English, especially reading gives pupils access to the rest of the curriculum and is fundamental to their educational success.

Through studying literature, pupil's eyes are opened to the human experience; they explore meaning and ambiguity as well as the power and the beauty of language.

English also has a strong creative and expressive dimension.

National Context

Performance of pupils have remained constant over many years.

National checks, tests and examinations show girls outperforming boys and pupils from disadvantaged backgrounds achieving less well from their peers.

2018 ans 2019 – 74% of children achieved the ELG for writing.   77% of children achieved the ELG for reading. In 2919, 73% of children met the expected level of development across all the combined ELG's for communication, Language and Literacy, which include reading and writing.

Year 1 phonics screening check performance has improved substantially since 2011. 3 in 10 pupils from a disadvantaged background cannot decode at the minimum standard required.

New KS1 assessments introduced in 2016 – percentage of pupils achieving standard in reading and writing has remained broadly stable for reading, with an upward trend for writing.

2019 KS2 73% of pupils reached the expected standard in the reading test. However 1 in 4 pupils moved to secondary having not met the expected standard of the test. 3 in 10 pupils in 2019 did not gain a 'standard pass' in English Language at GCSE. Over the last 10 years , pupils studying A Level English has declined. In 2019, 57, 912 pupils chose A Level English compared to 84,037 in 2010.

Curriculum and Pedagogy

Aims of education in English.

English is a complex subject that combines the disciplines of English Language and Literature. 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.

The review considers the aim of improving reading comprehension and how comprehension becomes possible partly through acquiring and depending vocabulary.

The panel arugues that 'developmental aspects and basic skills are more crucial to younger children (KS1 and 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.'

This review also considers the ways in which English is a unified subject across all phases of schooling.

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

Distinctive feature of English teaching is that the modalities of speaking, reading and writing are not only the objects of study, but also the means through which the subject is learned. Teaching activities, or pedagogies, to improve speaking, reading and writing will necessarily involve activities that use speaking, reading and writing.

There is a risk that planning for English ends up focussing on using modalities (pedagogy) at the expense of identifying the foundational knowledge of language that pupils need for comprehension or communication in whatever modality they are using.

There is a body of research exploring the benefits of using discussion (dialogic talk) as a generic pedagogy. Using such a pedagogy to help pupils learn any objective across curriculum subjects should not be conflated with the prior teaching of structures of language that would allow effective communication in the first place.

Knowledge of language, which includes linguistic language like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing.

The review argues that when planning a curriculum, teachers and leaders should prioritise progression in knowledge of language and of its forms, usage, grammar and vocabulary. This knowledge, of the structures of language, can then be used by pupils across their spoken language, reading and writing.

Pupils expressive vocabulary (the words they can use) and receptive vocabulary (the words they understand) are important components of their wider language skills.

There is a positive correlation between a pupil's vocabulary size and their academic success.

Pupil's vocabulary size can act as a proxy measure for educational attainments in English and other curriculum areas.

Pupils can use the knowledge learned in a context of one modality to help them with another.

The Early English Curriculum in Schools.

In early years and KS1, teachers need to develop children's spoken language as well as accurate word reading and spelling. They also need to teach children fluent letter formation (unjoined handwriting)

Pupils should be taught to read using an SSP in reception and this should not be delayed if children are not already phonologically aware.

Teaching phonics also supports that development of pupil's handwriting and spelling.

Schools should identify early of any children who have not grasped the alphabetic code and intervene swiftly.   Children who master the alphabetic code early on make better progress than their peers who do not.

Good language development, including vocabulary, has benefits for pupils beyond their reading.

The importance of high-quality spoken language.

At both primary and secondary, the gap between those who are word rich and those who are not correlates with lasting socio-economic and health benefits. Children with a language deficit at the age of 5 are 4 times more likely to have reading difficulties when they are adults.

Developing spoken language, including vocabulary, is essential for the academic progress of all children.

Broad underpinning language, such as vocabulary and syntax, supports later reading success.

Developing spoken language is especially important for those from disadvantaged backgrounds who are most likely to be word poor.

Developing vocabulary explicitly, especially in the early years, is therefor critically important. Without tackling it, the word gap grows.   Has been called the 'Matthew Effect' – the word-rich get richer and the word-poor get poorer.

The components of reading and writing in the early years and KS1

National Curriculum 'simple view of reading.'

Gough and Tumner – reading comprehension as the product of word recognition and language comprehension.

National Curriculum outlines:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both us the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world.

The programmes of study for KS1 and KS2 reflect these 2 aspects of reading – word reading and comprehension.

The programmes of study for writing distinguish between 'transcription' and 'composition' This reflects reading and sees it as its counterpart. Transcription also includes handwriting.

