

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 show 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 Systematic Synthetic Phonics scheme, 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 sessions 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.
- 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 the development of our 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.





Young Shakespeare performances of Twelfth Night and Hamlet 22/23



- We host a wide range of enrichment for children to support classroom 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. There is an annual individual presentation week where children prepare and present information to their classmates. Over the years, children have presented information about family members who are important to them, shared facts about a place special to them or talked about a cause where they want to make difference. In 22/23 children shared a 'Be the expert' talk, explaining a skill or area of knowledge to their class.

- 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.

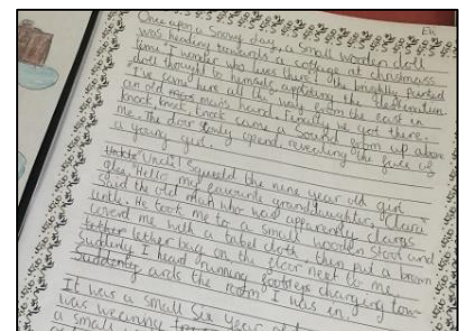
- Every child in the school takes part in the annual writing competition. This provides a

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.
- 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. 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 'Five 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.



Encased in Cerise's eight-limbed embrace, I pulled slightly away-just enough to gaze into her azure blue eyes-and wrapped a coral tentacle around her neck. It was a sunny day: the sky columbia-blue and liberated of clouds. We were two cephalopods in Mykonos, Greece, and we were happy too.

That was we were happy, until a human chartreuse pincer plucked her from my caressing tentacles and out of the still, maya blue waters. With desperation, Cerise clung to the hand but she was forcefully shaken off. Unceremoniously, she fell onto a pair of cold, silver, shining scales. Ocean eyes pleading with me to do something, anything. But all I could do was stare, useless, attached to the glass gazing as she was thrust into a blue and white cool

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- A group of five young children, all wearing red school uniforms, are sitting on a wooden bench outdoors. They are all focused on reading books. The child on the far left is holding a book with a colorful cover. The child next to him is also reading a book. The child in the middle is looking down at a book. The child next to him is holding a book with a white cover and colorful illustrations. The child on the far right is holding a book with a dark cover. In the background, there is a basket filled with various fruits, including apples and oranges. The children are sitting on a wooden bench, and the ground is paved.

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Summary, analysis and next steps for groups

Non Disadvantaged/Disadvantaged

At the end of 2022/23 attainment of the **disadvantaged group is in line with non-disadvantaged**.

Please note that the **disadvantaged group is very small** and that this data measures attainment and not progress of these pupils.

Progress of the disadvantaged group is good. We continue to track attainment and progress of the disadvantaged pupils individually on our tracker.

EAL/Non- EAL

At the end of 2022/23 the EAL group **attained similarly to the Non-EAL group**.

Individual support continues to be provided to EAL pupils where needed, in particular at higher levels of writing and in order to reach greater depth standard, where the use of correct grammatical constructions becomes more challenging for some children who speak English as an additional language. Over the past few years, EAL attainment has remained broadly in line with non-EAL in writing and reading.

Boys/Girls

In 2022/23 a higher percentage of girls reached the expected standard than boys in reading and writing. This remains broadly in line with previous years and the national data. The gap in reading and writing reduces when data for Y3 and Y5 are removed – a higher percentage of those reaching the expected standard a year early are girls.

SEN/Non-SEN

The SEN group across the school, which includes children with a range of Special Educational needs, is attaining below the non-SEN group in reading and writing. **Please note that our SEN group is small and the numbers in each class vary** (meaning that numbers in the classes working towards the two-year curriculum in reading and writing in Y3 and Y5 also vary – the gap is significantly smaller in reading when these two year groups are removed, demonstrating the impact of the focus we have on supporting SEN pupils to read with fluency to support access to the wider curriculum). There is no clear pattern when comparing with previous years' data which reflects the small number of SEN pupils and their wide-ranging individual needs. Children with SEN continue to have individual targets set and tracked on Personal Plans and Provision Maps.

