

English at Hazel Leys Academy

Our English Curriculum promotes a high standard of language, both in the spoken and written form. It is based on the National Curriculum and incorporates a **diverse** range of **high-quality, engaging literature**.

All children from Reception to Year 6 have English lessons at least once a day, which include whole-class study and analysis of a reading book or text as well as writing opportunities. In addition, **reading for pleasure** is incorporated into the weekly timetable, developing reading skills and widening the opportunities for our children to hear a rich and varied diet of literature.

The children learn to become **enthusiastic and critical** readers of stories, poetry and drama as well as non-fiction and media texts.

Discrete **phonics** teaching in EYFS and Key Stage 1 and beyond where needed, provides children with an excellent introduction to **early reading skills**. This is taught using the 'Little Wandle' certified Phonics programme.








Throughout our English curriculum, children will:

- Read easily, fluently and with good understanding
- Acquire a wide vocabulary
- Develop an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Develop fluent, legible handwriting.
- Have knowledge of spelling patterns which they apply into their writing.
- Develop skills in oracy through speaking and listening, making formal presentations and participating in debate.

This overview booklet will cover all areas of English curriculum here at Hazel Leys and include:

- Early Reading - Phonics
- Reading
- Writing
- Handwriting
- Spelling
- Vocabulary
- Oracy

HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Teach Computing, Jigsaw and Primary Languages.</p>   
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

OVERVIEW – READING

Home Reading

At Hazel Leys Academy, we give all children the opportunity to enter the magical world of books as we promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review the books they have read. This enhances a love of literature across a range of genres and styles. This will, in turn, support children to produce written work, in all areas of the curriculum. At Hazel Leys, we expect our children to read at home at least 3 times a week. Children who read 5 times a week will receive 5 house points for their team. Reading at home is a vital part of education as it builds a wealth of vocabulary as well as supporting retrieval and inference questioning.

Reading Rucksack

The 'Reading Rucksack' allows a child to take home a reading book, a sachet of hot chocolate and a packet of biscuits on a Friday. The bedtime story can be shared with siblings, parents, grandparents, aunts, uncles, etc. The children are expected to fill out a book review inside the notebook and discuss the book they read when they return it on Monday morning. Children are expected to discuss feelings, actions, synonyms and antonyms and make predictions.

Big Cat Collins Books

Collins Big Cat is a whole-school reading programme that provides complete support for primary reading. Children will become fluent readers through hundreds of high-quality fiction and non-fiction banded books by award-winning authors and illustrators. In-depth teaching resources support you in developing and assessing key reading skills at all stages from early reading through to phonics, to guided, whole-class and independent reading for more confident readers

INTENT

Reading is at the **heart of our curriculum**. It is a central part of every pupil's life at our school. We want to instil a love of reading for our children from the very beginning of school life and we do this by ensuring that we deliver a **high-quality** Reading curriculum through a wealth of literature. Children build the knowledge and skills to become confident readers throughout their time with us and this is evident by their continuous engagement, desire to read for pleasure and their understanding of a range of texts, authors, and illustrators.

For our children, learning to read and becoming a reader is a priority for us. We have developed our Reading curriculum to ensure all children have opportunities to and develop understanding in:

- Using their Phonics to lift the words off the page
- Developing communication and language skills particularly by learning new vocabulary and key/familiar phrases
- Applying their Phonics to read words, captions, phrases, sentences and longer texts
- Daily Phonics, Reading and English lessons in EYFS and KS1

- Daily Reading and English lessons in KS2
- Reading as part of the wider curriculum
- Sharing books, authors and illustrators during daily read aloud sessions
- Opportunities to independently read and be immersed in a book
- Engaging in book talk: likes, dislikes, puzzles and connections

IMPLEMENTATION

Staff plan engaging reading lessons following the EYFS, KS1 and KS2 National Curriculum and high-quality texts are selected to help form the unit of work.

