



"Literacy is a bridge from misery to hope." Kofi Anan

What is the intent of our KS2 English curriculum?

At St Osmund's CE Middle School, the intent of our KS2 English curriculum is to develop fluent readers with rich vocabularies who fully comprehend a variety of texts whilst at the same time instilling a life-long thirst for reading.

Similarly, in writing we aim to cultivate communicators with a love of language and an understanding of how texts (and the language within them) work. Fluent writers and accurate spellers with a clear understanding of how grammatical structures can be adapted to a wide variety of writing purposes. We use inspirational and challenging texts, both written and visual, to discover the tools needed to produce our own high-quality compositions.

The school Christian values of faith, hope and love are embodied through our English curriculum in the themes of the carefully chosen texts we use as class novels, within whole class guided reading extracts and within English writing stimuli. These form the basis for discussion of our values.

Texts are deliberately chosen to provide pupils with knowledge and experience of a range of cultures and ways of life. Visual literacy resources and writing stimuli celebrate the diverse make-up of the UK and the world, teaching pupils empathy and compassion. These are reviewed regularly (at least annually) in order to assess their suitability and ensure the pupils receive a rich diet of culture and world views.

READING

"I read for pleasure and that is the moment I learn the most." Margaret Atwood

How do we implement our reading curriculum?

The teaching of reading at St Osmund's is approached in a number of ways:

- (1) Every tutor group shares **reading and reflection time daily**. The texts explored within these sessions are specifically chosen to offer challenge and to inspire a love of reading through the teachers' modelling of expert reading. They are also used to elicit discussion. Independent reading can also happen during these sessions.
- (2) Within the weekly series of six English lessons, two are focussed on reading. Our **whole class guided reading approach** uses a series of three linked texts. These lessons explore different themes each fortnight (often linked to the writing stimuli or subject matter being studied **across the curriculum**). They are focussed on comprehension using a range of skills: vocabulary, inference, prediction, explanation, retrieval and summarising.

- (3) During **the initial stages of each writing unit**, there is also significant opportunity for pupils to practise the above reading skills when exploring the features of each genre in model texts.
- (4) Finally, we partner with families to ensure that a passion for reading is instilled at home too. The optimum minimum reading time each day to make progress in personal reading is 20 minutes per day. Pupils and parents take ownership of **reading at home** and record home reading in reading records. These are checked weekly by English teachers. Regular home reading is rewarded with merits and lack of home reading is promptly acted upon by English teachers in conjunction with class tutors. This is enhanced by weekly **Read Theory homework**. This is a self-adjusting computer programme, where pupils complete regular comprehension activities, giving teachers an overview of progress and automatically adjusting difficulty according to this.

Where pupils are working below the age-related expectation in reading and/or struggling to progress, intervention takes the following forms:

- All pupils working below the age-related expectation for reading, read books from our banded reading scheme which correlate to their reading age as well as books of interest from the library. These pupils receive **individual reading sessions a minimum of weekly with our teaching assistants and trained volunteers**.
- All pupils working below the age-related expectation for reading, follow the **Lexia programme**, overseen by our Lexia Lead.
- All pupils working below the age-related expectation are supported by the class teacher and/or teaching assistant to **access texts**.
- Pupils working significantly below the age-related expectation for reading receive **phonics intervention** 3 times weekly informed by assessment of gaps in their phonic knowledge. They use reading books which are **phonetically decodable**.
- Pupils in receipt of **pupil premium** are prioritised for these interventions where appropriate.
- The progress of these pupils is tracked to ensure that provision is having **positive impact**.

Reading across the curriculum:

- Teachers of subjects which are reading heavy, carefully consider the texts selected for use with pupils and receive training led by the English department on effective reading strategies. Our most recent example of this being the **ready reckoners** approach suggested by Alex Quigley. Wherever possible, whole class guided reading texts in English are linked to the wider curriculum.

How do we measure the impact of our reading curriculum?

- Pupils' progression through the **banded reading book levels** are reviewed by the teaching assistant in conjunction with the English teacher on an ongoing basis and at least once a term more formally by their English teacher. Similarly, pupils working below their chronological age for reading are cross checked annually by an assigned member of SLT to double check the pitch of texts is correct.
- Pupils annually complete **a reading age test**, in order to track progress and support the identification of pupils for intervention as well as its impact. Pupils on the Lexia programme complete **an additional reading age test** mid-year to ascertain the impact of the intervention. Where necessary, alternative intervention is then provided.
- For **Year 5 pupils GL** tests provide us with standardised scores twice a year for reading. To supplement this, mock SAT paper are used to measure impact on pupil progress and attainment.