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	2023
96%	100%	100%	100%	96%	96%

Key Stage 1 Assessment results - Year 2

Percentage of pupils reaching the expected standard or above

	Reading						Writing					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Christ Church	93%	89%	100%	96%	96%	93%	82%	82%	93%	89%	89%	86%
Camden	77%	77%	-	-	72%	72%	71%	70%	-	-	64%	65%
National	75%	75%	-	-	67%	68%	70%	69%	-	-	58%	60%

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

	Reading						Writing					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Christ Church	43%	39%	43%	36%	36%	43%	32%	29%	18%	25%	21%	25%
Camden	25%	26%	-	-	22%	23%	14%	16%	-	-	11%	12%
National	26%	25%	-	-	18%	19%	16%	15%	-	-	8%	8%

End of Key Stage 2 data - Year 6

Percentage of pupils reaching the expected standard or above

	Reading						Writing					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Christ Church	96%	96%	100%	100%	100%	93%	96%	100%	96%	100%	96%	93%
Camden	82%	80%	-	-	85%	81%	82%	82%	-	-	78%	78%
National	75%	73%	-	-	74%	73%	78%	78%	-	-	69%	71%

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

	Reading						Writing					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Christ Church	56%	52%	77%	83%	74%	54%	48%	63%	46%	54%	56%	57%
Camden	35%	34%	-	-	38%	37%	25%	27%	-	-	21%	22%
National	28%	27%	-	-	28%	29%	20%	20%	-	-	13%	13%

Average Scaled score

	Reading					Grammar, punctuation and spelling				
	2018	2019	20,21	2022	2023	2018	2019	20,21	2022	2023
Christ Church	110.6	109.0	-	112.4	110	111.1	111.6	-	113.9	110.1
Camden	106.7	106.4	-	107.1	106.8	108.2	108.5	-	107.9	106.9
National	105	104	-	105	105	106	106	-	105	105

Progress score

	Reading					Writing				
	2018	2019	20, 21	2022	2023	2018	2019	20, 21	2022	2023
Christ Church	+4.4	+3.5	-	+3.8	+3.8	+3.2	+5.4	-	+3.9	+5.6
Camden	+1.8	+2.4	-	+2.5	+2.4	+1.2	+1.8	-	+2.2	+2.6
National	0	+0.03	-	0	0	0	0	-	0	0

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 and feedback 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.
- Low stakes weekly spelling lists which are adapted to suit the children when needed and are part of our homework policy with words tested weekly. Scores are fed back to parents as well as children.



Summative assessment

- 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.
- Targeted assessment at the point of end of Key Stage in reading and grammar prior to statutory tests is used to more closely track progress and to inform planning.
- Termly spelling challenges take place in Key Stage 2 where children are working towards a personal best score for the NC spelling lists.
- End of year assessments for reading and writing are reported to parents in annual reports.

Adaptive teaching case studies

Most pupils with SEND or additional individual needs can fully access our English curriculum without specific adaptations to teaching. These are two case studies where small but specific adaptations have supported pupil progress.

- Pre-teaching vocabulary for SEN pupil to enable them to 'keep up' in the English lessons proved to be beneficial. It gave them greater understanding both in their reading and writing.
- Providing support for an SEN pupil learning to touch type has enabled them to access writing opportunities with greater confidence as well as it being an incredibly useful life skill. It allowed them to realise their full potential as a writer.