All children are read to by an adult so that they develop a love for reading. Books are selected by the English lead to ensure pupils experience a variety of genres, authors, experiences and that there are opportunities for windows and mirrors to our pupils' own lives. In addition to this, pupils access non-fiction texts, poetry, fables, play scripts in their wider curriculum lessons. Carefully selected high quality texts support the language, vocabulary and understanding in subjects studied in class, as well as allowing the children to access quality texts to support writing outcomes.

We use the Big Cat Collins Reading Scheme to support the Little Wandle Letters and Sounds Revised scheme for phonics. Collins Big Cat is a whole-school reading programme that provides complete support for primary reading. Children will become fluent readers through hundreds of high-quality fiction and non-fiction banded books by award-winning authors and illustrators. In-depth teaching resources support staff in developing and assessing key reading skills at all stages from early reading through to phonics, to guided, whole-class and independent reading for more confident readers. In Year 5 and 6, fluent readers move to selecting their own non-banded books, from their class library or home, this move allows pupils further ownership and independence supporting the deepening of volitional reading.

All children are expected to read at home at least three times a week and take home reading books.

In addition to phonics, children in Key Stage 1 have a Picture book study lesson four times a week. These lessons focus around a high quality text which is read aloud to pupils, over the sequence of lessons pupils develop an understanding of vocabulary used in the book as well as gaining an insight into the readers mind and discussing the text to which aids the development of understanding. Whole Class Reading is taught daily in years 3-6, lessons focus on a novel or wider curriculum text. During reading lessons across the school, pupils have the opportunity for a variety of reading instruction, echo reading, choral reading, shared reading, fast-extended reading. Pupils have their eyes on text and the focus is on learning new vocabulary and rich discussions surrounding the text.

Around the school, you will find reading areas for the children to access, as well as outside reading areas. Subject specific books will be found in the reading areas to support vocabulary and knowledge based learning.

A timetable is in place for all classes to visit the school library one a week. Whilst in the library, they are able to read for pleasure, ask and answer questions and listen to an adult read.

The Academy Reading Ambassadors promote a reading culture throughout the school; they help in the library, choose and sort books, share ideas and share their favourite stories.

