















English Curriculum Rationale

At Thurcroft Junior Academy, our pedagogical, teaching approach to English is underpinned by our principal's message that every pupil can and will develop new skills, which always builds on their existing knowledge base. The talents and abilities of all of our pupils are celebrated, with our primary focus on being able to succeed and ensuring that all pupils do. We understand that the skills and knowledge taught during English lessons can be applied throughout all aspects of everyday life and are vital to ensuring that children are secondary-ready and ultimately ready for living their independent, adult lives. Our Key Stage 2 English curriculum is taught through high-quality texts, which are passionately used to teach the objectives within the national curriculum and to foster children's love of reading. When planning each unit, our teachers ensure learning is engaging, stimulating and inspirational, whilst ensuring learning builds on children's prior learning and supports and challenges all pupils. At the end of each unit, children independently plan and create exciting pieces of writing (over a variety of genres), which are published and illustrated and proudly display throughout our academy.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to the NC</p>	<p>When children join our academy in Year 3, their reading fluency is assessed. If a child's reading is fluent, reading and the skills for reading are taught through our bespoke Key Reading Skills programme. Any children who are not assessed as not being fluent, join daily phonics sessions. The school follows the ACET synthetic phonics programme.</p> <p>Writing is taught through the use of high-quality texts, which provide a stimulus for writing each half-term and underpin language acquisition. Spellings are taught weekly through the use of Spelling Shed. Handwriting is taught daily to ensure pupils can produce writing in a clear and legible cursive style, which can be used consistently when writing across the curriculum.</p>	 <p>Pedagogical Approaches</p>	<p>Thurcroft Junior Academy takes a reading into writing approach. Wherever possible, grammar, reading and writing skills and knowledge are taught within the context of the high-quality text being used as a stimulus to immerse the children into their writing. Lessons are carefully designed by teachers to ensure pace of learning is maintained, as well as to ensure learning is understood.</p>	 <p>Approach to Assessment</p>	<p>In writing, independent, extended published pieces of writing, which are usually produced every three weeks, are marked using the ACET Writing Objective Tracking Grids and in Year 6 are marked using the National Curriculum end of Key Stage writing criteria. The academy engages termly in both internal and trust-wide moderation to benchmark assessment pieces. Formal assessment takes place three times per year and in Year 6, past KS2 SAT's papers are used to provide standardised scores and identify gaps in children's learning so future teaching can respond to these.</p> <p>We use the NGRT tool twice per year to identify specific gaps in children's reading abilities and to track them in terms of sentence completion and reading comprehension. We also use the NFER tests each term to identify specific gaps in reading skills.</p>
 <p>End Points</p>	<p>Our long-term plan at Thurcroft Junior Academy, ensures that a wide range of genres and text types are taught. Subject leaders are very clear about being ambitious in all groups and our programme is designed to inspire all children to strive for greater depth within the statutory assessment frameworks. Our aim is for all children to be confident writers, who are to write for a variety of purposes and audiences and to be frequent, self-assured readers, who read for both pleasure and for meaning.</p> <p>Children produce independent pieces of writing where they are always given an element of choice in the context of their writing.</p> <p>In key reading skills, staff follow the 'key reading skills progression document' to ensure that all of the relevant reading skills and text types are covered.</p>	 <p>Teachers' Expert Knowledge</p>	<p>The continued professional development of our teachers is central to the success of our English teaching and learning. All teachers are fully trained in the ACET Systematic Synthetics Programme, which is regularly monitored by our designated Reading Lead, as well as our Key Reading Skills Programme. In response to monitoring, CPD and coaching opportunities are delivered.</p> <p>Staff meetings are led by our Writing Lead, at least termly, to discuss the writing process, share best practice and ensure that all teachers are equipped with the skills to support and challenge all learners. CPD ensures that our teachers have up-to-date expert knowledge in systematic synthetic phonics, reading, children's authors, grammar, punctuation and spelling.</p>	 <p>Performance Data</p>	<p>The school uses FFT to set ambitious targets for all children across Key Stage 2, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the academy website.</p> <p>Within the academy, reading and writing data is collated half-termly by teachers to monitor the progress being made across each year group, cohort and group of pupils. This is discussed at pupil progress meeting and effectively used to inform future teaching and learning so that cohorts are on track to meet or surpass the ambitious targets they are given.</p>
 <p>Sequencing</p>	<p>Our English curriculum follows a spiral structure, which ensures that key skills and concepts are revisited throughout Key Stage 2 so that skills can be enhanced, deepened and used securely, in order to meet the expectations of being a greater depth writer. Our writing teaching sequence is a four-step process - immerse, analyse, plan, write. During this process there are many opportunities for children to practise their skills with short burst writing and to edit, evaluate and improve their work. This process becomes more in-depth as key skill and concepts are revisited. Grammar and punctuation aspects are taught within the context of the writing process and are revisited throughout the writing process as well as cross-curricular.</p> <p>In reading, staff follow the 'key reading skills progression document, teaching increasingly challenging texts with questions of different skill-types. We focus on retrieval, inference, vocabulary, prediction, summarising and explaining. Staff teach children ambitious vocabulary, using the y3/4 and y5/6 spelling words which are woven into our key texts.</p>	 <p>Promoting Discussion & Understanding</p>	<p>Our English curriculum naturally promotes discussion through the high quality texts that are studied. The academy follows a 'reading into writing' approach, allowing children to immerse themselves in the text studied. With many opportunities during the 'immerse' stage for role play, speaking and listening, sentence and vocabulary rehearsal.</p> <p>As part of English lessons, children regularly read and complete pieces of writing linked closely to what they have read. Opportunities to develop vocabulary are acted upon by class teachers and can be found on the English Working Wall.</p> <p>Our Key Reading Skills lessons encourage children to identify, clarify and use new vocabulary. The vocabulary is accessible to children on display and children are encouraged to use the words that they have learnt in their writing.</p>	 <p>Pupils' Work</p>	<p>When children join our academy in Year Three they begin to learn to join their handwriting in the cursive form. Handwriting lessons take place in lower key stage two daily to enable children to develop their confidence and competence in handwriting.</p> <p>Children use pencil to write and edit in Year Three and move to handwriting pen and blue pen for editing from Year Four. Teachers set high expectations for presentation of writing across the curriculum and this enables children to take pride in their work.</p> <p>In English, children practise, plan, draft and edit in their English books and published pieces of work are usually completed on paper. Published writing for each child is celebrated on display in classrooms. Displays are also placed around school with art work that links closely to the text studied.</p> <p>In key reading skills, children write their answers in their books in full sentences and self-assess 'tick or fix' at the end of the lesson.</p>