Response to the Ofsted Research Review

The Ofsted curriculum research review for English (updated July 2022) 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

Summary points from the research review	Our response: <i>How is this reflected in English education at Christ Church?</i> (Actions taken in response to research review are set out in 22/23 developments review section below)
<p>Based on the research, high quality English education may have the following features:</p> <p>Curriculum and pedagogy reading</p> <ul style="list-style-type: none">• The reading curriculum enables pupils to read increasingly complex and whole texts.• Teachers develop pupils' reading accuracy, automaticity and prosody.• Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.• Instruction in reading comprehension strategies is time-limited and explicit.• Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.• Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.• Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.• Planned and spaced recall helps pupils to retain the new vocabulary they have learned	<ul style="list-style-type: none">• 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.• 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.• Huge focus on story time, ensuring children experience whole texts and are able to engage in low stakes questioning about their books as well as formal comprehension structures• Displays in classrooms, assemblies and spaced retrieval weeks support with remembering, as well as homework tasks and morning work activities to build on what has been learned before.• Time built in timetable for reading for pleasure and our rich library and book corners enable children choice. Tracking of books on displays higher up the school promotes importance. Children have learned about how we learn and understand the importance of revisiting topics frequently.• Explicitly taught reading comprehension from Year 2.• Parent workshops designed to support parents with how they can help at home.
<p>Curriculum and pedagogy writing</p> <ul style="list-style-type: none">• The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write.	<ul style="list-style-type: none">• Writing genres taught explicitly and progression of writing genres explicitly planned.• Grammar explicitly shown in progression documents to ensure coverage.

<ul style="list-style-type: none"> Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision. Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription). Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair. Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing. 	<ul style="list-style-type: none"> Children write daily- both at length and short pieces. Teachers model explicitly in the writing process both in guided and shared writing. Children from Key Stage 1 are taught how to plan and write pieces as well as editing. Children from year 2 editing work on completion.
Assessment <ul style="list-style-type: none"> The curriculum breaks learning down into component parts, which are assessed formatively. This enables teachers to identify precisely pupils' misconceptions, gaps and errors. Teachers use information from this assessment to adapt the curriculum. Feedback to pupils is specific and provides them with a 'recipe for future action'. Low-stakes assessment of knowledge and retrieval tasks are also used to improve pupils' retention of the content. A multi-tiered approach to assessing reading problems leads to accurate identification and diagnosis of difficulties and pupils receive targeted support. Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions. 	See assessment information section above – formative and summative assessment
Systems, culture and policies <ul style="list-style-type: none"> In the early years and key stage 1, leaders prioritise the expert teaching of systematic synthetic phonics. Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge. 	<ul style="list-style-type: none"> All staff trained in Little Wandle phonics and regular refreshers for those that are not teaching regularly CPD in staff meetings and staff attend regular Camden training as well as other CPD courses to support their teaching of English. Lesson visits in English lessons as well as in story time for teachers to receive feedback and adapt teaching where necessary.

Review of key priorities over the past 12 months (review of 22/23 priorities):

- Continue to give targeted support to disadvantaged children in reading, to promote both fluency and encouragement of reading for pleasure

Intended outcome: 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.

22/23 embedded and must continue to be a priority. Percentage of children who reached expected in the disadvantaged and non-disadvantaged groups in reading was equal and a huge step up from last year and much more consistent.

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)



- 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.

Intended outcome: All teachers are confident to make accurate and consistent writing judgements and identify next steps for pupils at all levels.

22/23 target mostly achieved; continue next year as a priority in order to support new staff and staff in new year groups.

3. Further develop enrichment in English curriculum.

Intended outcome: All children experience a range of additional learning opportunities in English (speaking and listening, reading or writing focus) outside the classroom.

22/23 target achieved through opportunities to speak in front of an audience in their individual presentations, as well as a hugely successful debate week where all children took part in debating as well as successful readathon and individual poetry presentations.

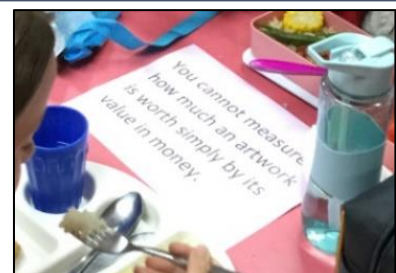
Other successful developments in 22/23

Debating week was a huge success this year. It involved children, staff, parents and external agencies to help teach children the skills in debating and performing in front of an audience. Children enjoyed lunchtime table debates, workshops and class debates and Year 5 took part in an event at South Hampstead School where they were able to showcase what they had learnt.



