

### Our Trust Purpose:

Our Trust exists to create transformational educational opportunities in a shared culture of collaboration.

## English - Concept of Quality

Reading, writing and spoken language are the bedrock of learning. They are progression models in their own right and service learning across the curriculum. Above all, being taught to read, write and use spoken language effectively are a passport to freedom and justice. Fostering a love of reading is the greatest of all gifts - avid readers develop rich background knowledge - they are empowered and are enquiring, curious thinkers.

## Contents

- \* This document sets out our shared 'conception' of effective English teaching.
- \* It draws upon our collective expertise and is **evidence/research informed**.
- \* It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- \* This is not an exhaustive list of factors that can create quality!
- \* Our key reference points for statutory requirements are: [The National Curriculum handbook](#) / [research](#) and [reports](#) / & [SEND COP](#).

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## The Curriculum - what we want children to learn



### Key curriculum thoughts:

- ⇒ Children journey through the English curriculum - teaching acknowledges how the subject transitions from **hierarchical** in nature to **cumulative**.
- ⇒ Fluency in basic reading and writing is prioritised in EY and KS1.
- ⇒ Any children not reading fluently in any phase/key stage are prioritised for urgent support.
- ⇒ Reading in KS2/3 has evolved beyond 'guided reading' and comprehension strategies - it should be rooted in teaching and purposeful practice.

### Reading:

- ⇒ Fostering a **love of reading** is our first priority - children should share a rich and deliberate canon of books from EY onwards. Storytime is sacrosanct.
- ⇒ '**Cracking the code**' in phonics through SSP is a priority - the ER criteria in the 'Big 6' are our guide.
- ⇒ Beyond SSP, **fluency** is achieved through focusing on accuracy (confident decoding), automaticity (reading quickly with ease - reading rates above 110 WCPM), and prosody (reading in a way that mirrors natural SL).
- ⇒ The teaching of **comprehension strategies** (CS) is time limited.
- ⇒ **vocabulary instruction** (root words and tier 2), extended/close reading are carefully planned.

### Writing:

- ⇒ Plans should identify the key transcriptional and grammar components that are taught to build writing fluency.
- ⇒ Handwriting and spelling are taught explicitly (including through dictation) - spelling links closely with vocabulary instruction and morphology/etymology. There should be sufficient time for children to practice letter formation and pen grip.
- ⇒ Writing increasingly complex sentences should only be undertaken at the point at which fluency with the above is secured.
- ⇒ The teaching of diff writing genres becomes increasingly complex and narrative is prominent.

### Spoken language (Oracy):

- ⇒ A spoken language curriculum sets out what is taught at every age and stage. This curriculum should not be conflated with a pedagogical approach which involves SL.
- ⇒ The curriculum should take account of strands of SL progression: **Physical** - voice and body language; **Linguistic** - vocab, language and rhetorical techniques; **Cognitive** - content, structure, clarifying and summarising, self-regulation and reasoning; and **Social and Emotional** - working with others, listening and responding, confidence, and audience awareness.
- ⇒ The SL curriculum get's off to a flying start with an effective C&L curriculum in EY.

## Pedagogy - how we help children to learn

We use **Rosenshine's principles of instruction** to help guide our approach to teaching (image reproduced here from Tom Sherrington).



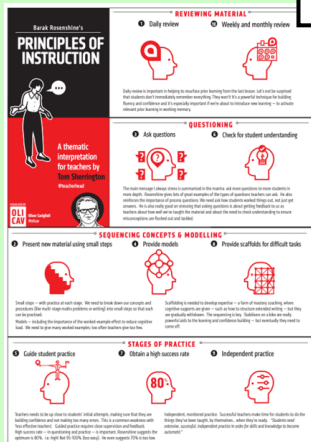
**Review** - 'the most important single factor influencing learning is what the learner already knows' (Ausubel) - this should be the overriding thought as teachers plan for English. Activating relevant prior learning is crucial.

**Questioning** - we need to ask lots of questions in depth and encourage children to explain their thinking. Any identified gaps should be quickly addressed before moving on.

**Sequencing concepts and modelling** - 'memory is the residue of thought' (Willingham) - thinking carefully about what children 'attend to' is the secret to remembering. Well designed activities, that are appropriately sequenced and chunked are important. There should be ample practice at every stage. Clear worked examples (modelling) and structures and supports to manage cognitive load (scaffolds) help children journey from novice to expert.

**Proficiency** requires **Practise** - practice through different stages from guided to independent as children build automaticity.

**Adaptive teaching** - teachers are alert to the '**demands that learning places on memory**' and they make changes to their approach accordingly.



## Assessment - checking what children have learnt

**Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum**



Assessment is understood in three ways: '**for**', '**of**' and '**as**'. There is considerable overlap between each approach...

**Assessment for learning (formative)** involves providing feedback for practitioners and children that is used to improve teaching and learning. It is used in a 'live' way to adapt the curriculum e.g. checking that spelling patterns are understood and used correctly in context.

