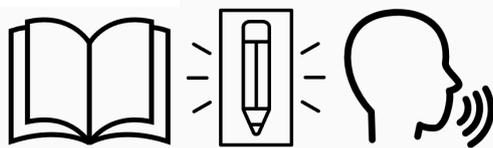




# English





**“For with God, everything is possible” (Matthew 19:26)**

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. **For with God, everything is possible. (Matthew 19:26)**

We believe that every child is unique, gifted with talents and abilities that, when nurtured, allow them to be the best they can be. Our curriculum is designed to reflect this vision, ensuring that every learner is supported and challenged to succeed in all aspects of their education—academically, spiritually, socially, and emotionally.

Through our vision, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become confident, articulate and successful in English, achieving everything possible. English, as the foundation of communication and understanding, is central to the curriculum. Through reading, writing, speaking and listening, pupils develop the ability to express ideas, engage with the world around them and think critically. Attainment in English is key to opening new doors to further study, employments and lifelong learning.

# Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26). We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

## Purpose

The purpose of our English curriculum is to ensure that every child builds strong and secure foundations in communication, language and literacy, enabling success in both life and learning, regardless of their starting points or any barriers they may face. These foundations are rooted in high-quality early language and literacy experiences and are carefully developed throughout the primary years, ensuring children acquire the essential knowledge, skills and learning behaviours needed to flourish.

Strong foundations in reading, writing, speaking and listening sit at the heart of our curriculum, as we recognise that these are fundamental to accessing all areas of learning and to expressing ideas, thoughts and emotions with confidence and clarity. Our English curriculum is built on ensuring our children develop an excellent moral compass. Texts are carefully selected to raise the profile of diversity, inclusivity and respect, helping children to understand the world around them and their place within it.

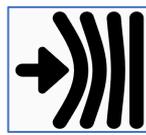
Alongside academic success, we place equal importance on developing children's character, resilience, self-motivation and curiosity. Through rich discussion, purposeful writing and meaningful engagement with high-quality literature, children are inspired to read widely, write creatively, and speak and listen with confidence. They understand that their voices matter and that they can make a difference through the skills and knowledge they gain in English.

Just as the Crown symbolises reward from a Christian perspective, our curriculum teaches children that effort, perseverance and ambition lead to future rewards in the form of opportunity and aspiration. We set high expectations for every pupil and are relentless in overcoming barriers to learning. Where required, learning is carefully scaffolded so that all children can access a broad and balanced English curriculum and build strong foundations to become confident, capable and independent communicators. Everything is possible!

## Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

**Our five Crown Principles drive our English curriculum and are underpinned by our Christian Values which promote our Christian distinctiveness.**

## Rationale for our English Curriculum

### Challenge

Through the 'challenge' curriculum driver we want our children **relish challenges that English can bring** such as writing a range of genres, considering audience and purpose. Despite the challenges of barriers or background, we ensure that every child at Queen's Park is a reader.

### Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination in **English**. We have the highest of expectations in all areas of **English: reading, writing, spelling, handwriting, speaking and listening**. Our high expectations and aspirational English curriculum encourage children to be resilient learners. Through next step marking and

**#EverythingIsPossible**

purposeful feedback in English, children have opportunities each day to [edit and improve](#) their work thus promoting resilience.

### Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. Through careful curriculum planning ensure we have a range of enhancements throughout the year such as: [author, poet and illustrator visits, themed days and trips](#). We provide ample opportunities within the curriculum for children to become [articulate speakers, readers and writers](#). We believe that 'reading opens doors' – our [English book spine](#) offers a range of opportunities through the [power of reading](#).

### Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals.

Our English curriculum content [encompasses quality texts](#) pertaining wellbeing. We work hard to build a great parent partnership, [encouraging 1:1 reading at home through training videos](#). We create [a love of reading](#) including [daily story time](#) from EYFS – Y6. SMSC, British and Christian Values woven throughout each quality text. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

### kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. [The knowledge imparted in English is crafted by our English lead to ensure that all pupils achieve secure substantive and disciplinary knowledge in all areas of English](#). All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being a Queen's Park Reader.  
Writer. Speaker & Listener

Being a confident reader, writer, speaker and listener requires both **substantive knowledge** (the content, vocabulary and texts children learn) and **disciplinary knowledge** (how pupils read, write, speak and listen as experts) to work together harmoniously. At Queen's Park, all aspects of English are high profile within our curriculum, reflecting our belief that literacy underpins success across every subject.

