. The windscreen wiper swished me from side to side.

"Ouch. Ouch. Ouch. Ouch."

I could only hope that Rosa had realised that I had slightly opened the cooler box or we would be made into octopus sushi, which was a fate I would rather avoid.

Sure enough though, Rosa, with all her usual cleverness, had crawled out, unbeknownst to the delivery man and was currently tugging on a lever with all her tentacles as hard as she could. I crossed my tentacles and hoped for the best. Unfortunately, the best did not come. The van was flung around in a circle and both me and Rosa were tossed out of the vehicle, me landing on the cobbled street and Rosa landing on a shiny white wall. The delivery driver looked as though he wouldn't be moving for a while. We still had to be careful though.

Without a moment to lose, I hurried towards Rosa and started climbing up the side. Apart from that, my suction cups didn't seem to be working. And that's when I realised. I was almost dry!

No amount of pushing, pulling or tugging would get me up. Still, I told myself, no need to panic. Which, coincidentally, was the exact moment that I saw something that, needless to say, made me panic. Out of the corner of my eye, I watched the delivery man wake up from his slumber, pick up his keys (attached to them was some strange purple blob with eight slightly thinner purple blobs attached

