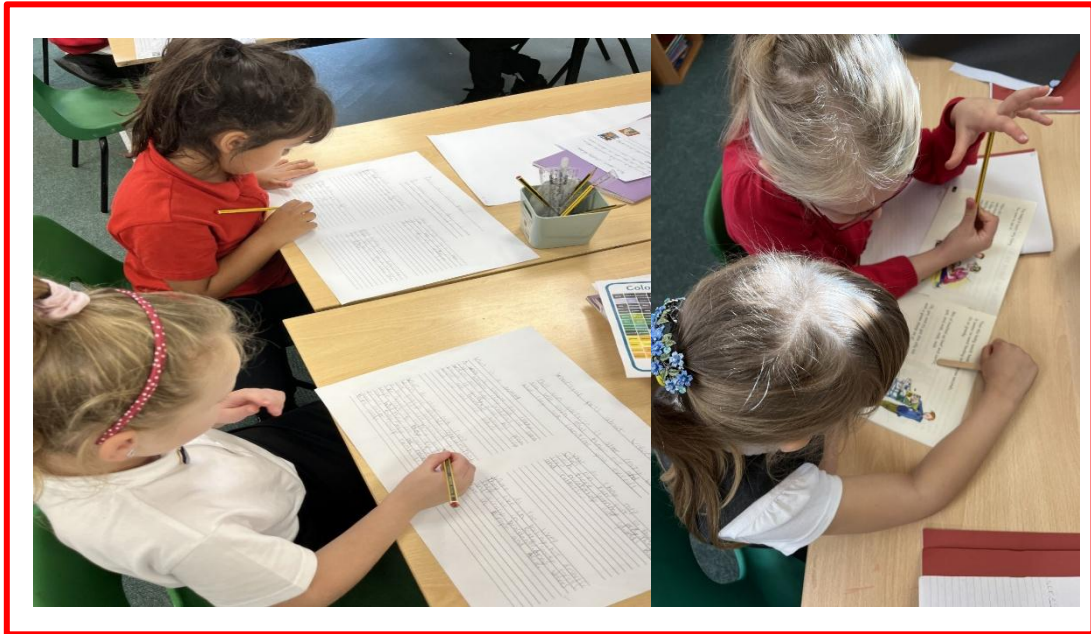


English



Curriculum Booklet

English Intent

At Tanners Brook Primary School, we believe that English is fundamental to a child's understanding and appreciation of the world around them. Through both reading and writing, children develop essential communication skills, broaden their cultural experiences, and learn to express themselves with confidence, creativity, and clarity. Our English curriculum is designed to equip every child with the language and literacy tools they need to thrive both within education and in life beyond school.

We aim to instil a lifelong love of reading and writing in all our pupils. Through access to high-quality texts, children are immersed in rich language, varied genres, and diverse voices, enabling them to appreciate the power of language and its role in shaping thought, empathy, and imagination. Reading is taught systematically through phonics, word reading, and comprehension, with a strong focus on fluency and stamina. Once confident, our pupils develop their ability to analyse, question, and respond thoughtfully to texts. Reading for pleasure is at the heart of our approach, as we believe it transforms both academic success and personal wellbeing.

Writing is taught in a meaningful, cross-curricular way, giving children varied reasons to write and encouraging them to apply their skills across all subjects. We nurture confident, capable writers who can plan, draft, edit, and improve their work. Children are taught the conventions of grammar, punctuation, and spelling progressively and systematically, enabling them to write with accuracy and flair. Our writing curriculum inspires pupils to become imaginative and purposeful communicators, ready to write for a range of audiences and purposes.

Language acquisition is at the heart of our English curriculum. We provide a language-rich environment where children are exposed to high-quality

vocabulary, modelled by adults and embedded across all areas of learning. We want our children to make well-informed, considered word choices and become articulate speakers, passionate readers, and confident writers.

Through close collaboration between school and home, and by fostering an inclusive and engaging curriculum, we ensure that all children leave Tanners Brook with a secure foundation in English, equipped to achieve their aspirations and thrive in their next stage of learning and beyond.

English Implementation

Our English curriculum at Tanners Brook Primary School is shaped by our inclusive school vision: to empower all children—regardless of background, ability, or additional needs—to achieve their personal best and make our community proud. We aim to foster confident communicators, fluent readers, and expressive writers through a curriculum that is underpinned by the National Curriculum and the EYFS Framework.

