



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 and curriculum. 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. We also encourage and enjoy visits from authors and take part in a range of reading activities to promote a love of reading, with the support of our 'Friends.' In this academic year, we had two consecutive weeks to inspire and build on the children's love of reading- many activities were planned by the subject leader to fill two weeks with author visits, class-based activities

and performances based on familiar books. We also invited family and friends to come into class to read to the children to share their love of reading too!

- 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.
- Focused handwriting sessions are taught throughout all of Key Stage 1 and 2. These use consistent resources and successes in handwriting, both effort and outcome are celebrated in assemblies.
- 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 24/25 children shared a 'Have your Say' presentations, which was a chance for children to share something that is important to them or they feel passionate about.
- 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.
- 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.



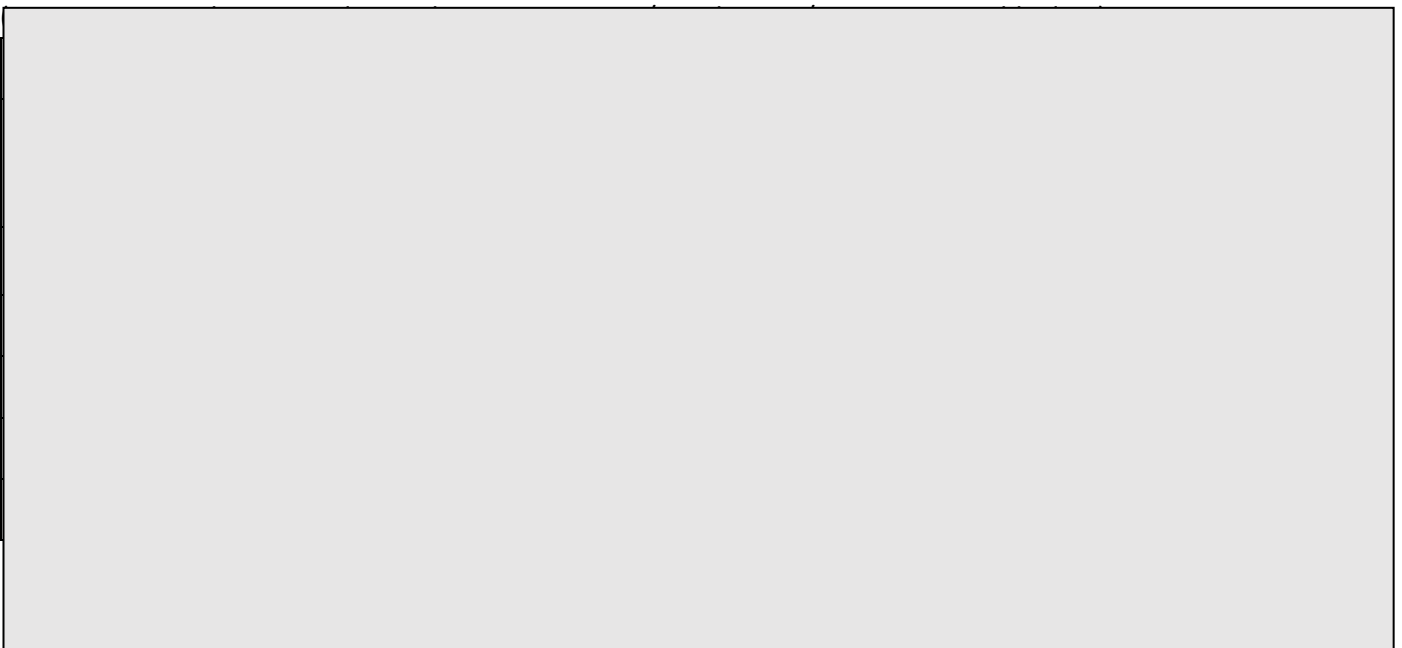
- Ongoing assessment of reading and writing takes place in English lessons and all class teachers complete termly teacher assessments. Some children are closely monitored using fine tracking if teachers and leadership believe they will not reach the age expectation in the subject. Moderation is completed 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