Once children are fluent in word reading, they can then focus on comprehending what they read.

Teaching word reading and transcription should begin in Reception, as part of the teaching of phonics. This priority continues into KS1 and for older pupils who haven't mastered the early stages of learning to read (and write).

Language comprehension and composition can be developed through a language-rich environment through interactions between adults and children and by listening to, talking about and learning by heart stories, poems, rhymes and songs.

Starting phonics teaching early.
National Reading Panel (NRP) from the USA, found it highly beneficial for phonics teaching to begin on entry to school.
Daily systemic phonics instruction leads to a faster start in early reading and spelling.
Findings from cognitive neuro-science reinforce the importance of early phonics teaching. Allows children to develop efficient word reading skills and become primed to learn to read.
Children need direct instruction in phonics – especially the case for children from lower socio-economic backgrounds and those who are having difficulties reading.
Systemic phonics teaches children to decode words; children look at each grapheme and say the corresponding phoneme, then blend the phonemes to read the whole word.
They are taught to encode (spell) words , by identifying the phoneme in spoken words first and then writing the graphemes to represent the phonemes.
Young children with well-developed phonetic awareness tend to be successful readers, while children without these skills are not.
Phonics teaching in reception should not be delayed if children cannot yet distinguish individual phonemes. This is because children's ability to do this will develop as a result of phonics teaching.
Exposing them to the letters and sounds in phonics lessons help children distinguish individual phonemes and improve their phonic awareness.
DofE reading framework:
To enable children to keep up, they should be given extra practice, either in a small group or 1:1, whether or not a specific reason has been found.'
Practice should:
Take place in a quiet place at a regular time of day so that children come familiar with routine;
Be a school priority, with maximum effort to avoid disruption or cancellation;
Be provided by a well trained adult;
Be consistent with the school's phonics programme;
Include activities that secure the important phonic knowledge that children haven't grasped.

Decodable Books
National Curriculum states that children should practise with decodable books.
These books need to be consistent with their developing phonic knowledge that do not require them to use other strategies to work out words.
During story time, the books that teachers and parents read to children develop their language knowledge. These books do not need to be decodable because the children are not using them to learn to decode.
Children should be given daily opportunities to read words they can decode, both in isolation and in the books they read.
In using decodable books, children learn to apply their phonic knowledge to words.
If children are required to guess how to read a word, this can be a missed opportunity for them to learn and practise how to spell and read the word.
Research on the effectiveness of decodable texts is sparse. However, research on the influence of decodable texts on reading achievement found that decodabilty is a 'critical characteristic' of early reading text. Decodability increases the likelihood that children will use a decoding strategy and may also improve accuracy.
Decoding can be seen as being motivating for children.

Pupils who struggle with decoding.
Schools need to prioritise the teaching of the alphabetic code to pupils of any age who cannot decode.
Children who have passed the phonics screening check by the end of Year 2 are more successful in reading comprehension at age 12.
Leaders need to identify children quickly and intervention is most effective when it occurs promptly.
Ongoing assessment is vital in identifying children that need intervention.

Fluency

In the early stages of learning to read, it is critical that children achieve both accuracy and sufficient speed when decoding.

Pupils who can decode accurately, but not quickly will not progress towards reading confidently beyond sounding out words in texts.

Fluent reading frees up children's working memory to focus on comprehension.

To develop fluency, children need repeated practice.

Writing

Involves transcription (spelling and handwriting) and composition (articulating ideas and writing them down)

Pupils need capacity in working memory to plan, compose and review effectively. Transcription skills need to be secure. Needs to be critical focus for the early years and KS1. National curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.

The National Curriculum specifies that children should be taught to correctly form the letters of the correct size and orientation. This requires effort and attention as well as suitable motor skills.

Repeated practice in handwriting is necessary for fluent letter formation.

Children should be able to hold a pencil in preparation to write fluently by the end of EYFS. Children should learn unjoined handwriting before starting to use diagonal and horizontal strokes that are needed to join letters.

Delaying joined handwriting gives teachers and children time to focus on other aspects of the writing process such as composition, spelling and forming the letters correctly.

Research suggests that by writing letters may be important for supporting children in early reading development. Beginning readers learn to recognise the features of each letter as well as learning features that are not important.

Repeated practice in handwriting leads to success in higher writing tasks. And skilful handwriting has an impact on composition.

Teaching handwriting can be closely associated with the quality, length and fluency of writing.