Our English curriculum is coherently planned and carefully sequenced to ensure pupils build knowledge cumulatively over time. We ensure there are purposeful and meaningful

opportunities to apply and strengthen English skills across all areas of the curriculum. Each core text is chosen carefully for its purpose, cultural richness and deliberate links to wider curriculum enabling pupils to deepen their understanding of the world while making connections across subjects. Every text is chosen with clear intent and serves a specific purpose, whether to develop vocabulary, comprehension, writing craft, or to promote diversity, inclusivity and respect.

Reading, writing, spelling and phonics are taught daily through structured, high-quality lessons that prioritise consistency, practice and progression. In the early stages, systematic synthetic phonics provides the foundations for confident decoding and early reading success. As pupils progress, explicit instruction in vocabulary, grammar, comprehension strategies and writing techniques ensures knowledge is embedded and can be applied independently.

In line with the national Writing Framework, we develop transcription skills early, including handwriting and spelling, so that pupils achieve automaticity in these foundational elements and are able to devote their working memory to the compositional aspects of writing. Children are supported to compose orally before writing, enabling them to compose complete sentences and structured paragraphs to articulate their ideas with clarity and confidence. Sentence-level competence is prioritised before extended writing is introduced, ensuring that grammar and vocabulary are taught meaningfully and in context rather than in isolation. Pupils are then supported to write with a clear purpose and audience in mind, using high-quality model texts and engaging, authentic writing tasks that promote creativity, expression and effective communication across the wider curriculum.

Through regular opportunities for talk, discussion and performance, pupils develop strong oracy skills, enabling them to articulate ideas, reason effectively and engage critically with texts. Teachers use precise questioning, modelling and feedback to ensure misconceptions are identified and addressed promptly, supporting all pupils to achieve highly.

By ensuring English is embedded across the curriculum, supported by high-quality texts and daily practice, our pupils leave Queen's Park as confident, fluent and motivated communicators who are well prepared for the next stage of their education and for life beyond school.



Our English curriculum offer ensures a well-planned, sequential curriculum is delivered throughout school, underpinned by the National Curriculum and its core aims that: all pupils be fluent in the fundamentals of reading, writing, speaking and listening.

Our English long-term plans are to ensure pupils develop the knowledge and skills to write effectively for a wide range of purposes, audiences and levels of formality. Writing is carefully sequenced so that children progressively learn how to adapt language, structure and tone, enabling them to communicate clearly and confidently in different contexts. Through exposure to high-quality model texts and meaningful writing opportunities across the curriculum, pupils learn to make deliberate choices as writers and understand how writing changes according to its purpose and audience.

### English Long-Term Plans (Example)

Year 5 English Long-Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
   All focus texts have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.	Sir David Gamble (History link)  Katherine Johnston Little People Big Dreams (Science link)	The Unforgotten Coat (PSHE / Geography link)  The Giant's Necklace (Geography link)	Beowulf (History link)  Marshmallow (short video clip)	The Princess' Blanket (PSHE / Geography link)  Queen of the Falls (Geography link)	The Hero Twins Against The Lords of Death (History link)	The Not Bad Animals & The Incredible Ecosystems of Planet Earth (Science link)  Coasts (Geography link)
 	See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full book list  A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					
	Stars With Flaming Tails: Valerie Bloom Poems			Macavity: The Mystery Cat by T S Eliot The Highwayman		