A spring time **Readathon** focused on enjoyment of reading around World Book Day. Our readathon, supported and partly organised by the Friends

Association, included a series of author visits, a book mark competition, an 'extreme reading' competition, reading activities in school and parents reading in classes. Money raised supported additional book purchases for the school and children's enthusiasm for reading successfully increased during the Readathon and beyond.



Each child from Y1-6 learnt and then recited a poem to their class, also sharing information about the poet and background of the poem. A selection of **poem presentations** from children of all ages were then shared in an assembly. This was hugely successful in expanding the range of poems heard and learnt by children and will be repeated annually.

Key targets and actions moving forward (development priorities for 2023/24):

Target and intended outcome	Planned actions (including dates where applicable)
<p>1. Ensure consistency of English teaching across the school for new staff/ those changing year groups</p> <p><i>Staff to feel confident in their teaching of English in their new year group or role, with knowledge of children's prior learning and next steps</i></p>	<ul style="list-style-type: none"> ➤ Support with lessons, particularly ECTS and guidance in planning when needed ➤ Staff meetings on grammar if needed to support subject knowledge ➤ Staff to use previous planning and use books from the previous year to understand the expectation ➤ Staff meetings for book sharing to give tips and tricks in marking to enable consistency in approach and standard/ expectation ➤ Lesson visits in English
<p>2. Build teacher confidence with writing moderation, particularly as there has been change in staff structure - ECTS and new to year group.</p> <p><i>All teachers are confident to make accurate and consistent writing judgements and identify next steps for pupils at all levels.</i></p>	<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 ➤ Use of school portfolio of examples of writing progression for different genres at both expected and greater depth standards.
<p>3. Ongoing targeted support to disadvantaged children in reading, to promote both fluency and encouragement of reading for pleasure.</p> <p><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></p>	<ul style="list-style-type: none"> ➤ 1:1 reading with this group with teacher or trained TA or both ➤ Rich book corners, engaging World Book Day events and involvement of visiting authors to engage children. ➤ Booster groups in place for those identified as needing a 'catch up' particularly those in the disadvantaged group. ➤ 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

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

What have you been learning about so far this year?

"I have learnt about using paragraphs, writing a diary and describing the setting using my senses"

"We have been reading the book How to Train your Dragon and written character descriptions using noun phrases (we used adjectives to describe the noun)"

"We have been reading The Lion and the Unicorn. We have been learning some comprehension skills and written a diary entry. We had non-negotiables in writing and also had to use specific things for diary e.g. informal language and first person with a chatty tone"

"We have been studying the work of William Shakespeare; we wrote balanced arguments using modal verbs and persuasive language."

"We have been basing our writing on Alex Rider: Stormbreaker. We have written a newspaper report using formal writing, modal verbs, direct and reported speech- including quotes."

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 learnt about metaphors in poems in Year 3 and now we are using them again in Year 4"

"We learnt how to punctuate speech last year and we are more confident in using it in our writing now"

"Our learning about reported and direct speech has helped with that this year. Our learning about figurative language last year has really improved my descriptive writing."

Children can explain how they think their writing has improved this year

"I am now writing with cursive handwriting and my handwriting has got smaller; my reading has also improved."

"I have more ideas now and I am able to write more; my spelling has also improved."

"I know my handwriting and descriptive language have improved; I am better at writing letters, writing more and my punctuation is more accurate and comes naturally now."

"I am much better at writing newspapers now- also writing more descriptively."

"I can now use a range of literary devices (using more and in the correct places) as well as using colons and semi-colons."