High quality English in the Early Years/ KS1 may have:
- Vocabulary is developed explicitly to reduce the word gap.
- The school prioritises daily teaching of an systematic synthetic phonics program from the start of reception into KS1.
- Daily opportunities for children to apply their knowledge of GPC' by reading 'decodable' books that support fluency in word reading.
- Teachers focus on identifying children who are not able to decode accurately and prioritise them to read.
- The programme of reading develops pupils' accuracy and speed.
- Children practise composition through oral activities before 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 without their working memories being overloaded.

Spoken Language

Research suggests a correlation between pupils spoken language skills and their academic outcomes, social development and emotional development.

Spoken language is an important goal of the curriculum.

There is foundational knowledge of language that pupils need for comprehension and communication in whatever modality they are using.

There should be clearly planned provision for developing pupil's spoken language across the curriculum.

To use spoken language successfully, they need to make progress in interrelated aspects of language:
- Physical (voice control, body language, eye contact, speaking loudly and clearly)
- Linguistic (knowledge of vocabulary and grammatical constructions)
- Cognitive (knowledge of contect, organisation of ideas, tailoring talk to a specific focus) Children will learn about 'exploratory talk' (new ideas and understanding) and 'presentational talk' (to

share thinking with others. They should learn to pose questions, hypothesise, use talk to narrate, explain, speculate, imagine, explore, include, discuss, argue, reason and justify
- Social and emotional (consider the needs of different listeners)

Spoken language not just about improved speech. Pupils need to develop their ability to collaborate through conversation.

Needs to be linked to the curriculum. Success in spoken language depends on knowledge of their topic.

Teaching activities for spoken English.
Important distinction between what primary and secondary pupils need to learn for success in spoken language and the activities to promote this.

Opportunities for pupils of all ages to develop their proficiency should be planned carefully, both in English lessons and across other curriculum areas. Activities should allow teachers to model competence as a speaker and listener and this contributes significantly to developing pupil's spoken language.

Teachers should model language forms that pupils may not encounter out of school and introduce potentially unfamiliar vocabulary, returning to key words and phrases to embed knowledge. Teachers could reframe pupils spoken language and ask pupils to repeat back the reframing.

Pupils of all ages will benefit from frequent opportunities to practise and apply their new knowledge of spoken language across a range of contexts and purposes. This can be through planned opportunities of exploratory talk where the speaker can try out new ideas and presentational talk which focuses on accurate communication. Proficiency in language can be developed through teachers and pupils daily interactions.

Teachers can support pupils in developing collaboration in spoken language by providing ground rules. Effective talk involves turn taking, managing interactions, active listening and responding appropriately.

High quality English may have the following features:
- An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. Focuses on interrelated aspects of 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 about 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.
- Teachers model spoken language for pupils.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Reading
Skilled reading requires accurate, speedy word reading and good language comprehension.
Urgency is necessary to ensure that pupils decode accurately and automaticity at the beginning of primary school. Allows pupils to form a positive attitude to reading.
Pupils of all ages need to be taught a broad curriculum that will allow them to comprehend increasingly complex texts. Reading comprehension is supported by practising strategies to uncover the meaning of texts. Teaching these strategies is time limited in its usefulness and unlikely to benefit pupils before they can read sufficiently fluently which is most likely to occur in UKS2. Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure and the capacity to read fluently.

Progression in Comprehension.
Three factors underpin reading comprehension:
- Knowledge – e.g. linguistic knowledge, orthographic knowledge and general knowledge.
- Processes – e.g. decoding, word identification, meaning retrieval, sentence parsing, inferring and comprehension monitoring.
- General cognitive resources – e.g. memory.

Pupils must understand the language used in a text.
Once word reading is automatic, any barriers to understanding a text are more likely to relate to language comprehension rather than word reading.

Reading comprehension is the product of the factors above – readers use knowledge, processes and cognitive resources to produce a mental picture of the text.

References to knowledge of comprehension include syntactical and lexical knowledge. Knowledge necessary for comprehension is 'broadly conceived may include information such as the meaning of words, rules of grammar, knowledge of events, episodes, scenarios, emotions and characters.'

Knowledge for comprehension can sometimes refer to a more limited consideration of 'background knowledge' understood as pupil's knowledge of the texts' context.

For comprehension, pupils need knowledge of vocabulary as well as knowledge of the texts' context and these are closely linked.

Text complexity and progression in reading comprehension.

The National Curriculum requires that reading instruction, through each key stage, should prepare pupils ultimately to read more complex texts.   Pupils of all ages need to be taught a curriculum that will allow them to comprehend increasingly more complex texts.

The primary curriculum during KS2 to read independently in different subjects and to read a wide range of fiction and non-fiction texts and should prepare pupils for KS3.