### English Medium-Term Plans (Example)

Year 5 Writing Lessons		Year 5 Writing Lessons		Year 5 Writing Lessons	
<b>Topic:</b> Counting on Katherine by Melissa Baker 	<b>Purpose:</b> Science curriculum link, celebrating diversity, introducing STEM and women.	<b>Guided Reading / Story Time links for support:</b> <ul style="list-style-type: none"> <li>Reading: The Moon</li> <li>Writing: on the Moon - Conyn Jenner</li> <li>Non-Fiction: 2 x Katherine Johnston autobiographies</li> <li>Drama: When Tim and Bobbi Katz</li> </ul>	<b>Non-Fiction / Fiction Writing</b> Diary entry	<ul style="list-style-type: none"> <li>In quiet reading, read non-fiction on Katherine Johnson and collect key facts / vocabulary.</li> <li>Lots of opportunities for first person role play to explore emotions and feelings.</li> <li>Look at diary entries (create a model text of Katherine's diary) and highlight and annotate key features and layout.</li> </ul>	<ul style="list-style-type: none"> <li>Trained adverbials before the mission.</li> <li>Conjunctive adverbs - flow from one point to another</li> <li>Opposite points - Despite this... Emphasis - Of course, I had to answer several questions.</li> <li>Coordinating conjunctions But as, and, so, yet</li> <li>Subordinating conjunctions - expand on independent clauses with "even if" "so that" "when" "because"</li> <li>Even if the mission failed, I knew I had done everything I could to perfect the plane.</li> <li>Expanded noun phrases - add details to nouns</li> <li>Adverbs / adverbials of time</li> <li>Adverbs / adverbials of place</li> <li>Relative clauses to embed extra information</li> <li>Expanded noun phrases</li> </ul>
<b>Science Knowledge:</b> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth, and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<b>Science Vocabulary:</b> <ul style="list-style-type: none"> <li>sun, year</li> <li>rotate / rotation, astronomy, solar, spherical, orbit</li> <li>The Tyne</li> </ul>	<b>Explanatory Texts:</b> <ul style="list-style-type: none"> <li>Explanatory text for Speaking &amp; Listening and Investigating Science</li> </ul>	<b>Language/Features:</b> <ul style="list-style-type: none"> <li>Diary - easy when the account was written</li> <li>Monday 13<sup>th</sup> July 1953 etc</li> <li>Salutation / sign off (optional)</li> <li>Eye for new diary, Katherine</li> <li>Chronological order - sequenced</li> <li>First tense</li> <li>First person</li> <li>Informal language</li> </ul>	<b>Functional Texts:</b> <ul style="list-style-type: none"> <li>a mixture of facts and opinions</li> <li>I got to work, plotting the path for America's first human spaceflight in 1961. I was ready for the challenges that lay ahead at the same time. I drew up my calculations more wisely, astronauts could die</li> <li>Rhetorical questions</li> </ul>	<b>Explanatory Texts:</b> <ul style="list-style-type: none"> <li>Capital letters for proper nouns: National Aeronautics and Space Administration (NASA), Apollo, Katherine</li> <li>Full stops</li> <li>Commas for subordinate</li> <li>I impressed by John. Dorothy laughed at such.</li> <li>Appostrophe for possession: NASA's mission</li> <li>Commas after fronted adverbials in 1952.</li> <li>Exclamation</li> </ul>
<b>Instructional links:</b> 	<b>Explanatory Texts:</b> <ul style="list-style-type: none"> <li>Explore the model text 'How to prepare for an intergalactic mission'</li> <li>Watch video clips of astronauts (Tim) 'How is it going and) talking about the preparation</li> </ul>	<b>How to prepare for an intergalactic mission:</b> <ul style="list-style-type: none"> <li>A list of equipment or materials</li> <li>Astronauts will need the following to help them on their mission:</li> <li>Sequenced chronological steps</li> <li>1,2,3,4</li> <li>Diagram or illustration</li> <li>Present tense</li> <li>Imperative verbs (commands)</li> </ul>	<b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>A like statement explaining what is to be achieved</li> </ul>	<b>Language/Features:</b> <ul style="list-style-type: none"> <li>How to prepare for an intergalactic mission</li> <li>A list of equipment or materials</li> <li>Astronauts will need the following to help them on their mission:</li> <li>Sequenced chronological steps</li> <li>1,2,3,4</li> <li>Diagram or illustration</li> <li>Present tense</li> <li>Imperative verbs (commands)</li> </ul>	<b>How to prepare for an intergalactic mission:</b> <ul style="list-style-type: none"> <li>A list of equipment or materials</li> <li>Astronauts will need the following to help them on their mission:</li> <li>Sequenced chronological steps</li> <li>1,2,3,4</li> <li>Diagram or illustration</li> <li>Present tense</li> <li>Imperative verbs (commands)</li> </ul>

**Sample:** English medium-term plans show the reading and writing journey the children will take throughout each unit of work.