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. range of 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

Links to English enrichment activities in 22/23

Individual presentations - 'Be the expert'

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Be-the-expert-presentations-November-2022.pdf>

Individual poetry presentations

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Poetry-performances-March-2023-1.pdf>



Writing competition

<https://christchurchschool.co.uk/wp-content/uploads/2023/07/Writing-competition-July-2023.pdf>

English enrichment - trips and other events

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Nativity-Play-December-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Pantomime-December-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Y1-trip-to-Little-Angel-Theatre-November-2022.pdf>

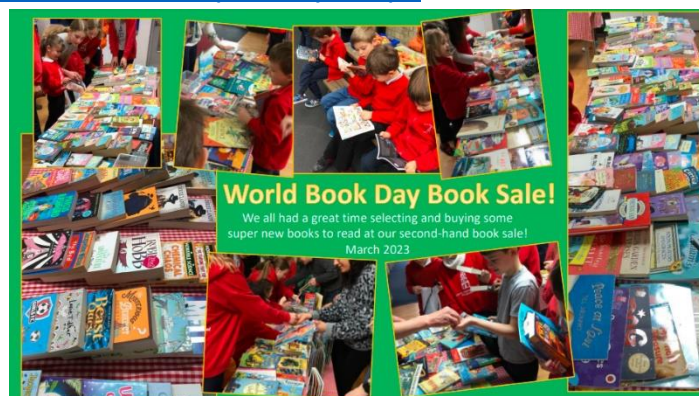
<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Young-Shakespeare-Performance-Twelfth-Night-October-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/10/Y5-trip-to-the-Globe-Theatre-October-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/World-Book-Day-Book-Sale-March-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/02/Young-Shakespeare-Hamlet-January-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/02/Y6-author-workshop-February-2023.pdf>



Readathon activities

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Readathon-March-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Amazing-author-visits-March-2023.pdf>

Debating week activities

<https://christchurchschool.co.uk/wp-content/uploads/2023/04/Y5-trip-to-Debating-Championship-March-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Debating-week-March-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Lunch-time-debate-questions-March-2023.pdf>




Writing:
Vocabulary, grammar and punctuation progression










	Word	Sentence	Text	Punctuation	Terminology for pupils
Rec	<i>There is no specific vocabulary, grammar and punctuation content set out in the EYFS Framework. Literacy: Writing is one of the specific area of learning within the Early Learning Goals. In order to meet this Early Learning Goal pupils are expected to: use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. We have identified some Year 1 concepts in Appendix 2 which are introduced and taught in Reception (highlighted below).</i>				
Year 1	*regular plural noun suffixes -s or -es, (e.g. <i>dog, dogs, wish, wishes</i>) including the effects of these suffixes on the meaning of the noun *suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. <i>helping, helped, helper</i>) *how the prefix un- changes the meaning of verbs and adjectives (negation e.g. <i>unkind</i> or undoing e.g. <i>untie</i>)	* how words can combine to make sentences * joining words and joining clauses using <i>and</i>	* sequencing sentences to form short narratives	* separation of words with spaces * introduction to capital letters, full stops, questions maths and exclamation marks to demarcate sentences * capital letters for proper nouns (including for names of people, places, days of the week) and for the personal pronoun <i>I</i>	* letter, capital letter * word , singular, plural * sentence * punctuation , full stop, question mark, exclamation mark
Year 2	*formation of nouns using suffixes such as -ness and -er and by compounding (e.g. <i>whiteboard, superman</i>) *formation of adjectives using suffixes such as -less, -ful (see full list of suffixes in Appendix A p56) *use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjective into adverbs	* subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) *expanded noun phrases for description and specification * how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	*correct choice and consistent use of present tenses and past tense throughout writing *use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	* use of capital letters, full stops, question marks and exclamation marks to demarcate sentences * commas to separate items in a list *apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	* noun , noun phrase *statement, questions, exclamation, command *compound, suffix * adjective, adverb, verb *tense (past, present) *apostrophe, comma
	Word	Sentence	Text	Punctuation	Terminology for pupils
Year 3	*formation of nouns using a range of prefixes (e.g. <i>super-, anti-, auto-</i>) *use of the forms a or an according to whether the next word begins with a consonant or vowel *word families based on common words showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	* expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in, because of</i>)	* introduction to paragraphs as a way to group related material * headings and sub-headings to aid presentation *use of present perfect for verbs instead of simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)	* introduction to inverted commas to punctuate direct speech	*preposition, conjunction *word family, prefix *clause, subordinate clause *direct speech *consonant, consonant letter, vowel, vowel letter * inverted commas (or 'speech marks')
Year 4	*the grammatical difference between plural and possessive -s *Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , <i>I did</i> instead of <i>I done</i>)	* noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict, maths teacher with curly hair</i>)	* use of paragraphs to organise ideas around a theme * appropriate choice of pronoun or noun within and across sentences to aid	* use of inverted commas and other punctuation to indicate direct speech (comma after the reporting clause, end punctuation within inverted commas)	*determiner *pronoun, possessive pronoun *adverbial

