

PRIMARY SUBJECT LEADERS

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# English

Name: \_\_\_\_\_

School: \_\_\_\_\_

LA/Trust: \_\_\_\_\_

Date: \_\_\_\_\_



Hounslow  
Education  
Partnership

## English:

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### English Subject Leaders (Sept 2021)

This, and subsequent resource workbooks, have been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This English Subject Leaders Workbook is the companion document to the English Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

Part A: Subject leader audit questions	<b>Page 3</b>
Part B: Snapshot <a href="#">www/ebi*</a> for English	<b>Page 6</b>
Part C: Statement of curriculum intent	<b>Page 7</b>
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(\***www** – what went well; **ebi** – even better if)

## Part A: Subject leader audit questions

TASK	NOTES	COMPLETED	DATE
Am I clear about the NC Aims for English?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants			
Have I completed an audit of my own knowledge, skills & understanding against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a Statement of Intent for English?			
In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1?			
Re: Para: 179, do I have a written response for each of the five bullet points?			
Has this statement been approved by HT/SLT/all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for English?			

Have I clarified with my line manager what good or better TLA in English 'looks' like? (and hence what is not yet 'good' enough)			
<b>Supplementary questions:</b>			
How long have I been the subject leader for English, and what support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
<b>How have I designed the English curriculum?</b>			
What am I trying to achieve through the English curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.)			
How do I ensure that pupils retain their subject knowledge?			
How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			

## English:

What would I expect an inspector to see when they visit English lessons and speak to the pupils?			
<b>How do teachers clarify any misconceptions by pupils?</b>			
What links are made between English and other subjects – can I give an example of where this works particularly well?			
Can I tell of any examples where I have supported other teachers/assistants in English and the impact that this has had on their teaching/pupils' learning?			

## Part B: Snapshot [www/ebi](http://www/ebi) for English

### THE KEY STRENGTHS IN:

Teaching, learning & assessment in English are:

The English curriculum are:

### THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in English are:

The English curriculum are:

## English:

### Part C: Statement of curriculum intent

#### From the Ofsted Education Inspection Framework (EIF)

##### *Intent*

##### **Para: 196.**

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

##### **Para: 197.**

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

#### English: Statement of Intent (School name):

Write your Statement of Intent here:



## Part D: English & cultural capital

### From the Ofsted Education Inspection Framework (EIF)

#### *Cultural capital*

#### **Para: 203.**

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How English at (School x) contributes to the development of pupils' cultural capital:



### Part E: Subject leaders response to the Ofsted's May 2022, research report into English

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

## Curriculum and pedagogy

### *Aims of education in English*

English is a complex subject that combines the disciplines of English language and literature. It is beyond the scope of this review to debate the aims of a curriculum for English. Instead, we discuss the nature of the curriculum and the pedagogy that could meet the aims of the national curriculum for English.

The review structure is designed to consider individual national curriculum aims. It draws on research that outlines the **progression** in curriculum content that best enables pupils to meet each of these aims. The review then discusses what might be the most appropriate pedagogies for learning that particular content. For example, the review considers the aim of improving reading comprehension and how comprehension becomes possible partly through acquiring and deepening vocabulary. Appropriate pedagogies for learning vocabulary are then discussed. The use of this structure avoids confusion between curriculum goals and the means of achieving and nurturing those goals. It also helps reduce repetition when discussing knowledge of language, such as vocabulary, across each of the speaking, reading and writing modalities.

The review reflects the advice given by the expert panel on the government's last review of the national curriculum. The panel argued that 'developmental aspects and basic skills are more crucial for young children [key stage 1/2], while appropriate understanding of more differentiated subject knowledge, concepts and skills becomes more important for older pupils'. Panel members developed a working definition of this subject knowledge as 'the concepts, facts, processes, language, narratives and conventions of each subject'.