### Overview of Read Write Inc. Spelling Online

This summary of files outlines all the files that are available in the online resource. It is designed to help you find the files you need.

For full guidance on teaching Spelling and using the files in the context of the *Read Write Inc. Spelling* lessons, see the *Read Write Inc. Spelling Teaching Handbook*.

For this index, files are listed in groups, to make the list more manageable to view.

When searching for files in the online resource, ensure that you **clear filters** before beginning. The 'clear filters' button can be found under the 'Year group' dropdown.

<b>All years</b>
<a href="#">Overview of Read Write Inc. Spelling Online</a> <a href="#">Guide to assessment in Read Write Inc. Spelling</a> <a href="#">Instructions for starting Read Write Inc. Spelling at Year 2</a> <a href="#">Grouping and transition in Read Write Inc. Spelling</a> <a href="#">Spelling Sounds chart</a>
<b>Curriculum coverage</b>
<a href="#">Spelling Year 1 Curriculum matching chart</a> (England) <a href="#">Spelling Year 2 Curriculum matching chart</a> (England) <a href="#">Spelling Year 3–4 Curriculum matching chart</a> (England) <a href="#">Spelling Year 5–6 Curriculum matching chart</a> (England) <a href="#">The Welsh National Literacy Strategy and Read Write Inc. Spelling</a> (Wales) <a href="#">The Northern Ireland Curriculum and Read Write Inc. Spelling</a> (Northern Ireland) <a href="#">The Curriculum for Excellence and Read Write Inc. Spelling</a> (Scotland)
<b>Year 1 files (to complete before starting the programme in Year 2 if necessary)</b>
<a href="#">Spelling Year 1 Curriculum example words word bank</a> <a href="#">Spelling Year 1 Curriculum matching chart</a>
<a href="#">Spelling Pre-programme: Activity 1</a> (questions only – does not need answers) <a href="#">Spelling Pre-programme: Activity 2</a> (questions and answers) <a href="#">Spelling Pre-programme: Activity 3 (part 1)</a> (questions and answers) <a href="#">Spelling Pre-programme: Activity 3 (part 2)</a> (questions and answers) <a href="#">Spelling Pre-programme: Activity 4</a> (questions and answers) <a href="#">Spelling Pre-programme: Activity 5</a> (questions and answers)
<a href="#">Spelling Pre-programme Special focus 1</a> <a href="#">Spelling Pre-programme Special focus 2</a> <a href="#">Spelling Pre-programme Special focus 3</a> <a href="#">Spelling Pre-programme Special focus 4</a> <a href="#">Spelling Pre-programme Special focus 5</a> <a href="#">Spelling Pre-programme Special focus 6</a> <a href="#">Spelling Pre-programme Special focus 7</a> <a href="#">Spelling Pre-programme Special focus 8</a>
<a href="#">Year 1 Practice Test 1 – administrator paper</a>

**Sample:** Spelling long term plans are followed by children who are off the RWI phonics program.



### Progression documents

Our progression documents have been created by the English lead to ensure clear progress in all areas of English.