		*fronted adverbials (e.g. <i>later that day, I heard the bad news</i>)	cohesion and avoid repetition	*apostrophes to mark plural possession *use of commas after fronted adverbials	
Year 5	*converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i>) *verb prefixes (e.g. <i>dis-, de-, mis-, over-, re-</i>)	*relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted (implied) relative pronoun *indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)	*devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) *linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), and number (e.g. <i>secondly</i>) or tense choice (e.g. <i>he had seen her before</i>)	*brackets, dashes or commas to indicate parenthesis *use of commas to clarify meaning or avoid ambiguity	*modal verb, relative pronoun *relative clause *parenthesis, bracket, dash *cohesion, ambiguity
Year 6	*the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out-discover, ask for-request, go in-enter</i>) *how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>)	*use of passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> v. <i>the window in the greenhouse was broken (by me)</i>) *the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of questions tags: <i>He's your friend, isn't he?</i> , or the use of subjective forms such as <i>If I were</i> or <i>Were they</i> in some formal writing and speech)	*linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast to, as a consequence</i>) and ellipsis *layout devices to structure text (e.g. headings, sub-headings, columns (Y4), bullets or tables)	*use of the semi-colon; colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) *use of the colon to introduce a list and the use of semi colons within lists *punctuation of bullet points to list information *how hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> v. <i>man-eating shark</i> , or <i>recover</i> v. <i>re-cover</i>)	*subject, object *active, passive *synonym, antonym *ellipsis, hyphen, colon, semi-colon, bullet points (Y3 onwards)

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

<p>Year 6</p> <p>Progression in the skill of direct speech in writing.</p> <p>Use of range of synonyms for said. Range of sentences structures, including interrupted speech. Development of clause structures within sentences using direct speech.</p> <p>Children to adapt character's speech according to their personality- for example, the level of formality.</p>	
<p>Year 5</p> <p>Progression in the skill of direct speech in writing.</p> <p>Development of combining direct and indirect speech</p>	
<p>Year 4</p> <p>Progression in the skill of direct speech in writing.</p> <p>Using all the correct punctuation for speech, including LC letter after closing speech mark. Development of synonyms for said.</p>	
<p>Year 3</p> <p>Progression in the skill of direct speech in writing.</p> <p>New speaker, new line. Using inverted commas independently to show spoken word. Some development of synonyms for said. Including !?, within inverted commas.</p>	
<p>Year 2</p> <p>Progression in the skill of direct speech in writing.</p> <p>Using inverted commas to show spoken words. Building sentences that include speech-using scaffold prompts.</p>	