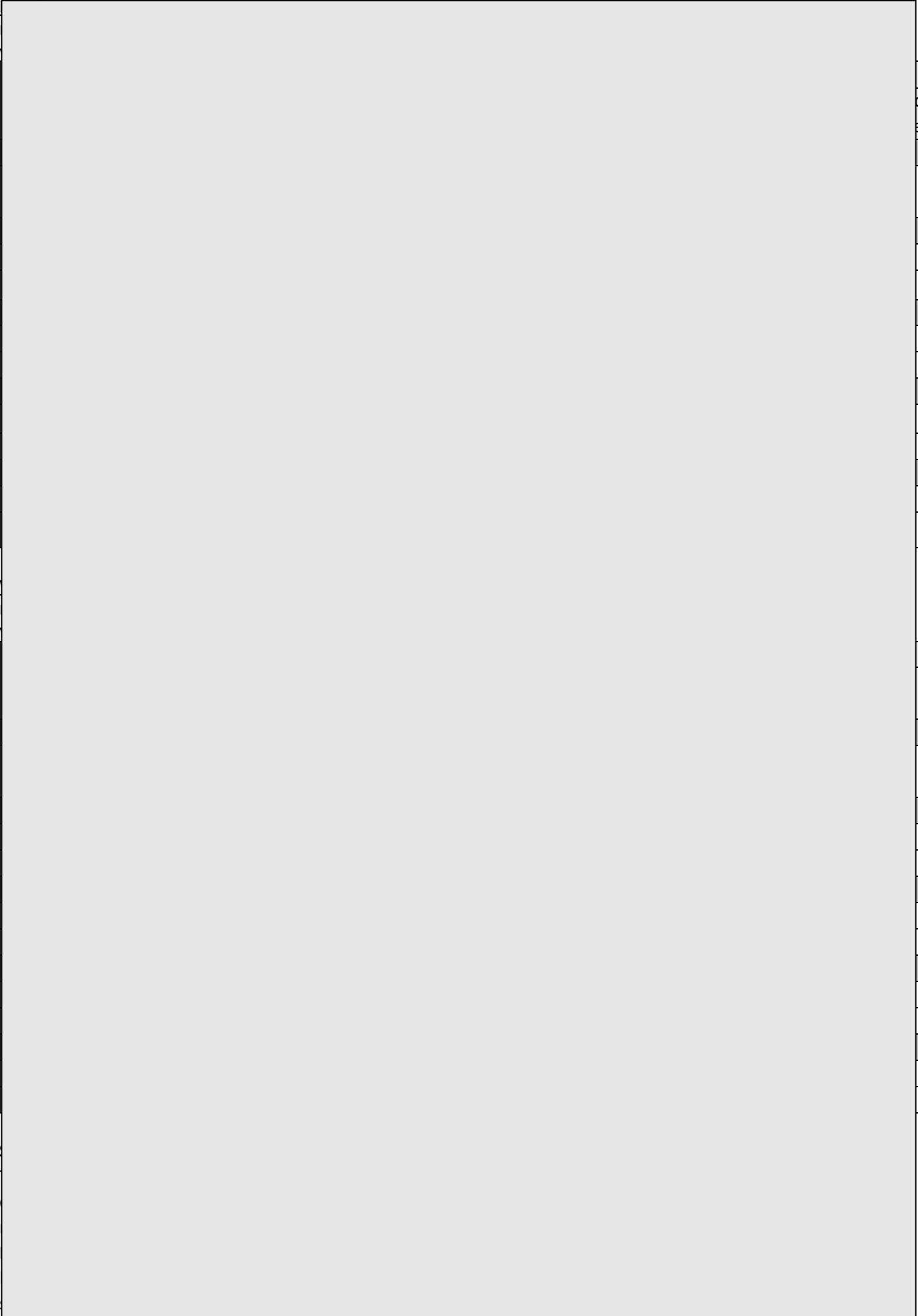


### **Impact**

- 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.
- 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.
- 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 broad curriculum.
- Children at our school are able to speak confidently through speaking and listening activities in lessons and specifically-designed tasks where children speak to their class or present to the whole school.