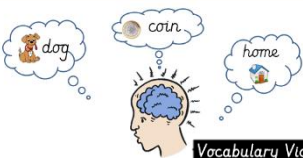

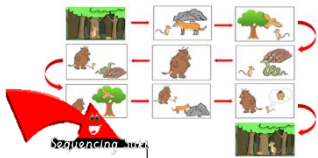

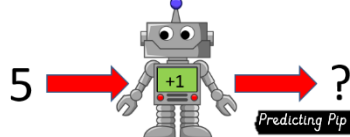
Teaching is structured around a clear progression of knowledge and skills in reading and writing, sequenced effectively across year groups to ensure continuity and build on prior learning. We immerse pupils in high-quality, diverse texts that provide a rich foundation for reading fluency, comprehension, and language development, while also inspiring creative and purposeful writing. Texts are chosen to support cross-curricular learning and help pupils understand the impact of vocabulary, structure, and style across genres.



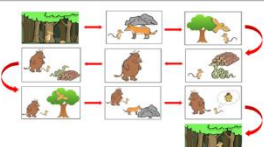


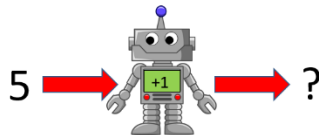

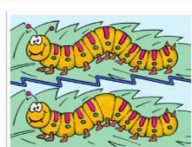
Reading and writing are taught daily through dedicated literacy lessons, as well as integrated across the curriculum. Pupils engage with novels, poetry, film, and real-world content to develop meaningful connections and write for a variety of purposes and audiences. Writing is modelled and scaffolded through high-quality teacher modelling, use of WAGOLLs (What A Good One Looks Like), and support strategies such as Talk for Writing, drama, and group discussion. In KS2, children use tools like LLAP grids (Language, Layout, Audience, Purpose) to independently plan and analyse their writing. Editing and redrafting are embedded into the writing process from KS1, with increasing sophistication in KS2.

Phonics is taught systematically through the Read Write Inc. programme in EYFS and KS1. Children are grouped according to reading stage and regularly

assessed to ensure they make rapid progress. Alongside phonics, children develop comprehension through fluency practice, discussion, and targeted questioning. Adults play an active role in reading development, supporting with one-to-one reading in school and promoting reading at home through structured reading diaries and shared book experiences.

Classroom displays, reading characters, and assessment criteria support the development of key reading skills in a child-friendly way.

KS1 – Assessment Criteria		
<p>AC1a Vocabulary</p> <p>I can use my words to understand a text.</p>  <p>Vocabulary Victor</p>	<p>AC1b Retrieval</p> <p>I can find information in a text and explain my ideas.</p> 	<p>AC1c Sequencing</p> <p>I can order the parts of a text.</p> 
<p>AC1d Inference</p> <p>I can use clues to help me find an answer.</p>  <p>Inference Iggy</p>	<p>AC1e Prediction</p> <p>I can predict what might happen next from what I have read.</p>  <p>Predicting Pip</p>	

KS2 – Assessment Criteria			
<p>AC2a Vocabulary</p> <p>I can understand and explain the meaning of words in a text.</p> 	<p>AC2b Retrieval</p> <p>I can retrieve information from a text and explain my ideas.</p> 	<p>AC2c Sequencing</p> <p>I can summarise the main ideas within a text.</p> 	<p>AC2f Summarising</p> <p>I can explain the text as a whole.</p> 
<p>AC2d Inference</p> <p>I can make inferences from a text and use evidence to support my ideas.</p> 	<p>AC2e Prediction</p> <p>I can use key details to make predictions about a text.</p> 	<p>AC2g Vocabulary Choices</p> <p>I can explain why words and phrases have been used to enhance a text.</p> 	<p>AC2h Comparing</p> <p>I can make comparisons within a text.</p>  <p>Spot the Difference</p>

Reading is further enriched through access to school libraries, author studies, book clubs, and home reading schemes. A colour-banded reading system

ensures pupils are matched with appropriate texts and move on through teacher-assessed progress.

Spelling, punctuation, and grammar are taught both discretely and in context, helping children to understand their importance in shaping meaning. Spelling rules are modelled, practised, and reinforced through home learning.

Grammar is integrated into writing sessions and linked to the texts studied, supporting the development of sentence structure, cohesion, and voice.

Handwriting is taught explicitly from EYFS through to KS2, with fine motor development forming the foundation in Reception. Children begin with mark-making, progressing to correct letter formation and joined handwriting. By Year 2, pupils are expected to write using a joined script, and in KS2 they may earn a pen licence for consistent neatness and legibility.

Assessment is ongoing and varied, including termly tests, moderation, teacher assessment, and pupil conferencing. In both reading and writing, children are given targeted feedback, next steps, and opportunities to respond and improve. Teaching assistants work closely with individuals and small groups to close gaps and ensure every learner is supported on their English journey.

