

St Oswald's School – Progression in English

At St Oswald's we want our pupils to read fluently with good understanding, developing the habit of reading for pleasure and information. When they write, we want it to be clear, accurate and coherent, adapted for a range of contexts, purposes and audiences. We want the children to appreciate our literary heritage, acquire a wide vocabulary and good understanding of grammar. We want them to develop the confidence to speak and use discussion in order to learn, elaborate and explain clearly their understanding and ideas, listening carefully to others and participating in debate.

Intent	Implementation	Impact
To review the English policy, ensuring it underpins the delivery of a curriculum that accurately reflects the aims of the school in terms of literacy. To highlight areas for development and action, improving the quality and range of reading materials available for children, developing the reading environment throughout the school and raising the profile of reading in the community. To highlight areas for development and action, improving the standards of literacy in terms of the quality and purposes of writing. To highlight areas for development and action, improving the standards of oracy, discussion and debate.	Formulate and implement an action plan ensuring policy is accurately reflected in practice. Develop inter-class and cross-phase projects involving book sharing and peer-to-peer reading activities, in-house moderation sessions and book scrutinies. Involve children in local and national projects raising literacy standards such as contributing to poetry anthologies, enrolling in the 500 word story writing competition, library projects, World Book Day, National Poetry Day and other activities where purposeful writing is the goal. Support staff in the development of their subject knowledge and confidence in how to deliver English teaching and how skills in literacy can be applied in cross curricular and practical topics.	Pupils should demonstrate an enthusiasm and love for reading, responding positively about books read and confidence in sharing/reading texts. Improvement in the quality of writing demonstrated by examples of independent work during book scrutinies, a portfolio of evidence across a range of abilities and ages in the school and data generated from end of Key Stage statutory assessments. To collect pupil interviews once a year to monitor their literary experiences. Seek feedback in terms of the success or otherwise of different projects and other aspects of to the school's English curriculum.