Subject Story: English

In our English curriculum, you will see our value of **Friendship.**

Children support each other by using talk partners and discussing texts with their peers.

All children try their best and support one another to ensure they always demonstrate maximum effort in their learning. They take pride in celebrating their work with one another, sharing their successes and areas to develop.

In our English curriculum, you will see our value of **Responsibility.**

Children take responsibility for their own learning at school as well as at home.

Children understand the daily resources that we use to support our learning must be cared for and shared by all children.

Children show ownership of our schoolbooks and library and treat literature with respect.

In our English curriculum, you will see our value of **Honesty.**

Children share their honest viewpoints which are valued by all. These help the teacher to elicit each child's understanding and guide the teacher to adapt and tailor learning provision within the unit.

In our English curriculum, you will see our value of **Love.**

Children share a love of reading and writing. They demonstrate pride and a love of their own creations.
A love of learning is promoted through an enriching and engaging curriculum.
Children are enthusiastic when reading texts that are of a particular interest to them and are eager to share these texts with their peers, staff and families.

In our English curriculum, you will see our value of **Courage**.

Children show resilience in English lessons when faced with challenges and work hard to overcome these.
Children learn routines in talk for writing, learning and exploring a text fully before moving onto a new text – confirming their understanding of what they have read even if it was difficult at first
Children feel confident to join in with class discussions, sharing their thoughts, opinions and ideas.

In our English curriculum, you will see our value of **Respect**

Children show care and consideration for other's work during opportunities to peer assess.

Children follow instructions given by staff and during partner work to promote the best possible learning outcomes of each lesson

Children are respectful when exploring different texts that represent different beliefs, faiths, opinions and personalities.



Children at St. Martin's say this about English:

- 'I love to read books; the pictures are so pretty' – Early Years
- 'I need to remember to use capital letters and full stops, this makes my sentences much better' – Year 1
- 'I like learning what new words mean, phonics is fun' – Year 2
- 'I like listening to our class book' – Year 3
- 'I loved learning about Macbeth, it was gruesome and gripping' – Year 4
- 'I enjoy looking at a range of authors, I am glad the library has Michael Morpurgo, he is my favourite author' – Year 5
- 'I've enjoyed writing our diary entries based on Alma' – Year 6



Our agreed consistencies for English are:

Phonics / Complex Speed Sounds (may be reduced in size for KS2)
EYs & KS1 Phonics display, Fred Frog
Washing lines showcasing Talk for Writing unit
All the Time Toolkits displayed
Spelling rules & words displayed
Marking symbols displayed and stuck in the front of the English books
Inviting book corner, with a carefully selected selection of appropriate books
"We are reading…" sign on door
"How we write our letters" handwriting prompt
VIPERS – Posters (KS2), widgets (KS1)
Guided Reading text displayed (KS2)

If you were to walk into an English lesson at St. Martin's, you would see:

- Story maps of the current text / boxed up maps.
- Worked models of the current genre linked to the year group text - visual and written prompts to support learning.
- Magpie vocabulary walls.
- High levels of engagement from all the children – collaborative talking between peers and with adults.
- Collaborative learning – paired reading; guided writing; peer assessment.
- Examples of children's work reflecting their current learning.
- An engaging reading area with a variety of genres of books.
- Interventions led by learning support assistant or class teacher linked to the bottom 20% of current data.
- Librarian working with/supporting the bottom 20%.
- Priority readers reading 3x pw with class teacher/learning support assistant.

In our English curriculum you will see children learning through

- Exciting, engaging learning experiences which develop 'cultural capital'.
- Developing a love of reading by visits to the library, drama groups linked to literature and engaging book areas in their classroom.
- Texts chosen for Talk for Writing are relevant and encourage vocabulary development.
- Exposure to a wide range of diverse authors with links to other cultures.
- Outdoor learning in Forest School in KS1 including mark making.