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 so small One day the red dinosaur became and began to go to space he was flying on his wings and climbing into his big rocket When suddenly his two friends turned up. One was alone and the was yes but the other of them was a hawk. The three friends got into the in the big rocket. They fly in the way to Pluto and the to Pluto for some suddenly another rocket could be seen and it crashed onto Mars. The doof opened and getting out </p>	 <p> During the space race with Russia, the happily playing in the living room. They were playing near a cat. Not even their grandpa a volcano grow fields and when they there it is a volcano erupting. "Oh no!" his parents began to panic. As a first person Aladdin transported into the living room in Blinding Powers in Black just realized that she had a black tiger in her bag. Black tiger began three miles from a power. The Power in Black told the power to go away as fast as he could. The power went away but he very very gave house he was very dirty. He said The Power in Black was very dirty five years. The Power in Black helped him go fast. Time is flying. Just told. The power in in Black wanted to say "bye" but she knew she didn't have time to say the cat back to Moscow Land and saw the volcano was flying out </p>	<p> hide mouse woly tried the old wooden but it was locked tightly. He quickly ran e and ran forward and then kicked the down. He silently crept in, and as he had a glass, he tied and gagged poor, old alone and put her in a tight corner. that she made a faint noise that did rather like a muffled scream and redily 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 worried about my window. "Libbie 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 lamp posts.

Finally we arrived at Grandad Nollo's house. He looked up from his gardening and waved his shears. Mues got out and went over to Grandad Nollo. "I'm so sorry to make you look after Ali on such short notice," Mues' warm voice said. "Oh, it's no problem!" chuckled Grandad. "He'll be okay with me," slowly I unbuckled myself and slid out of my carseat. I climbed out of the car, clutching Claude, my dachshund teddy. Libbie held my hand. As best sometimes she was understanding. Grandad Nollo looked at me. "All right Ali, will have some fruit, eh?"

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

Year 4

The lion, the fox and the chicken

On a day that felt as hot as coming 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 prickling Chicken. The desert stretched as far as the eye could see. He 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 for this reason. Unexpectedly, he heard badger call out his name. "I have found an oasis. Step on the rocks and you shall be able to drink and bath!" Though chicken knew that badger was a loyal ally of fox, he thirst won.

"COMING!" Chicken thought it sounded more like this.

"CLICKOO!" Using his last bit of energy, Chicken sprinted in badger's direction. Suddenly, the endless flat horizon was broken by the vivid turquoise colour

Year 5

Above the row of crumbling, red brick houses, the inky sky looked down silently, littered with twinkling stars. A huff of clouds floated in front of the shining, crescent moon, extinguishing whatever light there had been before. The aftermath of the torrential rain there had been earlier was obvious - soaked clothes hung on green 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~~ ^{was} across the street and rested on a windowsill with peeling paint. The Dreamgiver had arrived at Kensington orphanage.

The ^{original} unknown figure hovered for a minute outside the open window, peering in at the children, hesitant to enter. His slender, beige, cardboard clothes hung on his slender, fragile frame and his head was bald. * Battered goggles were perched over bulging, beady eyes that scrutinized 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 stinky lumpy, uncomfortable mattresses lacked in that respect. The walls had once been painted a soft yellow, but now they had faded to brown.

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

The ^{sleeping} just child that caught this man's attention was closest to the window. His floppy hair hung in front of

Year 6

OKTAPODI

Far across the ocean, on an isolated island where an isolated, almost empty, town lay, each straining to breathe, two octopuses drifted in murky water together, each isolated from the other. This was a most unusual sight. Two octopuses, drifted in murky water together, each isolated from the other. This was a most unusual sight. Two octopuses, drifted in murky water together, each isolated from the other. This was a most unusual sight.

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 me up me and Rosa, before sending me tumbling, tumbling, tumbling into the tank below, just in time to witness 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.

[illegible]

"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 oedonous cushi, 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 cobble 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 mess (attached to them was some strange purple blob with eight slightly thinner purple blobs attached to it) and walk away.
