

Catshill Federation English Rationale

English at Catshill Federation	Why is this subject important?	How is English organised?
<p>The importance of phonics as a skill that develops both reading and writing across the curriculum is recognized, and this is achieved through carefully planned sequences of learning. Systematic, high-quality phonics and spelling sessions are provided to all pupils, with decoding and encoding skills developed through the use of Rocket Phonics (a DfE-validated phonics programme).</p> <p>It is ensured that all pupils are encouraged to develop a love of reading and are provided with the high-quality resources needed to achieve this. Reading is viewed as a life skill that must be taught through the development of specific, targeted skills, alongside fostering enjoyment and excitement for reading. To support the development of reading, specific skills are taught, beginning with decoding, retrieving information, interpreting texts, and exploring an author's use of language. Daily reading is provided by the class teacher (or another adult), whether it is a story, poem, or information text, with the purpose being purely the pleasure of reading.</p> <p>The importance of developing pupils' writing skills is acknowledged, and this is achieved through carefully planned steps to ensure they can communicate their ideas and write fluently. Access to high-quality reading texts is provided to promote enjoyment and a love of reading, which is believed to enhance pupils' writing skills through a language-rich, exciting curriculum.</p>	<p>English serves not only as a functional tool for communication but also as a key that unlocks opportunities for personal growth, professional development, cultural appreciation, and global connectivity. It's a versatile and indispensable skill in today's interconnected world. English promotes:</p> <ul style="list-style-type: none"> ● English as a universal language ● travel and international relations ● access to knowledge in a variety of formats ● career advancement ● cultural influence ● improved literacy ● critical thinking ● effective communication ● the skills required for coding and programming ● relationship-building through exposure to a variety of characters and their cultures ● access to and positive engagement with social media ● written and verbal communication skills ● self-esteem 	<p>In each year group, the English curriculum is split into six units of work across the academic year. Across each unit, fiction, non-fiction and poetry texts are covered.</p> <p>Each unit of work contains two to three writing cycles, each supporting the pupils to produce a pre-decided text type through the following sequence:</p> <ul style="list-style-type: none"> ○ WAGOLL ○ Read it ○ Rehearse it / model write it ○ Innovate ○ Write ○ Review <p>In the majority of lessons, learning begins with a GPS starter activity, some responsive teaching or some DIRT time. Prior learning is recapped, the WALT/WILF is introduced and the pupils answer a quick retention question. Teaching and learning then follows, with a variety of AfL strategies employed throughout the lesson to support next-step teaching.</p> <p>Phonics is taught daily in EYFS, Years One and Two for approximately 30 minutes.</p> <p>Spelling is taught twice a week for 20 - 30 minutes in Years Three and Four and once a week in Years Five and Six.</p> <p>Grammar is taught through reading and writing.</p> <p>Handwriting is taught weekly using the Letter-Join programme.</p>

How are other subjects linked?	How is the curriculum adapted?	How is progress measured?
<p>English has strong links with other subjects across the curriculum, such as:</p> <ul style="list-style-type: none"> ● history: <ul style="list-style-type: none"> ○ Tudor England (Shakespeare's <i>Romeo and Juliet</i>) ○ Victorian England (Dickens' <i>A Christmas Carol</i>) ○ notable historical figures (<i>The Graveyard Book</i>; <i>Speeches of Power and Protest</i>) ● geography: <ul style="list-style-type: none"> ○ other cultures (poetry selection) ○ <i>Journey to Jo'burg</i> by Beverley Naidoo ● science: <ul style="list-style-type: none"> ○ genetics (RJ Palacio's <i>Wonder</i>) <p>The English curriculum supports pupils in generating a range of text types in subjects across the curriculum (e.g. writing structured essay responses in humanities, producing non-chronological reports in subjects such as humanities and science and writing to persuade in a variety of subjects).</p> <p>The English curriculum also supports pupils in their oral and written communication across the full English curriculum. These are invaluable life skills.</p>	<p>The curriculum is adapted in a variety of ways to ensure inclusion for all pupils. For example:</p> <ul style="list-style-type: none"> ● lessons are adapted to ensure access to the English curriculum ● in-lesson support is provided by learning support assistants where required ● the pupils are provided with the resources they need to access their learning and complete classwork (e.g. writing frames, language banks, knowledge organisers, task management boards) ● bespoke differentiation for pupils with EHCPs. ● wave 2 interventions for SALT, Precision Teaching, Toe by Toe, Nessy, etc. ● SEND support group in Y5. ● SEND support group in Y6. ● pupils in years 6, 7 and 8 are organised into sets based on summative and formative data. 	<p>In-school assessments:</p> <ul style="list-style-type: none"> ● individual phonic sounds tracker ● phonics progress tracker ● reading tracker ● writing using educator assessment (CFS) ● FFT Aspire (CMS) SPaG, reading and writing KS2 and reading and writing KS3 ● STAR reading assessments ● weekly 10-minute assessments for reading and GPS (UKS2) and GPS (KS3) ● practice KS2 SATs papers (Y6) for reading and GPS. ● PIRA GPS assessment for Y5 pupils ● weekly spelling tests (CMS) ● GL assessments for Reading & SPaG to measure <p>Statutory assessments</p> <ul style="list-style-type: none"> ● Phonics check in Year One and for those who did not meet the standard in Year Two ● KS1 and KS2 SATs reading papers ● KS2 SATs GPS paper ● KS2 SATs writing assessment ● Writing assessments against TAFS (Teacher Assessment Framework). These are externally moderated in Year Six on a four-yearly cycle)