



English at NSNPA

Our English curriculum is delivered through high quality texts and engaging and exciting learning opportunities.

This is how we do it here...

- Our English curriculum is delivered through high quality texts using CUSP curriculum.
- Home reading is monitored through Boom Reader; this is engaged with by both staff and parents.
 - Writing skills and sentence structures are taught progressively across the school.
- Progression documents for writing genres & skills inform planning and sequences of learning.
- 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.
 - Spelling rules are taught in 3 15-minute sessions weekly.
 - 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.
- 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; this is evidenced in reading folders.
 - All classes have reading folders which evidence: target reader logs, book band tracking and pupil targets.
 - Reading interventions are used to support vulnerable readers e.g. sight recognition interventions.
 - Phonics is taught through the Read, Write, Inc. programme (EYFS – year 3)
- 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 such as word mats, writing frames and mind maps.
- Alternative teaching strategies and where appropriate targeted intervention will be in place to provide a bespoke curriculum for SEND pupils.
- The use of pre-teaching is an appropriate strategy that may be used particularly for key vocabulary and background knowledge and understanding.
- Teachers and support staff will work collaboratively with outside agencies such as Dyslexia Outreach and SENDAT to provide specialist reading and writing intervention and support from pupils with SEN.