### **Whole school standards (three-year trend)**





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**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	2024	2025
96%	100%	100%	100%	96%	96%	93%	96%

**Key Stage 1 Assessment results - Year 2 – non statutory from 2024 onwards**

**Percentage of pupils reaching the expected standard or above**

	Reading						Writing					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
<b>Christ Church</b>	100%	96%	96%	93%	96%	93%	93%	89%	89%	86%	79%	86%
Camden	-	-	73%	72%	n/a	n/a	-	-	65%	65%	n/a	n/a
National	-	-	67%	68%	n/a	n/a	-	-	58%	60%	n/a	n/a

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

	Reading						Writing					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
<b>Christ Church</b>	43%	36%	36%	43%	36%	36%	18%	25%	21%	25%	25%	32%
Camden	-	-	23%	23%	n/a	n/a	-	-	11%	12%	n/a	n/a
National	-	-	18%	19%	n/a	n/a	-	-	8%	8%	n/a	n/a

**End of Key Stage 2 data - Year 6**

**Percentage of pupils reaching the expected standard or above**

	Reading						Writing					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
<b>Christ Church</b>	100%	100%	100%	93%	100%	96%	96%	100%	96%	93%	100%	92%
Camden	-	-	85%	81%	82%	83%	-	-	78%	78%	79%	78%
National	-	-	75%	73%	74%	75%	-	-	69%	72%	72%	72%

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

	Reading						Writing					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
<b>Christ Church</b>	77%	83%	74%	54%	79%	68%	46%	54%	56%	57%	63%	60%
Camden	-	-	38%	37%	36%	41%	-	-	21%	22%	20%	20%
National	-	-	28%	29%	28%	33%	-	-	13%	13%	13%	13%

### Average Scaled score

	Reading					Grammar, punctuation and spelling				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>Christ Church</b>	-	<b>112.4</b>	<b>110.0</b>	<b>112.2</b>	<b>111.2</b>	-	<b>113.9</b>	<b>110.1</b>	<b>113.1</b>	<b>112.8</b>
Camden	-	107.1	106.8	107.2		-	107.9	106.9	107.7	107.8
National	-	105	105	105		-	105	105	105	106

### Progress score – not available from 2024 onwards

	Reading					Writing				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>Christ Church</b>	-	<b>+3.8</b>	<b>+3.8</b>	n/a	n/a	-	<b>+3.9</b>	<b>+5.6</b>	n/a	n/a
Camden	+2.4	+2.5	+2.4	n/a	n/a	+1.8	+2.2	+2.6	n/a	n/a
National	+0.03	-	0	0	n/a	0	-	0	0	n/a

High end of Key Stage standards maintained in all areas in 2025, with significantly higher figures than local and national comparisons.

### 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. You can read our school response to the Research review in our Autumn 2023 curriculum report.

### Ofsted subject report

The Ofsted English Subject Report (March 24) reviews a wide range of best practice in both primary and secondary maths teaching and makes recommendations for implementation in schools. You can read our Christ Church response to the Subject report in our 2023-24 curriculum report.

### **Last year's key development and successes: review of 24/25 priorities:**

Target 1: Handwriting: To see a marked improvement in handwriting and presentation across the school

*Intended outcome: All children to understand the importance of neat and cursive handwriting and to see that this is valued in the school. Majority of children to be able to point to a consistent improvement in hand writing across the year.*

#### **Target achieved**

Significant work on handwriting took place across the school over the year, including staff training, introduction of new handwriting resources and ongoing monitoring of the teaching of handwriting and the impact this had on different groups of children. Monitoring showed that the majority of children's handwriting improved and that teachers' confidence and regularity in teaching handwriting also improved. This will continue to be monitored to ensure it continues into the following years.