Progression of Skills and Knowledge

At Tanners Brook Primary School, our English curriculum follows a clear, coherent progression in both reading and writing from EYFS through to Year 6. Skills are built cumulatively and systematically, ensuring that prior knowledge is revisited and deepened each year, and new learning is appropriately challenging and sequenced.

Reading Progression Overview:

From the earliest stages, pupils develop phonological awareness and are taught systematic phonics using the Read Write Inc. programme. This provides a strong foundation in decoding, blending, and fluency. By the end of KS1, children read with increasing independence and begin to comprehend texts at greater depth, using inference and prediction.

Across KS2, pupils apply their phonic knowledge with fluency and develop higher-order comprehension skills, including summarising, comparing texts, evaluating authorial intent, and exploring more complex vocabulary. They engage with a wide range of text types, including fiction, non-fiction, and poetry, building the skills to analyse, infer, and express reasoned opinions with growing sophistication. Oral performance and discussion are embedded throughout, culminating in confident reading aloud and critical analysis by Year 6.

Writing Progression Overview:

Writing at Tanners Brook develops in tandem with reading. In EYFS, children begin with mark making, sound-letter correspondence, and composing simple phrases. This evolves into sentence construction, correct punctuation, and narrative writing in KS1.

As pupils progress through KS2, they plan, draft, edit, and refine their writing for a range of purposes and audiences. They are taught to apply grammar,

punctuation, and spelling knowledge accurately and creatively. Composition includes both fiction and non-fiction writing, drawing on model texts and literary devices. The writing process is supported by strategies such as Talk for Writing, LLAP grids, WAGOLLS, and peer/teacher feedback. By Year 6, children produce extended pieces with control over structure, vocabulary, cohesion, and tone, preparing them for the demands of secondary education.

Lesson Structure and Pedagogical Consistency

To ensure consistency, clarity, and progression across all English lessons, Tanners Brook has introduced a structured lesson sequence that supports both teachers and learners. This structure ensures that each lesson builds on prior knowledge, develops core concepts, and provides opportunities for practice and reflection.

Each English lesson follows a familiar and supportive framework:

- **Rapid Recall – "Let's see what we remember..."**

Lessons begin with a short retrieval activity, designed to revisit prior knowledge and consolidate previously taught skills. This supports long-term memory and ensures that learning is continuously revisited and embedded.



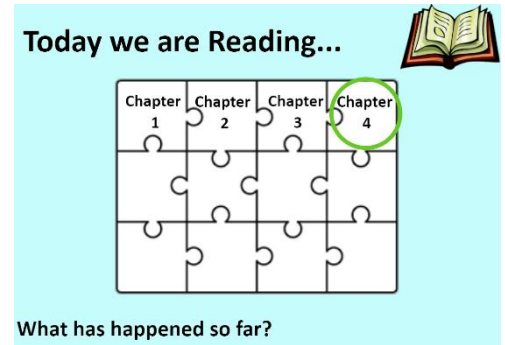
- **Unlock What We Know**

A consistent slide is used to introduce or revisit the key text. It includes information such as the title, genre, author, other books by the author, key themes, characters, and settings. This helps situate the lesson within a wider narrative and build context.

Title: I Talk Like a River Genre: Fiction (but based on the author's experiences)	Author: Jordan Scott Other books by the author:
	 
Key Themes: Stuttering How to express yourself Overcoming barriers	<div data-bbox="1069 1724 1332 1892" data-label="Image"> </div> Key Characters and Settings: Characters: Boy and his Dad Settings: The river and school

- **Today We Are Reading...** (*Used when applicable*)

When relevant, this slide links the lesson to the current place in the class text. It summarises recent chapters or pages to maintain continuity and support comprehension.



- **Today's Learning Is...**

The learning objective is clearly stated, helping pupils understand the focus of the lesson and what success looks like.



- **Key Vocabulary**

New and important vocabulary is introduced with clear picture prompts to support understanding. This ensures all pupils have access to the language needed to engage fully with the lesson content.



- **Teacher Input**

The core teaching section, where strategies such as modelling, shared writing, or guided reading are used to explore the objective.

- **Independent Practice**

Children apply what they have learnt in a structured task. Activities are scaffolded appropriately to allow all learners to succeed.

- **Rapid Review**

The lesson ends with a short assessment activity—this might take the form of targeted questioning, a true or false task, or a short-written response. It provides immediate feedback to the teacher and supports responsive teaching.