 Addressing Social Disadvantage	<p>In our academy we strive to ensure that disadvantaged pupils make progress in line with their non-disadvantaged peers. Progress of these pupils is regularly monitored through half-termly data collection and steps are put in place to accelerate progress. The AIR document highlights to class teachers and senior leaders the progress of disadvantaged vs non-disadvantaged pupils.</p> <p>Pupil premium children are targeted for additional 1:1 reading by class teachers and interventions are targeted to the needs of children, allowing us to narrow the gap.</p> <p>We try to give all of our children reading experiences that they may not otherwise get to have, through investment in engaging books and visits/visitors.</p>	 Knowing More & Remembering More	<p>Our English planning follows a structure that enables children to first practise SPaG in a meaningful context verbally and then with a short-burst of writing. Children then apply and embed this SPaG within their independent write. This approach allows children to consistently practise SPaG features and aims for them to independently include these features in their work.</p> <p>Class teachers use a metacognitive approach to learning and a ‘thinking out loud’ approach to modelling. This encourages children to use metacognition themselves and deepen their understanding as learners.</p>	 Pupil Voice	<p>Class teachers consider pupil voice when completing the half-termly AIR document. This allows teachers to identify areas of strength and development across the English curriculum and any improvements that can be made.</p> <p>Pupil voice is regularly monitored by members of SLT, as well as the Reading Lead. Children are asked about what they have been learning and if they have enjoyed it, allowing staff to feed back to class teachers and identify areas for improvement.</p>
 Local Context	<p>As our school is a junior school, pupils join us in Year Three following an in-depth handover from Thurcroft Infant School. Children who need additional support in English are immediately identified and steps are put in place to support these children to make progress.</p> <p>Reading is something that not all of the children in our school would say that they love to do. We have developed reading for pleasure across our school through investments in high quality books for each class. Classes visit the library on a weekly basis to further encourage and develop a love of reading. Children are now striving to read 4 times per week at home - a new, aspirational challenge for our pupils.</p>	 Teacher Assessment	<p>Teachers use their expertise to use assessment for learning within lessons to identify misconceptions and next steps for learning. Interventions are tailored to match the needs of children and narrow the gap between those making expected progress and those that are not.</p> <p>Feedback and marking is clear within children’s books and next steps are meaningful and tailored to each child. Children are expected to complete their ‘purple pen jobs’ daily and act upon feedback left by the class teacher so that they can deepen their learning.</p> <p>We use the NGRT twice per year to identify children’s gaps in terms of sentence completion and reading comprehension. Targeted interventions are set up as a result of this to fill gaps and maximise children’s potential.</p> <p>We use thew NFER assessments three times per year. The online analysis tool also identifies specific gaps in learning and interventions are also planned as a result of these gaps.</p> <p>Phonics assessments take place at least half termly and children are grouped by phase, not age. This is overseen by the reading lead.</p>		