



English at NSN

This is how we do it here...

- Our English curriculum is delivered through high quality texts using teaching sequences from Power of Reading.
 - Our class topics/lines of enquiry link directly to class texts.
 - Our ASUPERHERO curriculum is referenced within English lessons – explaining the purpose of learning opportunities.
 - Power of Reading learning journals evidence the range of learning opportunities delivered within English lessons.
 - Writing skills and sentence structures are taught in sequences to ensure children have opportunities to apply their learning, can show progression and identify key areas that may need further development.
 - Writing skills and sentence structures are taught progressively across the school.
 - Progression documents for writing genres & skills inform planning and sequences of learning.
 - Alan Peat is used to support planning of progression across the school.
 - Regular extended writing opportunities are planned to allow pupils to independently apply their learning to show progression and area to be further developed.
 - Working walls are used to evidence current learning and support pupils within lessons.
 - Word of the Day lessons are delivered daily. During these sessions pupils are exposed to a range of vocabulary and challenged to use these in their independent writing.
 - Spelling rules are taught weekly.
 - Spellings are assessed at the end of each term. Gaps analysis informs future planning and shows progression across the school year.
 - We deliver weekly handwriting sessions. (Pupils begin to join using lead-ins in year 2)
 - Whole school handwriting policy rewards pupils for progress within handwriting.
 - Handwriting is tracked across the school year to show progression; English lead rewards pupils with certificates and pen licenses in whole school celebration assemblies.
 - PiXL unlock is used twice a week as a whole class activity to deliver SPAG elements of the National Curriculum.
 - Standards grids are used to show curriculum coverage, evidence progression and show areas that may need to be revisited/further development.
 - Daily reading fluency lessons focus on reading domains (VIPERS); reading VIPERS are explicitly taught and pupils are exposed to a range of text types.
 - Vulnerable pupils at risk of not achieving age related expectations are RAG rated.
 - All classes have reading folders, these evidence: progression documents, standards grids, target reader logs, assessment data, book band tracking and pupil targets.
 - Weekly read mornings allow class teachers to read with pupils (1:1 or in small groups). This is an opportunity to explore a text, pre-teach a reading domain, re-teach to address misconceptions or gaps in learning and to carry out therapy groups.
 - Reading interventions are used to support vulnerable readers e.g. sight recognition interventions.
 - Phonics is taught through the Read, Write, Inc. programme (EYFS – year 2)
 - Read, Write, Inc. catch-up programmes are used within KS2 to support pupils who did not pass the phonics screening check.
 - Weekly library sessions are timetabled for each class.
 - Class stories are shared regularly – this is an opportunity for teachers to model reading fluency, expression and intonation.
- SEND provision:**
- SEND pupils will be supported within class to ensure they can access all learning through use of resources & scaffolding.
 - Alternative teaching strategies and where appropriate targeted intervention will be in place to provide a bespoke curriculum for SEND pupils.