This consistent structure supports cognitive load, maximises learning time, and ensures that lessons are focused, purposeful, and rooted in high-quality teaching and learning strategies.

Tanners Brook Principle of Success (SCRAM)

At the heart of our teaching practice is the **Tanners Brook Principle of Success**, captured in the acronym **SCRAM**. This model underpins all learning and ensures every lesson is structured to support, challenge, and inspire every child to achieve their personal best.



Each element of SCRAM is deliberately woven into our English lesson structure:

- **S – Support**

We scaffold and adapt our teaching to meet the needs of all learners, ensuring progress for every child. This is reflected in our teacher input and independent practice, where tasks are differentiated and feedback is encouraging, fostering resilience and perseverance.

- **C – Challenge**

High expectations are a cornerstone of our practice. We challenge all children to think deeply and to take ownership of their learning.

Challenge is embedded through purposeful tasks and questioning, particularly during independent practice and rapid review.

- **R – Remember**

Learning is most powerful when it is revisited and reinforced. We provide opportunities to activate prior knowledge through **Rapid Recall**, and to embed new concepts through **Rapid Review**. These strategies are a regular feature in every English lesson.

- **A – Adapt**

Teachers use ongoing assessment to inform and adapt their teaching in

real time. Questioning, observation, and feedback allow us to respond to pupil needs across every stage of the lesson—from key vocabulary to independent tasks.

- **M – Model**

Effective modelling is essential to help children understand what success looks like. Through teacher input, WAGOLs, shared writing, and vocabulary instruction, we make learning visible and accessible to all.

- **Relationships** (*Threaded through every element*)

Our success is rooted in the relationships we build. We know our children well—their strengths, their challenges, and how best to support and stretch them. We believe every child can achieve their personal best, and our classroom culture reflects that unwavering belief.

Reading Scheme and Phonics Approach

At Tanners Brook Primary School, early reading is taught through a consistent, rigorous phonics programme using **Read Write Inc. (RWI)**. Phonics begins in Reception and continues through Year 1 and Year 2, with additional support in Key Stage 2 for those who need it. Children are grouped by stage, not age, allowing every child to learn at their appropriate level and make rapid progress.

Phonics Provision: Read Write Inc.

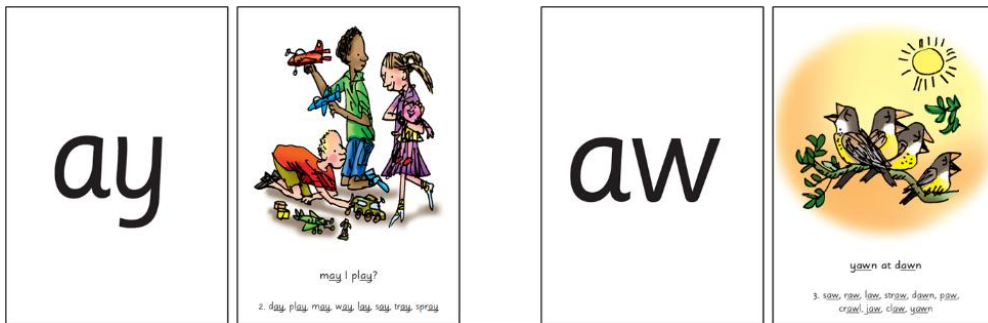
- Phonics is taught daily to all pupils in EYFS and KS1 using the Read Write Inc. programme.
- Children are assessed every half-term and regrouped to ensure teaching is tailored to their current reading stage.



- RWI systematically introduces sounds and teaches children to read and spell words using sound blending (Fred Talk), segmenting, and decoding strategies.



- Each sound is taught alongside a mnemonic image and handwriting phrase to support recognition and formation.



- Children read **decodable Storybooks** that match their phonics level. Each book is read three times in school to build **accuracy, fluency, and comprehension**, then sent home for further consolidation.



Keep-Up, Not Catch-Up

- Targeted 1:1 tuition is delivered daily to ensure every child keeps up with their peers. These short, focused sessions provide vital reinforcement and build reading confidence.

Reading Scheme and Colour Banding

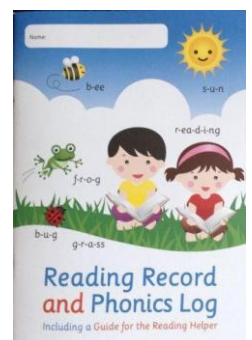
- Our reading scheme supports phonics development and independent reading across all year groups.