The implications of research into expertise bear out the usefulness of a curriculum structure that places varying emphasis on different curriculum goals as pupils gain expertise. However, this review also considers the ways in which English is a unified subject across all phases of schooling. There is a separate section on [early years](#), but the insights in the other sections are generally relevant to pupils in both primary and secondary schooling. This is because most of the principles discussed are important at primary and secondary level or are relevant to many pupils in both phases of schooling. Where it is probable that findings of the review are more relevant at primary or at secondary level, we refer to 'younger pupils' or 'older pupils', respectively. We use this wording to be clear that we do not imply there is a specific age when these findings start to apply.

## The importance of foundational knowledge for spoken language, reading and writing

*Based on the above, high-quality English in early years/key stage 1 may have the following features:*

Ofsted guidance	My commentary
Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster.	
The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception Year and into key stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).	
Daily opportunities for children to apply their knowledge of GPCs by reading 'decodable' books that support their fluency in word reading.	
Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.	
The programme of reading develops pupils' accuracy and speed.	
Children practise composition through oral activities before their transcription becomes fluent.	
Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.	
Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.	

## Spoken language

*Based on the above, high-quality English may have the following features:*

Ofsted guidance	My commentary
An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive, and social and emotional).	
Teachers equip pupils with the right knowledge and vocabulary for them to be able to speak on a topic effectively.	
Pupils learn how to take part in exploratory talk and use talk to present ideas.	
There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.	
Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.	
The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.	

## Reading

*Based on the above, high-quality English may have the following features:*

Ofsted guidance	My commentary
The reading curriculum enables pupils to read increasingly complex and whole texts.	
Teachers develop pupils' reading accuracy, automaticity and prosody.	
Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.	
Instruction in reading comprehension strategies is time-limited and explicit.	
Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.	
Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.	
Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.	
Planned and spaced recall helps pupils to retain the new vocabulary they have learned.	

## Writing

***Based on the above, high-quality English may have the following features:***

Ofsted guidance	My commentary
The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write.	
Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.	
Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription).	
Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair.	
Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.	

## Pedagogical approaches for pupils with special educational needs and/or disabilities

***Based on the above, high-quality English may have the following features:***

Ofsted guidance	My commentary
Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.	
Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling.	
Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.	

## Literature

*Based on the above, high-quality English may have the following features:*

Ofsted guidance	My commentary
The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.	
The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing.	
The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.	
Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum.	
Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.	

## Assessment

*Based on the above, high-quality English may have the following features:*

Ofsted guidance	My commentary
The curriculum breaks learning down into component parts, which are assessed formatively. This enables teachers to identify precisely pupils' misconceptions, gaps and errors. Teachers use information from this assessment to adapt the curriculum.	
Feedback to pupils is specific and provides them with a 'recipe for future action'.	
Low-stakes assessment of knowledge and retrieval tasks are also used to improve pupils' retention of the content.	
A multi-tiered approach to assessing reading problems leads to accurate identification and diagnosis of difficulties and pupils receive targeted support.	
Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.	

## Systems at subject and school level

*Based on the above, high-quality English may have the following features:*

Ofsted guidance	My commentary
In the early years and key stage 1, leaders prioritise the expert teaching of systematic synthetic phonics.	
Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge.	



### Conclusion

This review shows how curriculum content and sequencing, as well as subject-specific pedagogy, best enable pupils to achieve the national curriculum aims for English. Our review has identified some themes that relate to an effective English curriculum.

#### **Strong foundational knowledge for reading, writing and spoken language are essential aspects of the early years curriculum**

Automaticity in the basics of reading and writing early on enables pupils to rise to the challenges of an ambitious curriculum. It is critical that young children achieve both accuracy and speed in reading. Effective communication through writing depends on younger pupils developing foundational transcription skills (spelling and handwriting). Alongside this, they should develop knowledge of the world around them from stories and talking with adults. For both reading and writing, repeated practice is key to gaining proficiency.

#### **Vocabulary is fundamental to pupils' progress**

Vocabulary is the foundational knowledge for reading, speech and writing. Narrowing the word gap between pupils who are word-rich and word-poor is vital. Vocabulary development and wider language development feed into reading and writing. Adults' engagement in dialogue with young children supports their language development. Sharing books and stories introduces not only a wider, deeper range of vocabulary than is found in speech, but also shows how the meaning of words is context-dependent.