Factors that affect text complexity for pupils of all ages, and therefore their comprehension, include:

- Linguistic features, such as longer or more complicated sentence structures or less common vocabulary;
- Textual references to concepts and objects;
- Cohesion – both in ideas explored in a text and the language used to articulate ideas;
- Levels of meaning – texts with a single level of meaning are often simpler to understand;
- Text structure – texts with simple, linear structure are often easier to understand;
- Style of narrator- texts with a single, reliable narrator are often more accessible;
- Allusions, cultural references and intertextuality (relationships or references to other texts)

The curriculum should ensure that pupils of all ages acquire the knowledge they need for improved comprehension through reading increasingly challenging texts at each stage. These can be provided through listening to stories in the early years to reading Shakespeare, 19th century literature and pre 20th century literary non-fiction.

Texts should be carefully selected so each text builds on the language and knowledge needed for the next. Gradually students will be ready for more complex texts.

Without sufficient practice, fluency and comprehension can stall.

Vocabulary: what words should instruction focus on?

Evidence shows that vocabulary knowledge is important for comprehension. Through reading, most vocabulary is encountered. Most words and language patterns occur more often in texts rather than spoken language. Teaching cannot rely on pupils' experience of spoken language for vocabulary learning.

Teachers can select some texts that contain some unfamiliar vocabulary but that is not overwhelmingly difficult to understand. Evidence shows that although children will gradually learn vocabulary through repeated encounters as they read, it is beneficial to identify and explicitly teach some vocabulary.

Teachers need to consider pupils' prior vocabulary knowledge when teaching selecting vocabulafry to teach. They need to look at how frequently a word is used across different subject areas and whether they are encountered in texts rather than everyday conversation (tier 2 words).

An effective curriculum is also likely to teach pupils the meaning of roots and affixes (prefixes and suffixes) Awareness of how the meaning of words can be changed by adding these will support pupils' vocabulary and comprehension.

Ways of teaching vocabulary.

Pupils will learn any words incidentally. It is also effective to teach pupils some vocabulary directly. Teaching should avoid complicated activities that could create unnecessary cognitive load. Pupils need to encounter the word a number of times in different contexts for it to enter their working vocabulary. Teaching how new words function in different contexts is more effective than learning their definitions. Activities where pupils encountered new words in a variety of contexts produced bigger gains in language development. Planned and spaced recall also be a valuable strategy.

Knowledge of morphology plays an important role in comprehension. Activities can be designed to help pupils recognise similar looking words to help understand the correlation between spelling and comprehension.

Knowledge of Context

Understanding a text's vocabulary requires a grasp of the context in which the specific words can be used. Readers with a good topic knowledge will have better comprehension of texts related to that topic than of texts they know less about. Weaker readers often have less relevant knowledge than their peers. Teaching needs to provide the contextual knowledge that pupils require to adequately comprehend a text. Through reading itself, pupils can find out about the world beyond their own experience, including what they learn in other curriculum lessons. Teachers should give pupils an abundant and tich variety of accessible texts to read in relevant classes across the curriculum as well as independently. This can broaden pupils' horizons and knowledge of words, phrases and ideas.

Knowledge of narrative structure.

Comprehension is affected by the extent to which pupils are familiar with the type of text. From the early years, pupils' should become familiar with the structures and features of narrative texts such as setting, character, plot and conflict in increasing familiarity of different structures and features. Once pupils' are fluent readers, teachers can draw their attention to these features to better enable pupils' to recognise them in future reading.

Knowledge of syntax

Comprehension depends on the knowledge needed to understand sentences. This knowledge allows reading with accuracy and sufficient speed for fluency. Comprehension depends on understanding whole sentences and connections between them and understanding the meaning of individual words.

Pupils who can read fluently should increasingly encounter texts that contain more complex, multi-clause sentences. An effective curriculum can include teachers reading accessible, but more complex texts aloud. Pupils need to hear and read these regularly to become familiar with the structure of sentences that they will be able to understand when reading independently. When they understand the meaning conveyed through a sentence structure, they are better able to read aloud with an understanding of the possible and intended phrasing, rhythm, expressiveness and stress of sentences (known as prosody). There are 4 aspects of prosody:

- Expression and volume,
- Phrasing,
- Smoothness,
- Pace.

Prosody is important because it connects children's knowledge of written sounds and words with spoken language and allows children to read with meaning.

Teaching reading fluency

The most important factor explaining variation in pupils fluency is then amount of exposure to the text. This can include oral exposure to the text. If children are to become fluent readers, they need to read a lot.

Research pinpoints a number of strategies that can improve fluency. Most effective is the repeated reading of texts. This allows pupils to apply their knowledge to new material and is effective for pupils from early years onwards. Repeated reading is effective for pupils with reading difficulties.