- Books are colour-banded to support appropriate challenge and progression. Pupils move through the bands based on teacher assessment.
- In KS1, home reading books are carefully matched to children's phonics stage to ensure success and fluency. They take home the book they have studied in phonics, a matching home reading book and a colour banded book matched in line with their phonics group.
- In KS2, reading choices are guided by reading ability and genre interest, with access to more complex texts and comprehension strategies.

Book Bands	RWI Colour Bands
Pink	Sounds
Red	Red Ditties
Yellow	Green
Blue	Purple
Green	Pink
Orange	Orange
Turquoise	Yellow
Purple	Blue
Gold	Grey

Home-School Reading Partnership

- Every child receives a **Reading Diary** to log reading at home and school.
- Families are supported through videos, guidance leaflets, and reading workshops to help them develop their child's reading skills effectively.
- Pupils are encouraged to read **at least three times a week at home**.



Reading for Pleasure

- Reading for pleasure is embedded in school life. Each class has a book corner and access to a well-stocked library tailored to their key stage.
- Reading assemblies run in both KS1 and KS2, and reading recommendations are displayed and shared with pupils.
- Year 6 pupils act as Reading Ambassadors and librarians, fostering a culture of reading across the school.

- The school promotes a wide variety of diverse and high-quality literature, including author studies, themed reading lists, author visits and book-based events like World Book Day.



Writing Curriculum Details

At Tanners Brook Primary School, writing is taught as a core skill across the curriculum. Our approach nurtures confident, creative, and competent writers through engaging stimuli, high-quality modelling, and opportunities to write with purpose and audience in mind.

Writing Across the Curriculum

Writing is not confined to English lessons. Children write across a range of subjects, developing their ability to communicate knowledge, ideas, and opinions in varied contexts. This cross-curricular approach helps embed grammar, punctuation, and vocabulary in meaningful ways.

Teaching the Writing Process

Writing is explicitly taught in daily literacy lessons. Each unit follows a consistent structure:

- **Inspiration and Exploration** – Pupils explore model texts, real-world contexts, hooks and visual or film stimuli.
- **Oral Rehearsal** – Using **Talk for Writing** and drama strategies, children develop vocabulary and structure before writing.



- **Teacher Modelling** – Teachers use visualisers and shared writing to demonstrate high-quality writing.
- **WAGOLs** (What A Good One Looks Like) provide clear examples and success criteria.
- **Independent Writing** – Pupils apply skills to produce purposeful writing tailored to audience and intent.
- **Editing and Redrafting** – From KS1 onwards, children are taught to edit and improve their work. In KS2, this is supported through structured redrafting (writing on the left, redrafting on the right).



Tools for Success

- In **KS2**, children use **LLAP grids** (Language, Layout, Audience, Purpose and Punctuation) to plan and evaluate their writing.
- **Purple pens** are used throughout the school for pupils to respond to marking and make improvements.

LLAP Grid	
Language 1st person Prepositions Similes Adjectives Past tense	Layout
Audience and purpose A: Psyche's friends and family. P: To describe what the palace was like on the day she arrived.	Punctuation

Spelling, Grammar and Punctuation

- Grammar is taught explicitly and in context, using model texts and shared writing to demonstrate its impact.
- Spelling is taught through dictated sentences, phonics links, and statutory word lists.
- Children are encouraged to apply rules in their independent writing and receive regular feedback on accuracy and improvement.

Handwriting and Presentation

- Handwriting begins with mark making and letter formation in EYFS.

- By Year 2, children begin using a joined script.
- In KS2, pupils may earn a **pen licence** when their handwriting is consistently fluent, joined, and legible.
- Presentation is valued across the curriculum and supports children's pride in their work.

Explicit Vocabulary Instruction: Word Aware

Vocabulary development is central to success in reading, writing, and spoken language. At Tanners Brook, we have adopted the **Word Aware** programme to provide a structured, whole-school approach to the explicit teaching of vocabulary. This consistent, evidence-based approach ensures that all children—particularly those who begin at a disadvantage—develop the vocabulary needed to access the full curriculum.

Every class engages in **daily Word Aware sessions**. These are either delivered as stand-alone activities or embedded within the *Key Vocabulary* section of English lessons. Across the week, we introduce 2–3 new “Goldilocks words” (not too easy, not too hard) that are relevant, useful, and extend children's vocabulary.