  
**Overview of Progression of reading skills at Queen's Park Primary School**  
*(linked to the appropriate Content Domains)*  
*Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.*



*Content Domain symbols are used to support the teaching and learning of reading. These symbols are used when adults model answers and when children respond. They are used in the English curriculum.*

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac, Red, Green	Purple, Pink, Orange, Yellow	Blue, Grey (Off programme) White	Lime, Brown	Grey	Sapphire	Magenta, Free read
EXS end of reception: Green	EXS end of Year 1 - Yellow	EXS end of Year 2 - White	EXS at end of Year 3 - Brown	EXS - Grey	EXS - Sapphire	EXS - Free Read

*In EYFS and KS1, children follow the RWI phonics programme. Decodable books used so books match sounds. Once children are off the RWI programme, they follow the school's reading scheme and reading for comprehension is a priority.*

*Reading for meaning is at the heart of Guided Reading - this is a vehicle to teach reading skills and comprehension skills.*

Talk through stories daily	Review reception content	Review year 1 content	Review year 2 content	Review year 3 content	Review year 4 content	Review year 5 content
	Read age-appropriate books with some fluency (show some awareness for punctuation when reading)  Skimming and scanning (You Choose, The Big Book of Mix Ups)  Find and Point to... (visuals/words)  Teaching pupils to infer/justify their answers through	Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)  'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language demonstrating an	Read age-appropriate books fluently and accurately using intonation  Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.  Over the academic year, pupils develop a more controlled skill of	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)  Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).  As the demand of text increases, pupils are	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)  Pupils' verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)  Pupils in year 6 apply what they have learned to more complex writing - specifically texts that they may not ordinarily choose to read.

Sample: Progression in reading skills.

# Oracy at Queen's Park

Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum.

As a result, pupils become confident communicators who can explain their thinking, collaborate effectively with others, and engage thoughtfully with the world around them.

## Vocabulary

**Vocabulary is V.I.T.A.L in English**

**Valued**

We value vocabulary in [English](#) and in everything we do.

**Identified**

[Vocabulary](#) is identified by an adult in [reading sessions](#) and are explicitly planned for.

[#EverythingIsPossible](#)

### Taught

Vocabulary is explicitly taught in every lesson or reading session. The texts are chosen using Alex Quigley's 'arduous eight' to ensure texts are appropriate in challenge – including vocabulary. Tier 2 and 3 vocabulary is explicitly taught so the word is 'mastered'.

### Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment [outcomes in English](#).

### Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory.



Through an '**explosion of experiences**', [our youngest readers, writers, speakers and listeners](#) are exposed to the strong foundations of their [English learning](#). We believe that that a strong foundation in in EYFS is key to every child's future success. Using [Talk for Writing](#), our English curriculum comes to life enabling our children to become [great storytellers and early writers](#). Carefully planned opportunities and experiences are provided for our children to enhance their English learning. Early reading is the highest priority in EYFS and their phonics learning commences on entry. High quality books (including non-fiction), stories and rhymes are the [beating heart of our curriculum](#) in EYFS and are the bedrock of all learning across the curriculum. [Vocabulary is planned for and is explicitly planned through Talk Through Stories](#). Staff are [role models in demonstrating vocabulary](#) in the lesson inputs and this is further enhanced in our excellent provision. The [foundations of reading, writing speaking and listening](#) in EYFS is linked to Year 1 and beyond.

### Year 1 to Year 6

Year on year, children will build upon their [English learning](#). The English lead has created a meaningful, sequential learning journey through [all areas of English](#). Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



# Implementation

## Pedagogy



Both our staff and children are enthusiastic about [English](#). Through ongoing CPD, we strive to ensure our teachers have [expert knowledge of the English they teach](#). Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Every area of English has a Queen's Park structure to ensure there is consistency across school. All pedagogical structures are based on research and what our children need.

Phonics and Early Reading = Read Write Inc Phonics

Spelling = Read Write Inc Spelling

Writing = Explore, Practise, Compose

Handwriting = Letter Join / expectations for lead in lines

Guided Reading = Queen's Park structure

EYFS = Talk for Writing and Talk Through Stories

English lessons are carefully linked with other curriculum subjects to enhance learning in all subjects and to avoid cognitive overload. Our lessons are scaffolded to ensure all learners have access a full English curriculum. If appropriate, these lessons are modified to meet the needs of the individual.