Every Friday, a child from each class takes home the 'Reading Rucksack', which includes a bedtime story, a sachet of hot chocolate, a packet of biscuits and a notebook that includes a book review. This helps to promote reading for pleasure and a love for reading. Reading lead and SLT vigorously monitor reading through planning and book scrutiny, learning walks, pupil discussions and academy moderations.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
YR	How are you? Here we are Storm <u>Additional thematic/seasonal books</u> Love makes a family Real superheroes Pumpkin soup		The big book of transport The wheels on the tuk tuk Cars, trucks and things that go <u>Additional thematic/seasonal books</u> Mrs Armitage on Wheels Great Explorer Binny's Diwali A Christmas promise		Mae among the stars Meet the planets How to catch a star <u>Additional thematic/seasonal books</u> Astro girl The Darkest Dark The Great Race		It starts with a seed Pip and Egg Shakespeare: Midsummer Night's Dream <u>Additional thematic/seasonal books</u> Tree The Easter Story		Look inside a castle The King's Coronation King's Pants <u>Additional thematic/seasonal books</u> Winnie the Pooh meets the King If I were Prime Minister		Little Red Riding Hood Little Red Reading Hood The three billy goats gruff <u>Additional thematic/seasonal books</u> George and the dragon Prometheus Anansi the Spider	
Y1	The Gruffalo We're going on a bear hunt <u>Author study: Oliver Jeffers</u> Lost and found Up and down* The way back home	<u>Traditional Tales (Alternative versions)</u> Three little pigs Three little wolves and the big bad pig The true story of the three little pigs	<u>Narrative world study</u> The storm whale The storm whale in winter The Great storm whale Grandma bird	If sharks disappeared Earth's incredible ocean	<u>Ning nong nong</u> Our tower Arlo The lion who couldn't sleep Stop! That's not my story	The Tempest	<u>Diversity</u> The last stop on market street Carmella full of wishes Home for Grace Julian is a mermaid	Old enough to save the planet Clean up Bog Baby Planet in a pickle jar	The pirate cruncher Billy and the Pirates	Antarctica: the continent of wonder* Africa, Amazing Africa: country by country One day on our blue planet in the Savannah	Lila and the secret of the rain Where the wild things are A bear called Paddington <u>Boggy</u> Grandad's secret Giant	Little people, big dreams – Helen Keller Wise about my body
Y2	The five senses The girl and the dinosaur Traction man The way home for wolf Poems aloud Bothered by bugs	<u>The Building boy</u> Grandad's island Louis Pasteur little people Big dreams	<u>Traditional Tales</u> Hansel and Gretel <u>Issun Boshi</u> Hansel & Gretel Bethan Watson* Inside the villains* The stinky Cheese man and other <u>fairly stupid</u> tales	Meet the ancient Romans	The tall tale of the Giant's Causeway The sound collector (onomatopoeia + rhyme) Mr Penguin and the lost treasure	Twelfth Night: A Shakespeare Story retold by Andrew Matthews	The owl who was afraid of the dark	<u>Greek Myths*</u> Theseus and the Minotaur Apollo and Daphne Medusa	<u>(Narrative world study)</u> The egg The dragon snatcher	Makala's magic pencil The Journey – Francesca Sanna The Great artic jellyfish	Frontiers of space Greta and the Giants The last wolf	An alien in the jam factory
Y3	The solar system The Bear and the Piano Oil! Get off our train! River Story Leon and the place between	Peter Pan	Charlotte's Web		The <u>River</u> – Valerie Bloom (personification) Planet Omar	Shakespeare – Richard iii	Nordic Tales: Folktales		The Last Bear		Guardians of magic	
Y4	The firework Maker's daughter	Rumaysa: A fairytale	Greek Myths: Leo and the Gorgon's Curse	Who Let the God's out	The witches' spell Llama out loud	Shakespeare – <u>Julius Caesar</u>	Iron Man	Sky Song	<u>Variak Paw</u>		The Miraculous Journey of Edward Tulane	
Y5	Cosmic	The Viewer	<u>Malamander</u>		The highway man The girl who stole an elephant	Shakespeare- Macbeth	Counting on Katherine	The explorer	Oliver Twist		October <u>October</u>	
Y6	Pig Heart Boy		Holes	Heroes – Incredible true stories of courageous animals	Martin Luther <u>King</u> I had a dream speech Boy in the tower	Shakespeare Romeo and Juliet	Letters from the lighthouse		No ballet shoes in Syria		When the sky falls	

IMPACT

ENGLISH AT HAZEL LEYS ACADEMY

The impact of the implementation will show children make good progress in Reading, allowing children to access age-related texts and develop their English knowledge and skills in all curriculum areas.

Children will progress, recall learning and develop transferrable skills. Attainment in reading is measured using the statutory assessments at the end of EYFS, KS1 and KS2, as well as this termly assessments take place as a way of monitoring children's progress and development and identifying children who need to be further supported to keep up.

OVERVIEW – WRITING INTENT

At Hazel Leys Academy, we believe that writing is a key, important life skill, and we are dedicated to ensuring that our pupils are writers from an early age. It is our intent that we provide pupils with a high-quality education and have a holistic approach to the teaching of writing.

Our writing curriculum has been **developed to inspire children** to want to write for a range of purposes and have opportunities to engage with fiction and non-fiction conventions.

We teach the children specific skills to be able to effectively express their ideas and thoughts when writing for a wide selection of outcomes.

Our English writing units vary in stimuli. Our units are based around: picture books, chapter books, visual literacy (animations), folk tales, traditional tales, poetry and real-life events. We encourage the children to focus on each writing outcome's purpose, audience, language and structure and to think like a reader when writing. The children have time to self-edit their own work, but also time to work with their partner to peer-edit their work.