Each new word is explored through a **Word Wizard sheet**, completed as a class, and supported by the **STAR approach**:

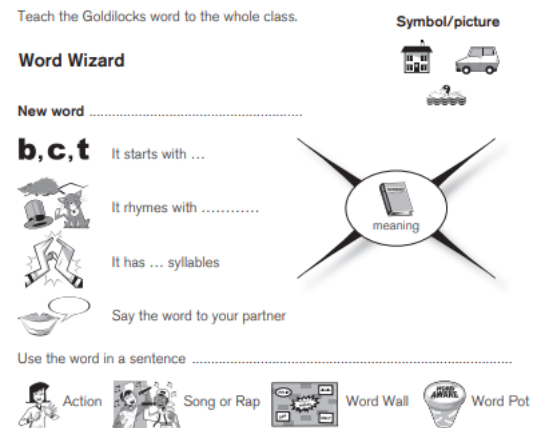
- **S – Select**

Teachers choose “Goldilocks” words—words that are just right in challenge, usefulness, and relevance across the curriculum.



- **T – Teach**

New words are taught explicitly using quick, engaging methods. Multisensory strategies—such as actions, images, or songs—support memory. Each new word is added to a **working word wall** for ongoing reference.

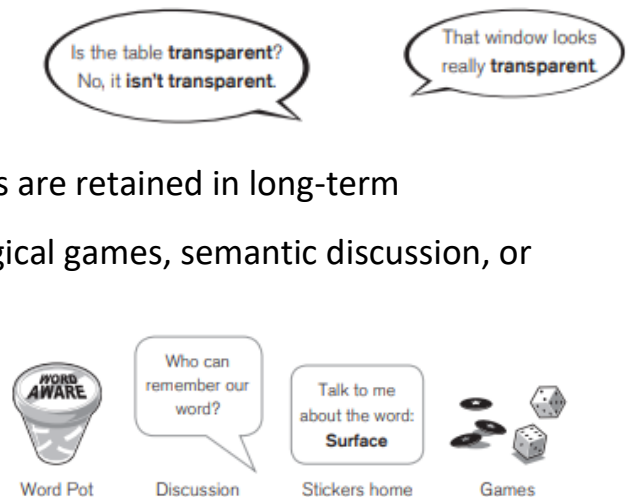


- **A – Activate**

New vocabulary is embedded through repeated encounters in meaningful contexts. Children are given opportunities to use the word across different lessons and activities, connecting it with existing knowledge.

- **R – Review**

Regular review activities ensure words are retained in long-term memory. These may include phonological games, semantic discussion, or simple recall tasks. Previously learned words are frequently revisited to reinforce understanding and application.



The **Word Aware** approach strengthens both spoken and written language and empowers children to articulate ideas with confidence and precision. It is practical, inclusive, and impactful for all learners.

Assessment in English

Assessment at Tanners Brook Primary School is purposeful, consistent, and designed to support every pupil's progress in reading and writing. Through a combination of formative and summative approaches, teachers gain a clear understanding of children's strengths, next steps, and overall attainment.

Formative Assessment

- Ongoing assessment is embedded into daily teaching through questioning, discussion, verbal feedback, and written responses.
- In reading, pupils are assessed through comprehension discussions, guided reading tasks, and individual reading records.
- In writing, teachers mark work against year group expectations and provide feedback through “next steps,” which pupils respond to in purple pen.
- Self- and peer-assessment are promoted across the school to develop reflective learners who take ownership of their progress.

Summative Assessment

- **NFER assessments** are administered in reading from Year 2 to Year 6, providing standardised scores and identifying areas for development.
- **Grammar, Punctuation and Spelling (GPS) tests** are also taken to support accurate assessment of technical writing skills.
- Teacher assessment is used to evaluate writing outcomes across a range of independent tasks.
- Pupils in Year 6 undertake national assessments (SATs) in reading and GPS and are externally moderated for writing teacher assessments by the Local Authority.

Moderation and Standardisation

- Writing moderation takes place across the school year to ensure parity and consistency across year groups.
- Teachers collaborate to compare work samples, agree standards, and refine judgments.

- Pupil work is discussed regularly within year teams and with subject leaders to maintain high expectations.

Targeted Support and TA Involvement

- Teaching Assistants play a key role in assessment by working with individuals and small groups to address gaps.
- Interventions are informed by assessment data and tailored to pupil need.
- Reading fluency and comprehension are monitored closely in 1:1 sessions, especially for early readers or those receiving phonics support.

Support and Inclusion

At Tanners Brook Primary School, we are committed to providing an inclusive English curriculum that supports all learners—regardless of background, ability, or need—to thrive as readers, writers, and communicators. We recognise that children progress at different rates and ensure all pupils receive the support they need to access and succeed in English.