In our English curriculum you will see our school curriculum vision because our children

- Work with resilience – constantly striving to improve their writing through editing.
- In their written work, pupils are encouraged to 'up-level' vocabulary choices by choosing appropriate synonyms.
- They succeed in written tasks by responding to feedback.
- They are challenged to read a varied selection of inspiring books.

In our English curriculum you will see our school curriculum vision because our children **dream big - aspire.**

- Children explore a diverse range of library books to expose them to different authors and genres.
- Children are taught to reflect on not only what they have learnt but also what learning they take away from each session. This learning helps to shape the attributes and dispositions of our children and helps them to aspire to be the citizens they wish to be.

In our English curriculum you will see our school curriculum vision because our children **flourish - succeed.**

- Within English, children achieve well. Children demonstrate success in this subject area through the work that they produce and the process they move through to achieve the finished result.
- By initiating discussions inspired by the learning they have encountered in the classroom.
- By living out our school values.

In our English curriculum you will see that we value **inclusion and diversity.**

- The children are taught to respect and value others' work and ideas and to consider what they can take away from exploring these.
- Teaching within English is tailored to the strengths and needs of the class and provision is made for children requiring alternative resources or additional support.
- Our reading choices and writing units also look at celebrating diversity.



In our English curriculum, you will see how we develop our children's language, **including subject specific and technical vocabulary.**

- Specific vocabulary linked to the learning content is detailed within Progression of Knowledge and Skills document.
- The key vocabulary is progressive, in line with the increasing expectations and learning experiences.

British Values and **Spiritual, Moral, Social and Cultural Learning** (SMSC) in English:

During English lessons, children are encouraged to show tolerance by being given opportunities to speak and listen to other people's opinions. They develop their mutual respect through the use of talk partners and many books we use as a stimulus are diverse and have themes covering tolerance, mutual respect and democracy. **Social:** During whole class reading sessions, children are provided with opportunities to socialise with other pupils. They are encouraged to demonstrate their own viewpoints and appreciate others. **Moral:** High quality texts are chosen, which allow children the opportunity to investigate and offer reasoned views about various moral issues. They also have the opportunity to partake in debates where they can challenge and appreciate the viewpoints of others. **Spiritual:** A text-centred curriculum enables children to develop a sense of enjoyment and fascination in learning about the world around them. They are given opportunities to develop their understanding for different people's faiths, feeling and virtues. **Cultural:** Children are able to develop, through texts, an understanding of different cultures and beliefs. They are taught to accept, respect and celebrate differences.

Children achieve well in this subject. Highlights of **outcomes** in English for last academic year are:

- 85% of children in Early Years met end of year expectations in writing
- Phonics Yr1 – 92%; Phonics Yr2 – 96%
- Year 2 children 81% EXP writing & 20% GDS writing
- Year 2 children 85% EXP reading & 23% GDS
- Year 6 children 88% EXP reading & 57% GDS reading
- Year 6 children 83% EXP writing & 11% GDS

Opportunities for **spirituality** and **children being agents for change**

- Texts are chosen where young people influence events, challenge injustice, or inspire others.
- English lessons provide space for children to explore: Awe and Wonder: responding to powerful poetry, nature writing, or artwork. Discussing moments in stories that inspire wonder. Identity and Self-Reflection: character comparison activities. Personal reflections on values and beliefs. Connection and Empathy: drama/role play. Meaning and Purpose: exploring why characters take action. Discussing fairness, responsibility and belonging.
- English impowers children to use literacy as a tool for influencing others.

Successes in 2025-2026

- Rigorous internal writing moderation
- Writing workshops
- Less units – spent longer on
- Dictation and SPaG starters
- Foundational skills KS1 – identified, addressed and tracked
- Book week – whole school writing unit

Priorities for 2026-2027

- Continuing to improve outcomes in writing.
- High expectations and consistent teaching of writing across all year groups.
- Embed effective feedback and editing and develop children as reflective and self-improving writers.
- Use of assessment grids for hot tasks
- Non-fiction and poetry texts in guided reading.
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