We ensure pupils have the skills to craft sentences by teaching grammar linked to the writing outcomes. Grammar is always taught in the context of a writing unit. Teachers also use the grammar overviews, created by the English Lead, for their year group to ensure National Curriculum coverage and to ensure pupils knowledge is built upon. We use writing toolkits to support pupils' retrieval and as tools to ensure learning is built upon in each year.

IMPLEMENTATION

All staff plan engaging writing lessons following the EYFS, KS1 and KS2 National Curriculum. Fictional units of writing are driven by a novel that has been studied in class and non-fiction units are driven from learning in foundation subjects the previous half-term. Pupils also have the opportunity, in Key Stage 2, to write essays based on a unit of study in History, Geography or Science. We teach English as whole class, so that all our children have access to the age-related skills and knowledge contained in the National Curriculum.

Within lessons, teachers and teaching assistants target children who require extra support to achieve the learning intention. We ensure that children are challenged in their English lessons as they are given the opportunities to extend their writing through showing a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammatical features.

Vocabulary

Vocabulary is taught daily in English lessons. Pupils orally rehearse new vocabulary and are given age-appropriate definitions/ pictures/ widgeits prior to applying the new vocabulary during the lesson. Vocabulary is displayed on working walls to support pupils in using subject specific words.

Grammar and Punctuation

Pupils are taught grammar and punctuation within the context of their writing unit. Writing toolkits are used to support pupils' retrieval of the skills they have acquired and where they are best placed to be used. Grammar Overviews support teachers with ensuring the skills outlined in the National Curriculum and taught and provide a clear map of progression from Year 1- Year 6.

Handwriting

At Hazel Leys we follow Happy Handwriting programme. How does Happy handwriting help learning?

- **Automaticity** – Formation, orientation and placement of letters become automatic which frees up space in the working memory.
- **Achievement** – Fast, legible and fluent handwriting underpins success in every curriculum area.
- **Confidence** – Good handwriting creates a positive initial judgement.
- **Creativity** – When handwriting is automatic, the brain can concentrate on content.
- **Reading** – Writing and reading are reciprocal skills, so improvement in one, helps the other.
- **Phonics and Spelling** – legible handwriting means children can read and correct spelling.

Spelling Punctuation and Grammar skills are taught as an integral part of English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching.

Here at Hazel Leys, we use Spelling Shed to support children on their spelling journey and they progress through a range of games, levels and challenges. The spelling lists on Spelling Shed are grouped together, helping children to learn and apply different spelling rules effectively. Children are able to compete against their teachers and classmates in challenges, assignments and hive games.

Each lesson has the following elements of the key areas below embedded in its core.

Orthography - “Orthography is how patterns of letters are used to make certain spoken sounds in a language.”

Morphology - “Morphology describes how words are structured into subcomponents to give meaning.”

Etymology - “Etymology describes the origins of words, which can lead to certain patterns of spelling.”