Support for Learners with SEND and EAL

- Provision is adapted to meet the needs of pupils with **Special Educational Needs and Disabilities (SEND)** and those for whom English is an **Additional Language (EAL)**.
- Teachers plan differentiated tasks, provide visual aids, and use structured scaffolds to ensure full access to reading and writing lessons.
- Vocabulary pre-teaching, sentence stems, and visual prompts support language acquisition and comprehension.
- Additional adult support, small group work, and targeted interventions help close gaps and build confidence in reading and writing.

Intervention and Targeted Support

- Children who are working below expected levels receive **tailored interventions**, including:
 - One-to-one Read Write Inc. tutoring to accelerate phonics progress.
 - Guided reading in smaller, focused groups.
 - Pre- and post-teaching of key vocabulary and concepts.
 - Writing boosters targeting specific skills such as grammar, punctuation, or composition.
- Progress is closely monitored, and interventions are reviewed regularly to ensure impact.

Inclusive Classroom Practice

- All classrooms provide a **language-rich environment**, with word walls, WAGOLs, success criteria, and working walls to support independent learning.
- Staff use clear modelling, visualisers, and structured talk to scaffold writing and develop oracy.
- Children are encouraged to express themselves in different ways, whether through drawing, scribing, oral rehearsal, or supported writing.

Promoting Equity in English

- Every child is provided with access to high-quality texts that reflect a range of cultures, voices, and experiences.
- Pupils are encouraged to see themselves as authors and readers, with regular opportunities to celebrate and publish their work.
- We actively monitor progress for vulnerable groups, including Pupil Premium pupils, to ensure no child is left behind.

Promoting British Values through English

At Tanners Brook Primary School, we actively promote the fundamental British Values of **Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs** through our English curriculum.

These values are not taught in isolation but are embedded in the rich, varied, and inclusive experiences pupils encounter in reading, writing, and spoken language.

Democracy

- Pupils engage in structured debate and discussion, learning to listen respectfully and express their views clearly.
- Writing tasks often include balanced arguments, persuasive letters, and formal speeches where children explore democratic processes and voice opinions.

Rule of Law

- Stories and texts often explore themes of justice, fairness, and moral dilemmas, prompting children to reflect on the consequences of actions.
- Classroom routines during English lessons (e.g. turn-taking in discussions, editing partners) reinforce fairness and respect for shared rules.

Individual Liberty

- Pupils are encouraged to express themselves creatively and confidently through writing and performance.
- Independent writing tasks allow children to make choices about content, voice, and structure.

Mutual Respect

- Discussion-based lessons (e.g. guided reading, text analysis) encourage children to value differing opinions and interpretations.
- Pupils explore characters from different walks of life, building empathy and understanding through literature.

Tolerance of Different Faiths and Beliefs

- The curriculum includes diverse texts from a range of cultures, traditions, and perspectives.
- Festivals, beliefs, and global themes are discussed through poetry, stories, and non-fiction texts, fostering cultural understanding.

English lessons at Tanners Brook provide a vital platform for pupils to explore their identity, reflect on the world around them, and develop the critical thinking skills needed to contribute to a fair and respectful society.

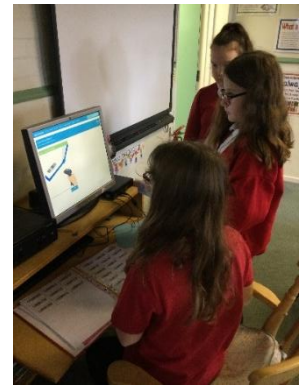
Enrichment Opportunities

At Tanners Brook Primary School, we believe that enriching experiences help foster a genuine love of language and literature. Our English curriculum is enhanced through a variety of creative and engaging opportunities that bring reading and writing to life.

Reading Enrichment

- **World Book Day** is celebrated with enthusiasm across the school, including author dress-up, book swaps, reading marathons, and guest readers.
- Our **Reading Assemblies** in both KS1 and KS2 provide a space for children to share, discuss, and recommend books.

- The **Librarian programme** empowers Year 6 pupils to take leadership roles in promoting reading across the school, including running lunchtime story clubs and helping in the library.
- Children regularly engage with **recommended reading lists** that encourage them to explore diverse texts from different cultures and genres.



Writing Enrichment

- Pupils are given opportunities to enter **writing competitions**, both in school and nationally, celebrating creativity and original voice.
- **Published writing displays** showcase pupils' achievements and help build pride in their work.
- Classes collaborate on **shared writing projects** such as poetry anthologies, storybooks, and information leaflets for the wider school community.
- Visiting authors, poets, and theatre groups provide inspiration, writing workshops, and real-life context for aspiring writers.