Simultaneously listening to and reading along with texts was a valuable strategy with struggling readers. However this can place demands on working memory and pupils comprehension may be lower due to reading while listening. This should be considered when deciding whether this strategy will fulfil the aim of the lesson. Also counterproductive if pupils haven't mastered the alphabetic code.

Third strategy of discussing the wording in a text before reading it. Allows pupils to practise key words in the text before they read it for themselves.

Final strategy is for pupils to perform and read aloud. National Curriculum states that in Years 5 and 6, pupils should have opportunities to prepare poems and plays to read aloud and perform.

Comprehension processes and the limits of teaching comprehension strategies.

A range of processes including decoding, word identification, meaning retrieval, sentence parsing, inferring and comprehension monitoring allow knowledge to be activated and processed. Skilled readers may unconsciously use a range of comprehension strategies to understand the meaning of texts. Pupils do need to be taught these strategies that prompt comprehension processes. If a child can read fluently, but not understand what has been read, they do not have all the knowledge they may need to readily comprehend a text and not expected to understand the text they decode. There is evidence of the benefit of teaching children reading comprehension strategies that focus on the meaning of the text. Evidence suggests that reading comprehension instruction can be beneficial when it is brief and explicit and that 10 to 15 sessions of instruction is sufficient and that there is little point in teaching these strategies until fluency is gained so likely in UKS2. Implications for these findings is significant, given that if pupils struggle to comprehend, then more teaching strategies must be necessary. Beyond some time limited instructional and practice sequences, comprehension strategies are unlikely to be useful as a continued learning objective for most pupils. These strategies are now skills that can be honed through repeated practice regardless of context.

This underlies the importance that pupils read a breadth of literature. This allows pupils to embed strategies they have learned even when they no longer need the time limited instructional prompting of the teacher and that they encounter the range of knowledge they need for successful comprehension. Comprehension strategies do not provide an ongoing progression in reading, it comes from developing the knowledge needed to understand increasingly challenging texts.

Making inferences
Inference depends on a reader's vocabulary knowledge, contextual knowledge and knowledge of language structures. The reader needs these to make links between different parts of the text and to construct a robust mental model of it. Readers need these links and background information to fill in details not stated by the author. Knowledge of the text content is needed to make inferences. Pupils are likely to make successful inferences when the knowledge they currently possess is adequate to make those inferences. This ability to make these inferences is likely to be well developed because everyday conversation requires inferences. As with other comprehension strategies, focused and time-limited instruction related to inferences can increase comprehension. However pupils with limited academic is cultural knowledge will find it difficult to make inferences about topics they know little about.

Comprehension monitoring
Skilled readers monitor their comprehension and detect when it breaks down. When they spot this, they will re-read or apply their background knowledge of the topic. Less skilled readers may not know that it is important to think while reading. Comprehension monitoring closely links to wider reading comprehension. Pupils need to be alerted to the importance of thinking about what they read and understanding the content.

Comprehension strategies have an ongoing use as a pedagogical tool
It is important to carry on using strategies as a pedagogical tool when pupils no longer need to be taught comprehension strategies. When teachers need pupils to think carefully about a certain meaning of a particular text, they may direct pupils to use a comprehension strategy such as summarising or identifying the main point. The primary curriculum goal is not to teach or practise a strategy, rather the teacher direct pupils to draw out a particular aspect of the text or its meaning which may not have been apparent to pupils. Through applying a strategy to consider a feature of a text, pupils acquire new knowledge that may enable them to comprehend more challenging texts in the future.

Implications of limits to working memory
The amount a person can hold in the working memory is limited. Interventions targeted on improving working memory are unlikely to improve pupils' reading. Being able to draw on knowledge needed for comprehension from long-term memory and being able to decode accurately and read fluently help to make cognitive space available for pupils to consider meaning. Curriculum time should be used to ensure that pupils read fluently and to develop their wider curriculum knowledge and vocabulary so that working memory can be used to make meaning from a text.

Reading independently and for pleasure

Research indicated a positive correlation between pupils' engagement with reading and their attainment in reading, motivation to read and self-confidence in reading. There is also a link between pupils choosing to read and improved general knowledge, a wider vocabulary, better language development, improved attainment and more positive attitudes to writing.

An emphasis on reading for pleasure does not mean it is wise to ignore the positive impact on all children of exposure to increasingly challenging texts in relevant lessons across the curriculum. Initiative such as dressing up as book characters and reading displays help raise awareness of reading. But they could also be seen as a distraction.

A curriculum for reading for pleasure
Research suggests that it is more accomplished readers who choose to read more.

If children struggle to read early on, they may not be persuaded to read more. This emphasises the importance of children getting off to a successful start with reading as this can be the strongest predictor of later motivation.