Inclusion through  
adaptive teaching

Both our staff and children are enthusiastic about [English](#). Through ongoing CPD, we strive to ensure our teachers have [expert knowledge of the English curriculum they teach](#). Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

### **Our Approach: 80% Proactive, 20% Reactive**

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

**80% Proactive Adaptive Teaching:** Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- Scaffolded instruction, including modelling, worked examples, and guided practice.
- Strategic use of questioning to check understanding and deepen learning.
- Use of visuals and concrete resources to support learning.
- Scaffolded tasks that enable all children to access the curriculum without lowering expectations.
- Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.
- Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

**20% Reactive Adaptive Teaching:** Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- Using formative assessment strategies to identify and address misconceptions as they arise.
- Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

## Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

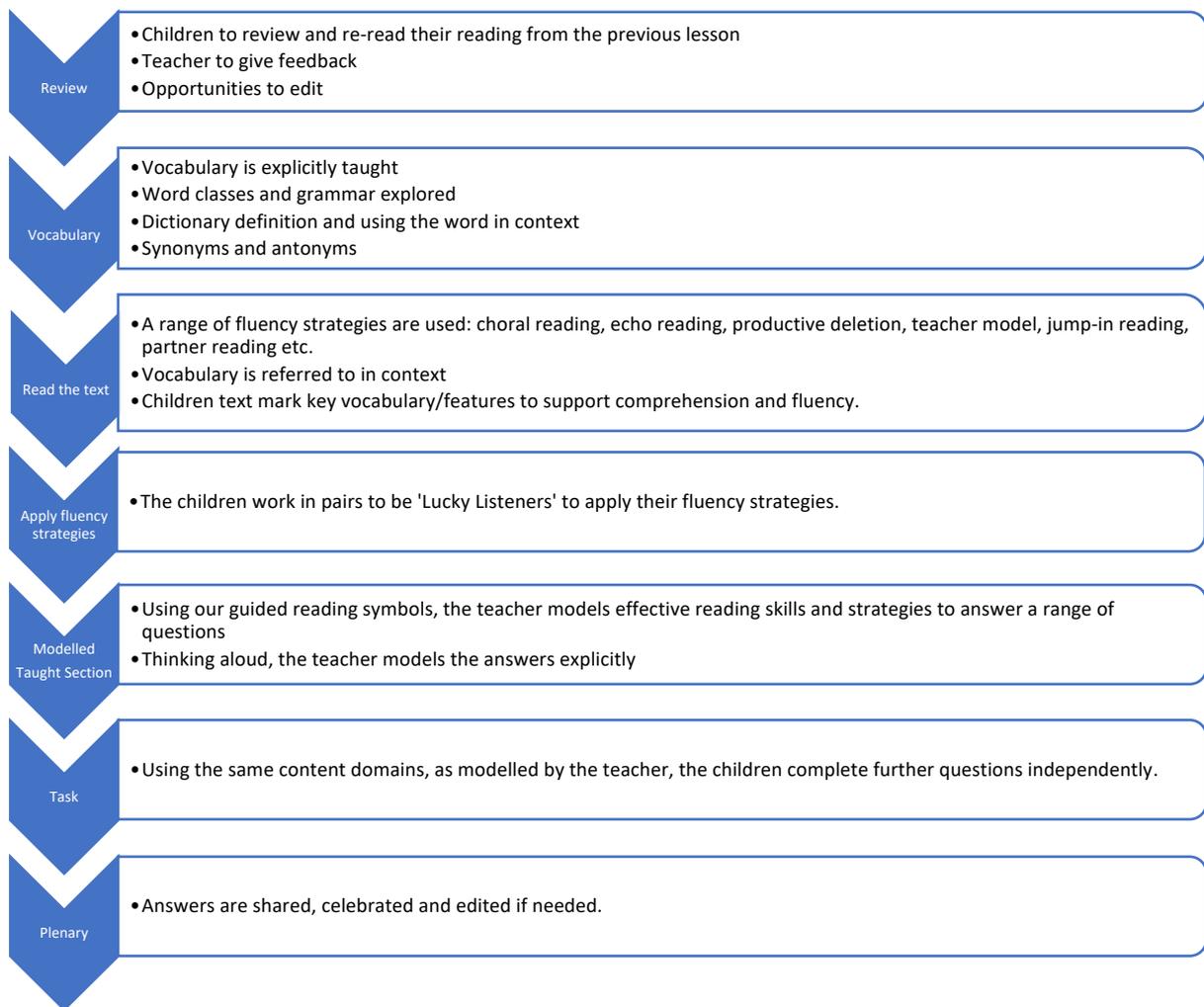
We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