Celebrating Success

- Achievements in reading and writing are celebrated in assemblies and through displays, certificates, and rewards.
- **Pen licences** are awarded to children in KS2 who demonstrate consistent excellence in handwriting and presentation.
- Children's published writing is shared with parents and the wider school community through newsletters and school social media channels.

Monitoring and Review

The English curriculum at Tanners Brook Primary School is continually reviewed and refined to ensure high standards, consistency, and impact across all year groups. Monitoring is led by the English Subject Leader in collaboration with senior leaders and classroom staff.

Curriculum Monitoring

- Regular **book looks** are conducted across all year groups to ensure consistency, progression, and high expectations in reading and writing.
- **Learning walks** take place throughout the year to evaluate the effectiveness of teaching strategies and classroom environments.
- **Pupil voice** activities are used to gather insights into children's experiences, preferences, and perceptions of English learning.
- Staff meet regularly to discuss strengths, areas for development, and share best practice across the school.

Review and Evaluation

- Assessment outcomes, including NFER and statutory tests, are analysed termly to identify trends and inform next steps.
- Planning and provision are adapted based on data, moderation findings, and ongoing evaluation of pupil progress.
- The English Subject Leader updates the English action plan each term and contributes to the school's **self-evaluation process**.
- External moderation, where appropriate, supports internal judgments and helps maintain high standards across the school.

Professional Development

- CPD opportunities in reading, writing, phonics, and grammar are provided throughout the year to ensure staff confidence and consistency.

- Training is responsive to the school's priorities and staff feedback, with a focus on evidence-based practice and practical strategies.

Data

2023		
	EXS	GDS
Phonics (National)	76% (79%)	
Year 2 (National)		
Reading	71% (68%)	12% (16%)
Writing	64% (57%)	5% (6%)
Year 6 (National)		
Reading	64% (73%)	12% (29%)
Writing	83% (71%)	0% (13%)
GPS	61% (72%)	9% (30%)

2024		
	EXS	GDS
Phonics (National)	68% (81%)	
Year 6 (National)		
Reading	72% (74%)	19% (28%)
Writing	82% (72%)	10% (13%)
GPS	66% (72%)	16% (32%)

English Impact

At Tanners Brook Primary School, the impact of our English curriculum is evident in the confidence, enjoyment, and outcomes of our pupils in both reading and writing. Children are enthusiastic learners who engage with a wide range of texts and genres, and who develop the language and literacy skills needed to succeed across the wider curriculum and beyond.

Through consistent teaching, pupils make strong progress in English. This is regularly reviewed through internal and external monitoring, with Ofsted recognising the quality and impact of our provision. Pupils across all year groups are successful learners because teaching is scaffolded appropriately, ensuring all children—regardless of need or ability—can access and engage with the curriculum. Gaps in attainment are swiftly identified and addressed, and interventions are targeted to meet individual needs.

Pupils demonstrate a secure understanding of the reading and writing processes. They can discuss texts thoughtfully, recognise themes and genre features, and articulate preferences and opinions. They make meaningful links between their reading and writing, often applying new vocabulary and structures from the texts they explore into their own compositions. Our use of strategies such as Talk for Writing, WAGOLs, and the editing process equips pupils with the skills and confidence to plan, write, redraft, and evaluate their work independently.

Children's writing shows imagination, creativity, and purpose. Pupils are proud of their written outcomes and can clearly articulate their progress. Regular assessment—including GPS tests, writing moderation, and continuous formative feedback—ensures that attainment is tracked accurately and learning is built upon. Writing is assessed throughout the year, with moderation opportunities in the autumn and summer terms to ensure consistency across classes and year groups.

Parents and carers are key partners in supporting reading and writing at home. Through reading diaries, home reading schemes, workshops, and guidance materials, parents are well-informed and involved in their child's progress. By the time children leave Tanners Brook, they are equipped with the reading and writing skills necessary for the next stage of their education, able to communicate confidently, and with a lifelong appreciation of language and literature.

Pupil Voice

I love learning about the new books we read and working on our new tasks. I find it challenging but I always try my personal best.

Year 2

Reading is linked to our writing. Reading is my strong point. I find I have to think about my answers more when using reasoning. I use PEE to help me with my reasoning. For 'P' I use the phrases 'I think that...' For 'E' I use evidence from the text then 'E' means I explain what I have found.

Year 6

I love reading my own books! I find it interesting and calming. I really try my personal best when answering my reading questions. It makes me think about the book.

Year 4

I enjoy all the books we are reading. I particularly like Street Child as I am learning all about the Victorians. I enjoyed pretending to be Lizzie or Emily when we had to write a letter to Ma.

Year 6