#### **An effective reading curriculum ensures that pupils read large amounts of text and it focuses on providing pupils with the knowledge they need for comprehension**

Once pupils have secured the basics of reading, they can develop skilled reading through a curriculum that includes exposure to large amounts of text and progressively more complex text. Teachers explicitly introduce the specific knowledge to pupils needed for comprehension. Over-simplistic approaches to reading (such as comprehension skills like summarising, drawing inferences or making predictions) do not work in isolation.

There can be unhelpful confusion about the term 'background knowledge'. It is often used quite narrowly and excludes vital syntactical lexical and literary knowledge. Research suggests that 'explicitly teaching background knowledge should be considered foundational to increasing competency in reading'. Pupils benefit from exposure to background knowledge in a specific and sequenced way.

#### **A reading curriculum is supported by the careful choice of increasingly challenging texts**

The focus on literature-rich texts in the curriculum starts with sharing stories and rhymes at home before children start school. Throughout the curriculum, the choice of texts studied is critically important. An effective English curriculum will feature increasingly challenging texts at each stage. Different factors contribute to the challenge of a text. A clear understanding of this enables the construction of a curriculum that builds readiness for future reading. Pupils are likely to benefit from opportunities to read whole texts.

Carefully selected knowledge of literary studies is needed for pupils to make meaningful interpretations in keeping with the disciplinary tradition of literature. In a strong literature curriculum, this knowledge will be skilfully combined with aesthetic, epistemic and contextual knowledge.

### **The English curriculum for novices is structured differently in many aspects from the curriculum for experts**

Different approaches to teaching may be more or less appropriate depending on pupils' level of expertise. Novices are likely to learn more effectively through direct instruction where they are 'explicitly shown what to do and how to do it'. Once they have gained this knowledge, they can apply it to future tasks.

Finally, teachers should be aware that novices may be less able to successfully produce their own meaningful responses without guidance. Securing foundational knowledge is a prerequisite. Once secure, teachers should carefully design more complex tasks so that pupils can attempt these successfully and without developing misconceptions. There is strong evidence for the value of using worked examples with novice learners. The idea of scaffolding has also been proven to guide instruction and reduce cognitive load.

## Part F: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

## Exemplar calendar

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September	xxx	week 3/4: talk to pupils about experiences in subject last year	if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims	meet with teachers to clarify 'understanding' of NC Aims / expectations for end of topic 'goals'
October	learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
November	learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
December	xxx			Gather feedback from teachers from term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative)
January	xxx	talk to pupils about experiences in subject last term		meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'

February	learning walk in EY/KS1 L & U KS2 (eg – visits to YR, Y1, 3 & 5) ( <i>check whether the www/ebis from term 1 are the same/improving ...</i> )	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
March	learning observations in EY/KS1 L & U KS2 (eg – a selection of YN, 2, 4 & 6) ( <i>check whether the www/ebis from term 1 are the same/improving ...</i> )	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
April				Gather feedback from teachers from term 2(re: www/ebi) Prepare termly update of www/ebis
May	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
June	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	Gather feedback from teachers from terms 1-3 (re: www/ebi)
July				Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year ( <i>share with HT/SLT – and possibly also linked GB representative</i> )

# English:

## Your version

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September				
October				
November				
December				

# English:

January				
February				
March				

# English:

April				
May				
June				
July				



## English:

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## English:

Checklist: Have I included as many as possible of the following 'groups' of pupils?

Group	When	Who
EYFS		
KS1		
KS2 (Lower)		
KS2 (Upper)		
Lower/Middle/Upper Ability pupils		
Disadvantaged/Non-disadvantaged pupils		
Pupils with SEND		
EAL pupils		
(What other 'groups' do you need to focus on?)		