## Lesson Structure

[Guided Reading Lesson Structure:](#)



### Writing lesson structure

Writing sits at the heart of every subject and helps our children to access the curriculum

Our lesson structure is based on research released in July 2025. The writing framework brings together the latest research and practical approaches to:

1. Build a curriculum that develops writing skills step by step
2. Establish effective writing routines in every subject.
3. Identify pupils who need extra support so no one gets left behind
4. Foster a genuine love of writing and help pupils feel proud of their work.

The children follow three board areas on the writing journey: Explore, Practise, Compose.

Please see our writing journey below for more details.



# The Writing Journey

Explore > Plan > Draft > Revise > Edit > Share



## EXPLORE

Understanding the purpose, audience and formality.

Lots of speaking and listening opportunities.

Gathering vocabulary to include within writing



## WAGOLL

Looking at great examples of the writing outcomes.

Unpicking what a good one looks like and understanding why it is a good example.

Identify the text type features.

Speaking and listening opportunities.



## PLANNING

Planning out carefully what to include in this piece of writing as a class.

Using the WAGOLL from the day before as a guide.

As a class, build a success criteria for the whole piece of writing. Display this on the working wall and refer back to it throughout the writing process.



## SPAG IN CONTEXT

This should be new, core learning for this piece of writing.

The children are to be explicitly taught a SPaG element in context which will support them in the writing process.



## PRACTISE LESSON 1

Writing will be split in to two chunks.

Children collect ideas on the whiteboard (ideas side) and put them into their work on the writing side.

Grammar and punctuation to be taught. Clear teaching of sentence types to be explicitly taught.



### Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Week 1- Ready to write routine, teach the handwriting join, rehearse the handwriting join. Teachers and TAs to sweep the room and intervene with any incorrect formations or joins.



## PRACTISE LESSON 2



## PRACTISE LESSON 3



## PRACTISE LESSON 4



## PRACTISE LESSON 5



## PRACTISE LESSON 6



### Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Week 2- Sentence accuracy. Focus on specific sentence types at the start of each lesson using a sentence type poster. Teacher to model in context and the children attempt their own independent sentence. This should be something they can use in their independent writing.

Teachers and TAs to continue to sweep the room and intervene with any incorrect formations or joins.



## EDITING STATIONS

Children will look at their writing and be taught explicitly how to edit.

- Spelling
- Sentence structure
- Punctuation
- Vocabulary
- Grammar



## POLISHED PIECE

Children write up their work in to their polished piece book in their neatest handwriting.

Teachers to be checking pupils work as they write and picking up on any missed edits and encouraging joined, legible handwriting.



## POLISHED PIECE

Continue the writing up process.



## POLISHED PIECE EDIT

The final chance for pupils to fix their work.

They are to do this in the pen or pencil that they have wrote in.

This will happen before the work is assessed.



## SPEAKING AND LISTENING

An opportunity for pupils to present their work to the class in a speaking and listening activity.

Videos to be recorded and added to Seesav.



### Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Teachers and TAs to continue to sweep the room and intervene with any incorrect formations or joins.

Week 3- Explicit teaching of editing under the visualiser. Once polished piece is complete, review the use of the taught handwriting join and allow the opportunity for fix its and success to be celebrated.

# Impact

We understand that we may not see the true impact of our [English](#) curriculum on our children as our [English curriculum](#) is just the beginning of a lifetime of learning.

Our well-constructed and well-taught [English curriculum](#) leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our [English curriculum](#).

The impact of Queen's Park [English](#) curriculum is measured through the following:

- Assessment
- National test data
- Pupil voice
- Progress evident in children's books
- Seeking views of parents where appropriate