For many reading for pleasure is something that develops at home, when books and other reading materials are available. Parents and carers read with children and also read themselves. For others, it is vital that the curriculum and wider school culture nurture reading for pleasure.

Research suggests several strands form a 'coherent strategy' that schools can draw on when designing a curriculum that supports reading for pleasure:

- Developing teachers' knowledge of children's literature and other texts,
- Developing teachers' knowledge of pupils' current reading practices and preferences,
- Establishing a reading for pleasure pedagogy that includes reading aloud and time for pupils who can read fluently to read independently,
- Creating social reading environments, and providing time for informal book talk and recommendations
- Supporting staff to become 'reading teachers' who read widely and reflect on their own and others reading,
- Create reading communities, both in and out of school.

Children may enjoy reading but prefer other activities. Making the option of reading more readily available seems sensible.

Based on the above, high quality English may have the following features:
- 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 the 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 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 new vocabulary they have learned.

Writing
Fluent writing depends on transcription (spelling and handwriting) can composition, which involved knowledge of the topic and knowledge about how to write effectively. Explicit teaching of foundational skills including spelling and handwriting, sentence construction, control of grammar and use of vocabulary allows pupils to write effectively. Planning, drafting, revising and editing can improve writing, but does not improve motivation to write or improve the quality of struggling writers' compositions

Features of an effective writing curriculum in primary and secondary schools
Learning to write allows pupils to share ideas, communicate with others and learn from the wider curriculum.

The National Curriculum does not require pupils to be taught particular genres or text types. It focuses on writing for different purposes: 'to describe, narrate, explain, instruct, give and respond to information, and argue. Pupils will produce different types of writing such as stories, scripts, poetry, other imaginative writing, notes and polished scripts for talks and presentations, a range of narrative and non-narrative texts including arguments and personal and formal letters.

An effective writing curriculum will give pupils opportunities to develop their proficiency in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)

Transcription

Fluent transcription skills are the foundations to writing. If these are mastered, then pupils can focus on developing, organising and communicating their ideas. If spelling and handwriting is not fluent, then pupils' working memory will become overloaded and it becomes difficult to focus on composition.

In early primary, time should be given for pupils to be taught and to practise the component skills of transcription. If skills such as developing fluency in handwriting during primary school, this significantly affects the development of higher order processes such as planning and generating ideas, writing and reviewing texts. Transcription skills should continue to be the focus later for pupils who haven't acquired these skills. If they struggle with the process as a whole, tasks such as extended writing are likely to be ineffective.

Spelling

Early stages of spelling begins with pupils learning phonics, knowing how to use the alphabetic code of English to represent sounds in the words they need to spell. Struggling with these letter-to-sound correspondences reduces the pupils' ability to transmit their ideas and compose their writing. Stopping to think how to use a word uses working memory, so pupils' may forget ideas or plans they were holding in their heads.

Spelling is described as 'a psychological, linguistic and conceptual process involving knowledge of the alphabet, syllables, word meaning and the history of words.' Teaching needs to be reflective of these different aspects.

Spelling should be taught explicitly and draw on the alphabetic code and the role of 'morphology and etymology'. Once they have mastered the alphabetic code, usually in KS1, they need to apply the knowledge to their writing. In later years, teachers support spelling by:

- Encouraging them to draw on their knowledge of phonics to identify sounds in more complex words,
- Relating spellings to the content being taught,
- Pre-teaching spellings of challenging words and anticipating common errors,
- Ensuring that pupils' practise spellings, by using new spellings in their writing or writing words in dictation;
- Focusing on a word's etymology to show how spelling is related to meaning and drawing attention to shared morphemes of words,
- Adding morphemes to words where possible, Years 5 and 6 word list to spell new related words,
- Combining vocabulary development with spelling instruction, including explaining the meaning of suffixes and prefixes,
- Teaching irregular words by grouping these together where there are useful similarities.
-

Assessment should identify what words and parts of words pupils find difficult so these can be focussed on. Low-stakes spelling tests can support pupils to learn to spell. These can be pre-tests so pupils' know which spellings to focus on and 'practice tests' that involve repetition, peer testing and games that involve the correct spelling of words. These activities can serve as recall practice.

Composition
Knowledge of Grammar

Pupils need secure knowledge of grammar for composition so they can express themselves clearly and creatively through writing. Grammatical structures carry much of the writer's intended meaning. Exploring these choices in texts allows the writer to understand the writer's thoughts better.

The curriculum is organised do pupils are taught a variety of sentences. Teaching should focus on sentence recognition, construction, meaning and accuracy. Logical progression is starting with the

concept of a sentence including capitalisation and other basic punctuation, before progressing from single main clauses to constructing multi-clause sentences.