- For **Year 6 pupils, mock SATs papers** are used at regular intervals throughout the year to monitor progress, attainment and inform teaching. Following these assessment points – where needed, practise is adapted to the needs of the cohort.
- **Ongoing assessment** of pupil attainment and progress is informed by live marking within whole class guided reading lessons as well as through whole class feedback and through the weekly notes made by those adults who read individually with pupils.
- **Read Theory and Lexia** provide staff with an indication of reading ability and progress.
- We use the **DASP 5 band assessment system**, reporting these to parents three times a year.

WRITING

"If you want to change the world, pick up your pen and write." Martin Luther

How do we implement our writing curriculum?

The St Osmund's CE Middle school teaching sequence for writing is outlined below. The rationale behind this sequence is to explore and model explicitly what good writing looks like before children encounter tasks independently, focusing on high quality sentence construction using great models created in class or from published authors and writers. This draws on good practice from both Talk for Writing and The Write Stuff approaches, tailored for our pupils and our Middle School system.

M O D E L L I N G P H A S E	(1) Cold Task	This is completed independently to ascertain understanding and inform planning.
	(2) Reading and understanding	This step involves whole class guided reading of high-quality texts linked to curriculum content and/or class novel. These texts are chosen for challenging vocabulary, their ability to promote higher level thinking/inference skills and ability to engage learners.
	(3) Reading as a Writer	Next, we look at texts as WAGOLLS (what a good one looks like), which may include revisiting texts from above. We annotate, identify and 'magpie' features from examples leading to the completion of boxed up success criteria.
	(4) Short Burst Writing	This stage involves focused grammar and language teaching, followed by the opportunity to practise skills in a short piece of writing. Modelling of sentences is key and may involve 'sentence stacking' or slow writing. Where possible, direct live feedback is used as it is the most effective way to ensure progress. Pupils respond in purple pen.
I N D E P E N D E N T	(5) Planning for Writing	This step involves identifying the writing structure in WAGOLLS and the pupils' replicating the structure in their own planning.
	(6) Extended Writing	We now compose our writing outcome, using our boxed success criteria, planning, short burst writing skills and the knowledge organiser. Editing and improving takes place as writing progresses.
	(7) Editing and improving	We use whole class feedback, peer conferencing and self-editing to improve writing. Feedback is in line with the school's feedback policy, ensuring it facilitates progress independently. Pupils respond in purple pen. Extended work is NOT deep-marked but is reviewed using praise and a target. This target is written at the top of the next extended piece and a merit awarded if the target is achieved.
Key aspects of our pedagogical approach		This structure is supported by a daily ' Do it now ' activity which explores spelling, grammar and reading knowledge and skills, frequently focusing on recall and memory. DIRT (Directed Independent Response Time) occurs at the beginning of lessons regularly and is used for pupils to reflect on and correct

	<p>mistakes. This is one of the key times a visualiser is used to model accurate editing and reflection.</p> <p>Each unit of work has a Knowledge Organiser, outlining key vocabulary, text type features, spellings and grammar. These are used for reference and recall activities.</p>
<p style="text-align: center;"><u>Spiralled Curriculum</u></p> <p>All writing purposes will be explored at least once each year in order to ensure pupils are experts in a range of writing styles by the time they need to produce evidence for writing assessment at the end of Year 6. Skills and knowledge are built upon year on year, with new grammar, vocabulary and text structure built into Year 6 in comparison to Year 5, which builds upon the knowledge acquired in First Schools. Selected texts progress in challenge between years 5 and 6 as does the level of inference expected of the pupils. KS2 and KS3 work closely together so that KS3 teaching continues to build on the learning that has taken place at KS2. This is illustrated in our curriculum overview documents as well as our characteristics documents developed with KS1 and KS3 colleagues.</p>	

Handwriting and spelling (including across the curriculum):

Pupils have the opportunity for **weekly handwriting modelling and practise** during morning tutor time. This is reinforced by ALL teachers of subjects which are writing orientated. We aim for 95% of our pupils to be using **joined handwriting** across the curriculum. High standards of presentation are expected and demonstrated through a WAGOLL (what a good one looks like) in the front of all subject books which involve extensive writing. Pupils are asked to rewrite pieces that are not of their highest standard. Pupils who need support can be given highlighted paper or handwriting paper and referred for handwriting intervention. High expectations of handwriting are promoted daily and further emphasised through our handwriting heroes initiative.

Spelling is taught as a discreet lesson once weekly as well as being threaded through the 'Do it now' activities and morning tutor time. The Sounds and Syllables scheme is used which adheres to the National Curriculum expectations for spelling in terms of both common exception words and spelling patterns to be taught. This is the five-step approach: say it in a spelling voice, snip into syllables, sound out and spell, target tricky spellings and link to similar words. We encourage pupils to adopt this approach when spelling unfamiliar words in all subjects. Practise of spellings is reinforced at home through the use of **Spelling Shed homework**. This is set weekly. High expectations are upheld regarding spelling – three incorrect spellings are identified in each extended written piece and corrected independently in DIRT time.