Target 2: Grammar: To ensure that all grammar curriculum is taught in all year groups- as per the curriculum maps for English

*Intended outcome: Grammar curriculum is taught in full (in separate lessons and/or integrated as part of English topics) and all children are making good progress in understanding and using the set grammar concepts.*

#### **Target ongoing**

The addition of the year-group-specific grammar outcomes to the assessment sheets supported teachers' understanding of and confidence in which grammar concepts to focus on. Support for teachers in planning and teaching grammar concepts both within sequences of lessons or in discrete lessons continued. This target will be continued as part of the work on reviewing the curriculum in light of the curriculum review and Writing Framework document.

Target 3: Book Week: For the whole school to take part in a successful two weeks focused on reading (March 2025)  
*Intended outcome: For all children to take part in a range of reading activities over the two weeks, supporting the promotion of a love of reading and reading culture across the school*

**Target achieved**

Two successful books weeks took place in March 2025 including a range of in-class and enrichment activities to promote reading and love of books. See photos and examples in enrichment section below and further information on website: <https://christchurchschool.co.uk/wp-content/uploads/2025/03/Reading-weeks-March-2025.pdf>



**Key actions moving forwards – development priorities for 2025-26 year:**

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p><b>1. Review and refine Christ Church curriculum where needed in light of the government’s Curriculum and Assessment Review</b></p> <p><i>Intended outcome: Christ Church curriculum aligns with national curriculum and other statutory guidance</i></p>	<ul style="list-style-type: none"> <li>➤ Review the government’s Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum.</li> <li>➤ Update planning and related documentation, including ‘curriculum pack’ and ‘curriculum statement’ for the subject, to reflect any updates.</li> <li>➤ Ensure appropriate professional development and resources are in place for any changes or updates.</li> </ul>
<p><b>2. Ensure consistency in planning format and folders for English</b></p> <p><i>Intended outcome: to review and refine current planning documents to ensure that there is a cohesive and structured way of planning English in planning folders.</i></p> <p>This builds on from last year’s target of ensuring all grammar is covered consistently across year groups.</p>	<ul style="list-style-type: none"> <li>➤ English subject leader to do an audit of planning folders and teachers to implement the new planning format across all terms this year</li> <li>➤ Grammar objectives to be highlighted on cover sheet (similar to maths coverage sheet) in planning folders to ensure that the full curriculum is being taught in each year group- or across 3/4, 5/6)</li> </ul>

<p><b>3. Develop shared, guided and modelling writing in English</b></p> <p><i>Intended outcome: greater teacher confidence in the modelling stage of writing</i></p>	<ul style="list-style-type: none"> <li>➤ Staff peer collaboration professional development work group on modelling writing, as well as subject leader to trial then model teaching these methods for others to trial.</li> <li>➤ Introduction of visualiser across the school as a means to complete shared/ modelling writing.</li> </ul>
<p><b>4. Review updated DfE Writing Framework (July 2025) and audit and review provision to ensure it is in line with best practice outlined in the Framework</b></p> <p><i>Intended outcome: Provision has been reviewed in the light of the Writing Framework and any improvements have been implemented to ensure strong foundations in writing.</i></p>	<ul style="list-style-type: none"> <li>➤ Subject leader and SLT to review writing framework document.</li> <li>➤ Staff meeting to share writing framework key points and audit current provision.</li> <li>➤ Plan and implement any changes in light of audit, considering school context and ensuring consistent implementation across the school.</li> </ul>



**Pupil Voice: Autumn 2024**

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

- “Writing letters and postcards, story planning before writing the story.”
- “Learning about Greek myth- Pandora’s box and writing from our imagination.”
- “Learning how to make our own comic strips based on a story, and how to use onomatopoeia.”
- “Learning about Shakespeare: Romeo and Juliet, comprehension, writing a retelling of Macbeth, and writing a playscript about Romeo and Juliet.”