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
YR	Fine/ gross motor skills Pencil grip Pencil control Letter formation			Fine/ gross motor skills Letter formation Name writing Initial, middle and end sounds			Initial, middle and end sounds CVC words Labels			CVCC/CVCC words Labels			Labels Phrases			Sentence sequencing		
Y1	Fiction: The Gruffalo (To describe) We're going on a bear hunt (To tell a story)	Fiction: <u>Author study</u> Oliver Jeffers books Write a range of settings (To describe) (setting toolkit)		Fiction: Alternative versions of the Traditional Tale: 3 little Pigs (To tell a story) (characterisation toolkit)		Non-Fiction: Instructions for how to get ready/ keep clean/ brush teeth (To explain) Instructions	Fiction: The storm whale (To tell a story) (action toolkit)		Non-Fiction: Animals & Their Needs Sea creatures / shark focus (to describe) Poster	Poetry: Ning Nang Nong (to perform)		Shakespeare: The Tempest (to describe and to perform)	Fiction: The Last Stop on Market Street (To tell a story) (characterisation toolkit)		Non-Fiction: Taking Care of the Earth (to inform) Instructions	Fiction: The pirate cruncher (To tell a story) (opening and endings toolkit)	Non-Fiction: To compare hot and cold places (Africa + Antarctica) (To compare) Non- ch report	
Y2	Fiction: Something fishy (Visual Literacy) (To describe) (Opening toolkit)	Non-Fiction: What are the five senses? Who was Helen Keller? (To explain) Non- ch		Fiction: The Building Boy (To tell a story) (Action toolkit)		Non-Fiction: Louis Pasteur Who was Louis Pasteur? (To inform) Biography	Fiction: Hansel and Gretel (To tell a story) (Suspense toolkit)		Non-Fiction: Romans invade England/ battle with Boudicca. (to recount) Newspaper	Poetry: The Sound Collector (Onomatopoeia & rhyme) (to perform)		Shakespeare: Twelfth Night (to describe and perform)	Fiction: The owl who was afraid of the dark (to tell a story) (Description toolkit)		Non-Fiction: Henry VIII distress at not having a male heir to the throne (To recount) Diary	Fiction: The dragon snatcher (to tell a story) (Characterisation toolkit)	Non-Fiction: Malala's magic pencil speech (to persuade) Speech	Non-Fiction: Northern Europe travel leaflet (to inform)
Y3	Fiction: Lighthouse (Visual Literacy) (To describe) (Description toolkit)	Non-Fiction: Solar System (To inform) (non- ch report)	Essay: Geography: What's the same and what's different about San Francisco and Corby (To compare)	Fiction: Peter Pan (To tell a story) (Opening and ending toolkit)	Non-Fiction: Human Body What is the digestive system? (To explain) (non- ch report)	Essay: History: What have we learned about the ancient Egyptians from what they left behind? (To discuss)	Fiction: <u>Charlotte's Web</u> (To tell a story) (Dialogue toolkit)	Non-Fiction: To write a letter from Howard Carter reporting his discovery of Tutankhamun to Lord Carnarvon (To recount) (letter)	Essay: Science: Why is light important? (To explain)	Poetry: The <u>River</u> – Valerie Bloom (personification)	Shakespeare: Richard III (To analyse and to discuss)	Essay: Science: How do flowering plants reproduce? (To explain)	Fiction: Nordic Tales: Folktales (To tell a story) (Action toolkit)	Non-Fiction: Anglo-Saxon Art What is the Bayeux Tapestry and why should we visit it? (To persuade) Advertisement	Essay: Geography: What is the geography of Western Europe? (To describe)	Fiction: The Last Bear (Suspense toolkit)	Non-Fiction: To report on the death of Thomas Beckett. (To recount) Newspaper	
Y4	Fiction: Dream Giver (Visual Literacy) (To describe) (Description toolkit)	Non-Fiction: Rock Cycle (To inform) Non- ch report	Essay: Geography: How has Corby changed over time? (To describe)	Fiction: The firework Maker's daughter (To tell a story) (Characterisation toolkit)	Non-Fiction: To compare Athens and Sparta? (To describe) (Guidebook)	Essay: History: How did the Ancient Greeks change the world? (To recount)	Fiction: Greek myth: Leo and the Gorgon's Curse (To tell a story) (Action toolkit)	Non-Fiction: To recount the first Olympic games. (To recount) Newspaper	Essay: To describe Eastern Europe (To describe)	Poetry: The Witches' Spell from Macbeth by William Shakespeare (To analyse and perform)	Shakespeare: Julius Caesar (To analyse and to discuss)	Essay: Science: What is sound? (To explain)	Fiction: Iron Man (to tell a story) (Opening and endings toolkit)	Non-Fiction: To write a letter to the people of Rome from Brutus and Cassius detailing the assassination of Julius Caesar (To discuss) (letter)	Essay: Science: What is the water cycle? (To explain)	Fiction: <u>Jack and the Beanstalk</u> (To tell a story) (Suspense toolkit)	Non-Fiction: Is London the most important location in the <u>South East</u> ? (To persuade) Speech	
Y5	Fiction: The Eye of the Storm (visual literacy) (To describe) (Opening and ending toolkit)	Non-Fiction: To explain the historical significance of the Stuarts. (To explain)	Essay: Geography: What do cartographers need to think about when they create maps? (To explain)	Fiction: Cosmic (to tell a story) (characterisation toolkit)	Non-Fiction: The main stages of growth in humans. (To describe)	Essay: History: What led Britain to build an empire? (To discuss)	Fiction: <u>Malina</u> (To tell a story) (Action toolkit)	Non-Fiction: Earthquakes (2023) (To recount) Newspaper	Essay: Why was the French Revolution an important time in History? (To discuss)	Poetry: Highwayman (To tell a story and perform)	Shakespeare: Macbeth (To analyse and to discuss)	Essay: Geography: How is Australia's physical geography different from that of the UK? (To compare)	Fiction: The Explorer (To tell a story) (dialogue toolkit)	Non-Fiction: Biography: Katherine Johnson (To recount) Biography	Essay: Science: How do astronomers think the universe started and what has happened since? (To inform)	Fiction: Oliver Twist (To tell a story) (Description toolkit)	Non-Fiction: Local Study: Write a letter to a local councillor explaining an issue in the local area that you are concerned about. (To Persuade) Letter	
Y6	Fiction: Alma (visual literacy) (To tell a story) (Suspense toolkit)	Non-Fiction: Should xenotransplantation be allowed? (To persuade) Balanced argument	Essay: Science: What is the circulatory system? (To explain)	Fiction: Pig Heart Boy (To tell a story) (Opening and ending toolkit)	Non-Fiction: Animal in WW1 (To inform) Non- ch report	Essay: History: report about WW1 (To inform)	Fiction: Holes (To tell a story) (Characterisation toolkit)	Non-Fiction: Kristallnacht newspaper report (To recount) Newspaper	Essay: North America is a large and diverse continent. Explain why a geographer might say this. (To explain)	Shakespeare: Romeo & Juliet (To analyse and to discuss)		Essay: Science: What is light? (To explain)	Fiction: Letters from the Lighthouse (To tell a story) (Dialogue toolkit)	Essay: To compare North America to Africa (To compare)		Fiction: No ballet shoes in Syria (To describe) (Description toolkit)	Non-Fiction: To create a persuasive advertisement to visit Africa. (To persuade) Leaflet/ advertisement	