## Annual overview

Month	Learning Observation	Pupil Voice	Pupil Work	Any Other Activity
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

## Evidence collected against NC Aims

NC Aims	Listening & responding	Speaking	Reading & responding	Writing
Yr N www				
Yr N ebi				
Yr R www				
Yr R ebi				
Yr 1 www				
Yr 1 ebi				
Yr 2 www				
Yr 2 ebi				
Yr 3 www				
Yr 3 ebi				
Yr 4 www				
Yr 4 ebi				
Yr 5 www				
Yr 5 ebi				
Yr 6 www				
Yr 6 ebi				

Monitoring Calendar B (Summary)

Yr N				
Yr R				
Yr 1				
Yr 2				
Yr 3				
Yr 4				
Yr 5				
Yr 6				

## Overall Summary

NC Aims	Listening & responding	Speaking	Reading & responding	Writing
www				
ebi				

## Part G: English: Quality of Education (Good)

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria. (See Subject Leaders Resource File for this information).

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		The curriculum has some innovative features and is well-designed around the needs of pupils in the school. It is broad and engaging, with a good range of texts and appropriate attention to basic literacy skills. A variety of approaches helps pupils to make good progress in reading, writing, speaking and listening.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		The curriculum is reviewed regularly and reflects recent developments in the subject. Good attention is given to areas such as poetry, drama and media. Opportunities are taken to make direct connections between the classroom and the world beyond school.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is		Independent study and wider reading are well-integrated into schemes of work. ICT and mixed media are used well to help pupils develop learning in English and include work on analysing and producing moving image texts. The curriculum incorporates regular opportunities to meet with



## English:

not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

practitioners working in English, such as writers and theatre groups.

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		<p>Pupils' wider, independent reading is stimulated because teachers share their understanding of a wide range of classic and contemporary texts with pupils. Activities are varied and imaginative, engaging pupils well through drama and varied discussion work.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>		<p>Teachers' use of English in the classroom is well considered and effective, helping pupils to develop a good insight into how writers and others create effects. Questioning successfully engages pupils in extending their understanding of language and draws out their personal response to aspects of literature and other texts.</p> <p>Teachers understand how language works and use this knowledge effectively to develop learning. ICT, including moving image work, is well integrated in lessons and contributes positively to pupils' progress in English.</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>		
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>		<p>Feedback from target-setting, marking and peer- and self assessment is constructive and clearly identifies the next steps in pupils' written or oral work.</p>

<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>		
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		
<p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>		<p>Pupils read fluently and write with confidence and accuracy because the teaching of phonic knowledge, skill and understanding is systematic and enjoyable.</p>
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		

## English:

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Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		
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IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>		<p>Pupils are able to vary their language according to the particular demands of the task, both spoken and written, making effective use of Standard English when required.</p> <p>Pupils’ engagement in English, leading to good progress in reading, writing, speaking and listening, is achieved through effective use of a wide range of good-quality literary, media and other resources.</p> <p>Pupils learn to appreciate the importance of English in the wider world.</p> <p>Pupils express their ideas clearly and well in discussion and work effectively in different groups. They are able to show independence and initiative, for instance raising thoughtful questions or helping to drive forward group work.</p>
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		<p>Pupils express their ideas clearly and well in discussion and work effectively in different groups. They are able to show independence and initiative, for instance raising thoughtful questions or helping to drive forward group work.</p>
<p>Pupils’ work across the curriculum is of good quality.</p>		<p>Pupils perform equally well in reading, writing, speaking and listening. They enjoy English lessons and express their ideas confidently and with some originality in both writing and speaking.</p>

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Pupils acquire secure knowledge of letters and sounds and make good progress in learning to read and to write legibly and fluently. Pupils enjoy reading a wide range of texts and can talk and write with understanding about them. They enjoy writing and write confidently for different purposes and audiences, showing a good degree of technical accuracy.

## Part H: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

### CPD I have attended

Date	Title	Provider	Actions

## CPD I have delivered

Date	Title	Who to	Impact/feedback



## Part I: Subject leader development plan

Subject: \_\_\_\_\_

Subject Leader: \_\_\_\_\_

Academic year: \_\_\_\_\_

Date	Target	Record of actions taken	Impact/evaluation	Target achieved (& date)
Autumn Term				
Spring Term				
Summer Term				
End of year summary				