“We learnt about restrictive and non-restrictive relative pronouns.”

“We learnt how to use a colon to demarcate sentences.”

**Children can talk about what they have enjoyed learning about:**

“The choice of text (Alex Rider) and the amount of creativity in the lessons- writing setting description of the scrap yard and our fantasy characters; also writing about our PGL trip.”

**Children were able to say what their class book was and what they liked about story time:**

- “We read a range of different picture books- sometimes we get to choose them.”
- “We are reading ‘The Witches’ as our class book and we are reading Greek Myths in English lessons”
- “We are reading ‘Lights on Cotton Rock’ in English lessons and we are reading ‘Boy in the Girl’s bathroom’ during story time”
- “We are reading both ‘The Jungle Book’ and Macbeth”
- “We are reading ‘Stormbreaker’ in our English lessons to inspire writing and ‘Holes’ in story time”
- “Story time allows us to hear lots of stories and is a time to relax.”
- “We learn new vocabulary during story time.”
- “Story time is a nice way to relax and enjoy a book at the end of the day.”

**Children could share what they were proud of this year.**

Many children commented that handwriting was an area they improved in. Older children commented on their progression in grammar and their use in advanced punctuation.

**English enrichment activities in 24/25**

We enrich the English curriculum with a range of trips out of school (e.g., to theatre productions and libraries) and with visitors into school (e.g., performances and workshops). We also provide enrichment with the opportunity for children to perform themselves, e.g., our whole school production. Each year we also hold a school-wide poetry week, a whole school writing competition and public speaking opportunities such as individual presentations on ‘what’s special about me’.



Reading together- Book week – Year 6 and reception



Year 6 production



Whole school Writing competition



Wind in the Willows performance – Book Week



Young Shakespeare Autumn



Young Shakespeare Spring



Author visit- Book Week- Chrissie Sains



Book Week- Book sale



Poetry recitals in Poetry week



Poetry workshop- poetry week



Pantomime- Beauty and the Beast



Key Stage 1 and EYFS Nativity



Dance- book workshops – Book week



Year 5 trip the Globe Theatre



Have your Say presentations



National Poetry Library- Year 5



Author Visit- book signing – Book week



Year 5 debating competition at South Hampstead School



### **Professional development and links outside the school**

Professional development for the curriculum leader takes place primarily through attendance at the Camden subject network meetings three times a year. Each term, the curriculum leader participates in these sessions and engages in professional learning that is then used to inform and refine practice at Christ Church where appropriate. These meetings also offer valuable opportunities to hear from guest speakers, analyse subject-related data, and receive updates on any national updates. Moderation training is also attended multiple times throughout the year, enabling the curriculum leader to make secure end-of-key-stage judgements and to support colleagues in developing accuracy and confidence in their own writing assessments.

In-school CPD is incorporated into staff meetings when relevant. This includes feeding back on external courses, sharing best practice, and enabling staff to trial new resources gathered through networking opportunities. The subject leader supports teachers with planning, teaching, and learning by offering guidance and helping them adapt existing plans to suit the needs of their classes. During the 2024/25 year, the subject leader introduced a range of practical handwriting resources, which staff implemented successfully. The subject leader also leads whole-school writing moderation, ensuring teachers feel confident and secure in their assessment of pupils' writing. They are always willing to model best practice to support staff development further.

Teachers who are new to their year group attend Camden training to strengthen their subject knowledge and support their teaching of English. They also take part in moderation training delivered through the local authority. Collaboration with other schools continues to enrich practice: for example, the Year 5 teacher has worked with the Camden Network to develop debating resources, with pupils attending related events. The subject leader has also provided moderation support to another school through Grow Education.