Pupils benefit from direct instruction and modelling. Effective practice may consist of short, focused tasks, interspersed with feedback before pupils apply this to independent writing. It is also effective for teachers to model different ways of constructing sentences. This can include completing an incomplete sentence, expanding a sentence or combining 2 or more sentences. These activities need to link to their independent writing so pupils can draw on what they have learned when they come to write. Research suggests that it can be effective for teachers to focus on the function n and application of grammar within the context of writing. Teaching pupils grammar as part of writing lessons can have a positive impact, at least for more able writers.

A curriculum for writing.
Greater knowledge of the topic leads to better writing. 'Discourse writing', knowledge of how to write, including knowledge of the genre of writing and grammatical knowledge is important.

Teachers can ensure pupils have knowledge of the world that provides content to write about. Teachers can help to build discourse knowledge by making sure they understand the characteristics of texts written for specific audiences and purpose and by providing models of effective writing.

Pupils need to be aware of:
- How writing can be used to share new interpretations of their ideas,
- Their reader's needs and existing knowledge,
- How the reader might interpret what they write.

Knowledge of the writing process and how to teach it.
There are several factors that are positively linked to teaching pupils to write effectively:
- Explicit teaching of foundational writing skills (sentence construction, control of grammar, syntax, spelling, handwriting) aiming for fluency.
- A 'process approach' to writing,
- Direct instruction about writing knowledge and targeted practice,
- Encouraging pupils' self-regulation – monitoring their own goals, setting goals for improvement and making self-assessments of their writing,
- Opportunities to write frequently,
- Opportunities to work cooperatively on different aspects of writing and stages of the writing process.

Process approach allows pupils to plan, draft, revise, edit, and publish their writing and practice these processes.

Research suggests that a process approach is not sufficient on its own and that it is important to teach foundational skills as a prerequisite, including spelling and handwriting, sentence construction , control of grammar and use of vocabulary, to allow all pupils to write effectively.

Motivation
Research suggests that motivation to write, and a classroom and school environment that promotes it, is correlated strongly both with pupils' attitudes to writing and their skill as writers. Factors associated with motivation include:
- Writing for real audiences and purposes,
- Writing collaboratively with peers,
- A choice of topic,
- The desire to share ideas with an audience.

Motivation can come from being engaged and enjoying writing itself through external factors:
- Pride in cresting a pleasing piece of work,
- Accomplishing something after overcoming difficulty,
- Mastering something that will be important when obtaining qualifications in the workplace.

Based on the above, high quality English may have the following features:
- 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 pusecured in KS2,
- Pupils write frequently for a range of audeinces and purposes,
- Teachers directly teach sentence construction, control of grammar and syntax, so pupils can use them with accuracy, confidence and increasing flair,
- Teachers teach older pupils how to master the components of how to plan, draft, revise and edit their writing.

Pedagogical approaches for pupils with special educational needs or disabilities.

Research shows that pupils with SEND do not generally benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching to break down or reinforce aspects of the curriculum, for example repetition oh phonic knowledge.
Teachers can mistake dyslexia for gaps in phonic knowledge. Can lead teachers to reading interventions that have an alternative approach rather than teaching phonics. Reading requires the same phonic knowledge for all children. Pupils with SEND are likely to need much more repetition. Assessment should identify gaps.

Based on the above, high quality English may have the following features:
- 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 to reading and spelling.
- Struggling pupils have more opportunities for repetition where necessary.

Literature

An English literature curriculum should identify the knowledge pupils will need to make progress in English literature. Knowledge can be acquired through studying carefully chosen and sequenced texts that become more complex in style and substantial in context and themes. Increasing pupils knowledge allows them to comprehend new literature and is best achieved through explicit teaching and modelling.

The study of English Literature
Literature is at the heart of English. Novels allow exploration of real and imaginary worlds, drama can depict immense moral dramas, domestic conflicts and powerful moments in history and poetry can convey heartfelt emotions and epiphanies. It can fire imaginations and introduce us to new ways of knowing

Literary Knowledge
As pupils progress through school, the English curriculum including literature studies, should include the subject-specific prerequisite knowledge needed for achieving the subject's curriculum goals. A strong curriculum will develop pupils' epistemic knowledge defined as 'the understanding of how expert practitioners of disciplines work and think'. It helps pupils find the purpose of learning, understand the application of learning and extend their disciplinary knowledge. This may include learning about how critics apply different perspectives to key concepts sd well as knowing about influential readings of specific texts.

