



We want children to be confident readers, writers and speakers. They should be able to critically analyse writers' language and then the apply linguistic techniques they have explored to their own writing. While reading varied and challenging text types from across centuries and cultures, they should be able to delve into the historical and cultural contexts of these texts to facilitate their understanding of characters and settings. Children should be articulate speakers, using standard English to communicate confidently. They should be able to apply literacy skills across all curriculum subjects and in their daily lives.

	Make Connections	Self manage / Independence	Challenge / high expectations	Creativity	Problem solving / resilience
Aspire, Believe	<p>We plan so that:</p> <ul style="list-style-type: none"> Language acquisition in English is transferable across the curriculum and is contextualised 	<p>We plan so that:</p> <ul style="list-style-type: none"> Independent learning tasks are an integral part of the English curriculum Students have deadlines set for homework tasks Dictionaries are used instead of asking for definitions 	<p>We plan so that:</p> <ul style="list-style-type: none"> Differentiated and scaffolded work is available to ensure all learners can access the curriculum Students study challenging texts which are rich in cultural capital 	<p>We plan so that:</p> <ul style="list-style-type: none"> We foster an environment where students are confident to explore, experiment and develop their own independent ideas We create a climate of risk-taking, valuing creativity and expanding creative vision 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students have regular opportunities to think, enquire and find their own solutions Students are encourage to develop resilience in learning We create a learning environment in which children feel safe to make mistakes and are reflective
Grow	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Develop learning of all other subjects through reading non-fiction texts about topics outside of English; e.g., environmental issues, sports personalities, other cultures Learn that aspects of French grammar link to early modern English (Shakespeare) Learn about history through exploring the context of Shakespeare's plays and Victorian literature Explore reading outside of the English classroom through World Book Day and author talks 	<p>We build in opportuniies for:</p> <ul style="list-style-type: none"> Self and peer assessment in exercise books Responding to teacher marking/feedback in books or through discussion Setting half termly learning targets in books for reading and writing 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Access the curriculum with the highest appropriate target including challenge for all Model best practice Share positive praise and feedback Take risks and learn from mistakes and misconceptions by experimenting with challenging punctuation, for example Self-challenge by completing the challenge task for each stage of the English lesson 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Pose, Pause, Pounce, Bounce Reward good learning, behaviour and homework in English Receive certificates for reading and writing achievements 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> See and experience real world examples through non-fiction texts Secure a base of understanding and knowledge Face complex challenges Praise effort and take risks Challenge ourselves with trial and error strategies Experience group tasks Discuss our pathway to success
Achieve	<ul style="list-style-type: none"> Students develop transferable skills Students are able to collaborate Students are confident communicators Students are well-rounded individuals Students make good or better than expected progress and reach their expected attainment 	<ul style="list-style-type: none"> Students become lifelong learners Students are independent learners Students understand where they are and where to go next in their learning journey Students know what they need to do to make progress by using teacher feedback or English readign and writing assessment criteria 	<ul style="list-style-type: none"> Students are proud of their own achievements Students make good or better than expected progress and reach their expected attainment 	<ul style="list-style-type: none"> Students are confident to question and think outside the box Students are well rounded - valuing creativity in the arts and STEM subjects equally Students make good or better progress across the curriculum 	<ul style="list-style-type: none"> Students are resilient and prepared to keep trying Students see mistakes as opportunities, not failures Students make good or better progress as they develop resilience in learning