IMPACT

Children make good progress in writing. They develop their knowledge of language and vocabulary in extended pieces of writing and support this with their knowledge of spelling, punctuation and grammar.

Children become confident in writing and be able to use writing across a range of genres. Children of all abilities are able to succeed in all English lessons because work is appropriately scaffolded and differentiated. Pupils understand how to edit their work to ensure that they can adapt their writing and improve it. Attainment in writing is measured using the statutory assessments at the end of EYFS, KS1 and KS2.

CURRICULUM DESIGN

SEND – Strategies for supporting access

- Break down learning – now/then
- Adult support – start off then independent (where possible)
- Images/ widgets to support
- Specific simple instructions
- Differentiation – scaffold
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Definitions – revisit

Enrichment

Whole school theatre
Theatre workshop YR5/YR6
Class visits to the library

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Knowledge of subject gaps and how these have been addressed.
- Staff knowledge of their curriculum – progression and sequence
- Pupil enjoyment of English

Areas to Develop

- Continue to develop confidence in using and reducing scaffolds where appropriate
- Continue to develop task designs for effectiveness

- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning and in pupil books
- Strong links made to foundation subjects, Geography, History, Science, Arts – giving learning purpose and clarity

- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- Develop exemplification folders

Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Connections – CTs discussions – Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps
- NPQLL – curriculum design, intent, website development – curriculum design and development
- English leadership training – English Roade Hub – CPD