How do we measure the impact of our writing curriculum?

- All writing is assessed using the end of KS2 Writing Assessment Framework. This allows us to identify progress towards our 'end goal' over the two years that our pupils are in KS2 with us. A copy of this is in progress books and is annotated following each extended write as an assessment tool. See below for a clear critical pathway/flight path for termly assessment.
- Regular internal and external (DASP) moderation helps us to verify these judgements.
- Pupils complete **a spelling age test before joining us in Year 5**. We use this data in the identification of pupils for intervention and then track progress and intervention impact using our GL and mock SAT assessment data.

- For **Year 5 pupils GL** tests provide us with standardised scores twice yearly for grammar. To supplement this, mock SATs paper are used to measure impact on pupil progress and attainment.
- For **Year 6 pupils, mock SATs papers** are used at regular intervals throughout the year to monitor progress, attainment and inform teaching. Following these assessment points – where needed, practise is adapted to the needs of the cohort
- **Ongoing assessment** of pupil attainment and progress is informed by live marking as well as fortnightly whole class feedback. Pupils' books are scanned weekly/live for spellings and punctuation errors. See extended write section above for protocol when marking longer pieces.
- Additionally, both **Spelling Shed** and **Lexia** provide staff with an indication of spelling ability and progress.
- We use the **DASP 5 band assessment system**, reporting these to parents three times a year.

<ul style="list-style-type: none"> • Critical Pathway for Writing • Measure writing according to progress on the Teacher Assessment Framework for writing. • Bands are dependent on where pupils are through the Key Stage. Allocate Bands using this table: 							
Band	Data Drop Point						
	Minimum point on TAF for Band						
	Y5 Sept	Y5 Dec	Y5 Mar	Y5 Jul	Y6 Dec	Y6 Mar	Y6 July
1	PKF/BLW	PKF/BLW	PKF/BLW	PKF/BLW	PKF/BLW	PKF/BLW	PKF/BLW
2	BLW 1+ WTS	BLW 2+WTS	BLW 3+ WTS	BLW 4+WTS	BLW 5+ WTS	BLW 6+ WTS	WTS (all)
3	WTS (all)	WTS 1+ ARE	WTS 2+ ARE	WTS 3+ ARE	WTS 5+ ARE	WTS 7+ ARE	ARE (all)
4	WTS 2+ ARE	WTS 3+ ARE	WTS 5+ ARE	WTS 7+ ARE	ARE (all)	ARE 1+ GDS	ARE 2+ GDS
5	ARE (all)	ARE (all)	ARE 1+ GDS	ARE 1+GDS	ARE 2+ GDS	ARE 3+ GDS	GDS(all)

Numbers are the number of bullet points that need to be 'ticked'

Supporting key groups in English:

Pupil Premium

As per the school policy, pupil premium pupils are identified on seating plans to ensure those pupils are uppermost in staff minds when teaching. The seating of these pupils is carefully considered. Their progress is closely monitored, and funding used to offer specific support if needed. English trips and opportunities prioritise pupil premium pupils. Book events are subsidised. Books linked to the curriculum are purchased for our pupil premium pupils in order to give them a deeper, richer experience of curriculum content.

SEN

All teachers are aware of the needs of their SEN pupils by reading their pupil passport. The seating of SEN pupils is planned for and clearly indicated on seating plans. The English department works closely with the SEN department to ensure English needs are supported and other learning needs planned for.

Higher prior attainers and potential higher attainers (HPAs and PHAs)

We acknowledge that there is no definition for Most Able by Ofsted or the DfE: "Schools should develop their own methods of identifying and assessing these pupils (DfE)" and so we have a

number of identification processes that ensure all students with emerging potential are highlighted. HPA and PHA pupils are indicated on seating plans. The seating of these pupils is carefully considered.

Children will therefore be identified by a variety of ways in English including:

- Analysis of data including CAT scores; Reading Age; First School data; Year 6 SAT results and GL Data. Any child with a CAT score of 120+ will be identified.
- Those children who show significant interest in the subject and those children who perform significantly above their peers regularly.

A challenging curriculum for all:

In class, challenging curriculum content is delivered to all. Adaptation is then responsive according to needs at a point in time. Differentiated worksheets and specific tasks for individual groups are discouraged as these are limiting to a child's potential in the moment.

Questioning adheres to our school '**No Hands Up**' policy, which aims to ensure engagement by all. Teachers use their knowledge and discretion to target questions according to their knowledge of pupils' ability, progress and level of confidence.

All pupils are invited to '**deepen the moment**' if they have addressed a concept with ease.