















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 Reading programme. Our reading programme aims to develop the key skills of being a reader through whole class reading of high quality texts. Children read aloud and discuss key texts, developing their reading fluency, comprehension and oracy. 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 high-quality texts which provide a stimulus for writing and support vocabulary and grammar development. Spellings are taught daily using Spelling Shed, and handwriting is taught as part of the English curriculum to ensure pupils write fluently and legibly across all subjects.</p>	 <p>Pedagogical Approaches</p> <p>Thurcroft Junior Academy takes a reading into writing approach. Each half term, a high-quality novel is studied and used as a stimulus for writing. Grammar, reading and writing skills are taught within the context of these texts, allowing pupils to immerse themselves fully in the writing process. Lessons are carefully structured to maintain pace and ensure that learning is understood and applied effectively.</p> <p>Reading is taught through whole class reading. Children read a key text through a half term where they focus on the skills of reading aloud through choral, echo and partner reading and develop their comprehension skills through discussing questions verbally. Children then apply these discussion-based skills to answering written reading comprehension questions twice per week. There is also a poetry and non-fiction week once per half term to allow children to apply these skills to different genres.</p>	 <p>Approach to Assessment</p> <p>In writing, pupils produce independent, extended published pieces approximately every three weeks. These are marked using the ACET Writing Objective Tracking Grids and, in Year 6, are assessed against the National Curriculum end of Key Stage writing criteria. The academy engages in both internal and trust-wide moderation each term to ensure accuracy and consistency of assessment. Formal assessment takes place three times per year, with Year 6 also using past KS2 SATs papers to identify gaps and inform future teaching.</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>Teachers are able to assess children formatively through questioning in reading and English lessons.</p>
 <p>End Points</p> <p>Our long-term plan ensures that pupils experience a variety of stimulus text genres and writing text types across all year groups. Subject leaders set ambitious expectations for all pupils, encouraging them to strive for greater depth within the statutory assessment frameworks. Our aim is for all children to become confident and independent writers who can write effectively for a range of purposes and audiences. Pupils are always given an element of choice in their independent writing to promote ownership and creativity.</p> <p>In reading lessons, teachers follow the reading progression document with highlights to teachers where children are working within year group expectations.</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 Reading Programme. In response to monitoring, CPD and coaching opportunities are delivered. Staff meetings are led by our Reading and Writing Leads, 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 Reading 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 <i>reading into writing</i> approach, allowing pupils to immerse themselves in the text and engage in speaking and listening, role play, and vocabulary rehearsal during the 'immerse' stage. English Working Walls are consistently updated to reflect current learning and provide visual prompts for key vocabulary. Discussion and oral rehearsal are central to developing pupils' language confidence and writing fluency.</p> <p>Our Reading 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. Picture prompts are on the teaching slides for any key vocabulary or things that may need contextualising for children.</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, pupils practise, plan, draft and edit their writing in their English books before producing published pieces. Published work is displayed and celebrated in classrooms and around school, often alongside art linked to the key text. On some occasions, pupils publish their work digitally to showcase their writing in different formats.</p>

					In reading lessons, work is discussion-based Monday – Wednesday with whiteboards used for challenges or for children to explain their thinking. Oracy stems are displayed in classrooms to model how children can word their answers. On a Thursday, children answer written questions about their key text in their books and self-assess their answers. On a Friday children apply these skills to an unseen text and answer written questions in their books and self-assess.
 <p>Addressing Social Disadvantage</p>	<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>	 <p>Knowing More & Remembering More</p>	<p>Our English planning enables pupils to first practise SPaG in a meaningful context verbally, followed by short-burst writing before applying these skills within independent work. This structure allows pupils to consistently practise and embed key features in their writing.</p> <p>Teachers use a metacognitive 'thinking out loud' approach to model the process of being an author, helping pupils build independence and retain writing skills over time.</p>	 <p>Pupil Voice</p>	<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>
 <p>Local Context</p>	<p>As a junior school, pupils join us in Year 3 following an in-depth handover from Thurcroft Infant School. Children who need additional support in English are identified immediately on entry, and steps are put in place to ensure they make sustained 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.</p>	 <p>Teacher Assessment</p>	<p>Teachers use assessment for learning within lessons to identify misconceptions and plan next steps. Interventions are tailored to meet the needs of individual pupils and to close any gaps in progress.</p> <p>Feedback and marking are clear and meaningful, with pupils completing their 'purple pen jobs' in their books to act upon feedback. Alongside written marking, teachers also provide verbal feedback as part of daily teaching to ensure pupils can respond promptly and make improvements.</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 the 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>		