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

- Pupils in both KS1 and KS2 consistently achieve highly in reading and writing, with a strong proportion meeting or exceeding national expectations.
- Children achieve outcomes that are significantly above those seen nationally.
- A whole-school culture fosters a genuine love of reading among pupils.
- Enrichment opportunities—such as Bigfoot drama workshops, Young Shakespeare performances, visiting authors and regular chances for pupils to present to an audience—help children become articulate and confident speakers.
- Debate and spoken-language development are firmly embedded across the curriculum as well as taught explicitly.
- Older pupils support younger children's reading development, for example through the Year 6 and Reception reading partnership.
- The support of our Friends Association enables us to maintain well-resourced book corners and a library filled with rich, diverse and engaging texts that pupils help to select.

Example of work sample progression – use of punctuation Year 1-6

**Year 6**  
Grammar progression  
- use of semi colons and colons in writing as well as dashes

Three friends strode, somewhat cautiously, towards the looming, bronze clockwork time machine - excitement and trepidation buzzing through them like an electric current. Inquisitive, Watniss marched along on her gangly legs, ~~big~~ bushy, flyaway hair obscuring parts of the ~~del~~ expression and shining eyes. To her left, Winston, the ingenious inventor, looked determinedly towards the breath-taking invention, calculations whizzing through his precocious mind. And then there was ~~was~~ Brows furrowed, the wondrously wise four-year-old continued pushing aside her skeptical realisms of the catastrophic outcomes time-travelling. The trio looked remarkably similar, all ivory-skinned and dressing in slightly worn-out garments: Watniss in a reddish tunic and leather satchel; Winston in an orange coat and grey shorts; and Cosette in a pinafore and red coat that dwarfed her already minute figure. The trio had no idea what was in store for them; what they did know was that they were about to embark on one of the greatest adventures of their lives...

**Year 5**  
Grammar progression  
- ellipses to build suspense and brackets for parenthesis

... Silence. No roars, no chomps, no death. Just... silence. She took the opportunity to grab a breath and she dived back down again before stopping at an unusual noise. CRACK. A string of golden light twisted into a web, protecting Emma from the sea serpent's evil. CRACK again. Continuous cunches and cracks created a barrier between the monster and herself. So overcome by relief, t

Secondly, because you believed your wife, (Lady Macbeth) <sup>was</sup> causing you to do abominable things out of a good heart, you followed her ~~bad~~ trail. You ~~was~~ <sup>were</sup> wrong. Are you <sup>being</sup> blinded by guilt? Are you so blinded that you can't see your partner is <sup>her</sup> manipulating you for her own benefit? When you refused to her feindish plan, she taunted and teased you like

**Year 4**  
Grammar progression  
- fronted adverbials using commas

Last weekend, in the dead of night, a curious young girl with a passion for space, had an encounter with a curious creature from outer space. This extraordinary event took place at Cotton Rock near her home while her parents slept.

**Year 3**

Grammar progression  
- inverted commas

"I want something that will make me so rich there will never be someone so rich!" ~~exclaimed~~ ~~king~~ ~~exclaimed~~

"Think really carefully before you decide" the satyr said scratching his head.

"I really want everything, I wish for gold glitters gold!" sang the king in a happy voice.

"Are you sure? Do you really want it?" asked the satyr curiously and feeling a little concerned. *impatient*

"Of course I want it just be quick I am getting impatient!" ~~demanded~~ ~~king~~ ~~Midas~~ ~~eyes~~ ~~to~~ ~~try~~ ~~his~~ ~~new~~ ~~power.~~

"ok, ok, well your wish is granted." said the calm satyr.

**Year 2**


Grammar progression  
- question marks

The Great fire of London 1666  
What happened?  
The Great fire of London started in the kitchen of Thomas Farrington at one o'clock on September 1666.

**Year 1**

Grammar progression  
- capital letters and full stops

Beginning



Once upon a time there was an owl and the sun was blinking his eyes.

Middle