**Assessment of learning (summative)** identifies when specific curriculum goals/end points have been achieved - it is less frequent than AfL and has limitations as it often provides more limited information about children's security with smaller steps e.g. end of key stage tests such as SATs.

**Assessment as learning (the testing effect)** draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory e.g. providing planned opportunities for children to spell specific tier 2/3 words within routine low stakes tests.

Assessment discussions should particularly focus on the needs of the **lowest attaining pupils** - are they building reading fluency (accuracy, automaticity and prosody)?

## Monitoring and Governance

### Monitoring:

- ⇒ This COQ is used to evaluate the impact of the teaching of English.
- ⇒ There should be a clear focus to monitoring which utilises the **pupil book study** approach we are learning as a Trust.
- ⇒ Ideally, a whole school monitoring schedule, aligned to training, should set out the priorities for the year ahead.

### Link Governor visits prioritise 3 themes:

1. Discussing the effectiveness of English with leaders (with reference to this COQ, the local action plan and outcomes).
2. A focus on the security of **phonics** and the **reading fluency** of pupils (specifically WCPM assessments).
3. The quality of staff training - what is the impact on teaching? What do children know? What can they do?



## SEND and Inclusion

### Every teacher is a teacher of SEND.

- ⇒ Where appropriate and possible, staff should provide pre-teaching and extra practice as children encounter new and/or more complex knowledge
- ⇒ English specific targets within APDRs/EHCPs should be known by the classroom team and reflected in daily teaching and learning. Refer to our Trust wide **COQ for SEND**.

### Principles for securing 'Greater Depth':

- ⇒ The principles within this COQ result in children acquiring increasing fluency - they are taught to work systematically, strategically and efficiently.
- ⇒ Wide exposure to a rich canon of texts will provide children with increasing depth in their **background knowledge**.



## Resources, Environment & Culture

### The environment services the English curriculum.

- ⇒ Mastering reading, writing and spoken language is at the heart of primary/key stage 3 provision - this ambition is embodied by all staff.
- ⇒ The acquisition of vocabulary is carefully thought through - the whole curriculum is discussed and understood by staff.
- ⇒ The selection of texts is critical - there should be a clear rationale to the selection of texts in terms of how 2<sup>nd</sup> the canon incrementally developed pupils' reading, writing and spoken language - the canon should also be diverse and ambitious.
- ⇒ Pupils are supported to select ambitious 'free readers' as well as pursuing their own interests.



## Subject Myth Busting

### Some common myths about mathematics:

- ⇒ 'Progression in spoken language is achieved through lots of speaking and listening opportunities'. True in part, but progression is secured first and foremost by being taught a SL curriculum.
- ⇒ 'Guided reading should predominantly be planned by teaching comprehension strategies'. CS can provide a 'boost' to overall reading but the main driver in 'understanding' a text is the reader's background knowledge and vocabulary.
- ⇒ **Faster readers are better readers** - the function of reading is to understand - comprehension of vocab and a broad background knowledge are essential.
- ⇒ **Boys are reluctant readers and writers**. Not necessarily so - no special resources are required - just a well thought out curriculum.



## Early Years - Firm Foundations

### The English curriculum begins in the early years - this is where firm foundations are established:

- ⇒ Quality interactions lead to effective communication and language which is at the heart of provision.
- ⇒ There is a focus on vocabulary and secure knowledge of phonics.
- ⇒ Planning details the vocabulary (especially tier 2 words) that children will be introduced to. There are opportunities for children to practice and use the words they learn. This creates readiness for Key stage 1 and beyond.
- ⇒ All learning develops and promotes the COEL.



## Research, reading and Staff CPD

### This document, and practice within provision, are informed by:

Ofsted [research review](#) and [subject report](#)  
[Rosenshine's principles of instruction](#)  
[researchED series](#)  
[Voice 21](#)  
[EEF - oral language interventions](#)  
[National Curriculum](#)  
[The EYFS Framework](#)

You can find out more about our curriculum for leaders and teachers of English at:  
[Creative Learning Hub](#).



## Our Trust Vision:

### Our vision for pupils:

- ✿ Strong attendance and outcomes for all.
- ✿ Freedom and Justice.
- ✿ A knowledge rich curriculum.
- ✿ Research/evidence informed teaching.

### Our vision for people:

- ✿ Collaboration and kindness.
- ✿ Opportunities to develop and learn.
- ✿ A focus on wellbeing and workload.

### Our vision for communities:

- ✿ Schools at the heart of the community they serve.
- ✿ A range of benefits to support families and vulnerable groups.
- ✿ Ongoing support as pupils transition to their next school and beyond.

## Our Trust Values:

**Integrity:** Courage to do the right thing for the child.

**Collaboration:** Working together, enabling each other.

**Dedication:** Committed to supporting and improving.

**Kindness:** Acting with compassion

**Understanding (Openness):** Listening and valuing one another

**Innovation & Creation:** Using expertise and research to transform.