Atherton summarises areas of literary knowledge into 4 overlapping fields:
The history and development of literature – includes history of literature; literary forms: narrative; genre; poetry; drama; the novel; non-fiction; literary movements; how significant aspects of literature function in different forms; how literary texts respond to historical or ethical events; relationships between literature, values, ethics and how to live.
The craft of the writer – how and why writers use language, form and structure, genre and conventions to respond to social and cultural contexts, how and why they use linguistic knowledge such as knowledge of sentence structures, and other aspects of grammar.
The response of the reader – how and why readers respond to, interpret and value texts.
The nature of literary study – includes how different approaches and ways of reading impact on what and how we read, how to analyse perceptively and write critically.

These draw on contextual knowledge which is transferrable between texts. The also draw on aesthetic knowledge that enables appreciation and enjoyment of literary work.

Progression in literature through carefully chosen and sequenced texts
Through carefully chosen literature, pupils capacity to appreciate literature can grow over time. Pupils can gain an increasing understanding of the craft of the writer through studying carefully chosen sequences. They also gain knowledge of the main characters, the plot and literary techniques used and a better grasp of the role of the reader and the nature of literature. Allows pupils to make meaningful connections between specific knowledge from different texts.

Appreciation of English literature and key components
There is specific component knowledge needed for comprehension and that novices benefit from learning these components. It is the purpose of the curriculum to identify what they may need to learn, step by step. The curriculum can include meaningful, personal responses to narratives to narratives that might be possible even if components necessary to fully understand have not yet been learnt. In the early stages, this form of literary knowledge can be developed by discussing stories that teachers read aloud to children or by asking children how a story read makes them feel.
Pupils can reach a transitional point between UKS2 and KS3 whereby they have the capacity to understand different interpretations of literature. Teachers can introduce pupils to interpretations of literature that they can choose, adapt or reject. It can give pupils a useful framework for developing their own interpretations.
Novices learn more efficiently by studying worked examples, while experts can learn from inquiry-based activities that allow them to broaden their conceptual knowledge.

Pedagogy for novices in literature is different than for experts
If teachers use a purely inquiry-based approach from the start where pupils are expected to produce responses to texts with minimal guidance- potential for success is limited. Pupils may not learn what determines a credible or justifiable interpretation. They may also lack the background knowledge needed.

Implications for pupils' written literary analysis
From the earliest years, children benefit from listening to adults read to them and recount stories verbally. Ongoing reading of carefully chosen and sequenced texts can ensure that pupils learn more about how stories are structured and how plots work. These help make pupils better writers as well as readers
Analytical writing is a composite process that involved multiple individual components, some learned through studying literature and some taught explicitly in the writing curriculum. Pupils need to be able to embed evidence, use appropriate subject terminology, apply precise vocabulary and evaluate interpretations, including their own interpretations. If they are to succeed, they need to secure each of these components.

Sequencing text choices for progression: building readiness.
Quality literary narratives tend to user a greater variety of sentence structures than simpler, easier narratives. This enables pupils to gain important grammatical knowledge that they can use in their own writing. If pupils are required to read texts but do not have the knowledge the need to read fluently and understand them, pupils will not gain the hoped for outcomes from reading those texts.

A coherent sequence of texts
Through the study of carefully chosen literature, teachers can develop pupils epistemic knowledge so their capacity to appreciate literature can grow over time. As well as complexity being a criterion got selecting individual texts, the sequence of these over time can enable a coherent progression.

Studying complex and whole texts
Studying one substantial complex text can do a lot of curricular 'heavy lifting'. A text like this might use a complex narrative viewpoint to tell a story, and explore multiple or sophisticated themes. It might also contain illusions, cultural references and intertextual links.   Carefully chosen extracts can have a purpose in the curriculum. Research suggests that whole texts read aloud and at a faster pace than

usual are important, including for weaker readers.   Other research suggests that as the reader works their way through a whole work of literature, meaning is built up and layered and their responses evolve.

A disciplinary based approach to relevancy
It is important for the curriculum to introduce pupils to texts to broaden their horizons as well as enabling them to experience the novelty and beauty of rich language. Applebee argues that the curriculum should be imagined as a conversation between pupils and the world mediated by teachers. They believe that the process of schooling must be a process of actually entering into particular traditions of knowing and doing. Some types of literature can provide knowledge of other times and places that help pupils comprehend texts. It can also help pupils expand what they might consider meaningful to them.

A range of perspectives
Teachers advocate a greater range of perspectives in the choices of literature that pupils study. It is beneficial for pupils to see people similar to them being the hero and protagonist in the books they read. However, ideas about writers' intentions can be over-simplified if they are viewed solely through political landscape or contemporary issues.   Within the national curriculum, any rationale for choosing textrs should be based on the knowledge practices and traditions of the subject itself. It may be useful for teachers and leaders to develop a set of criteria for choosing texts which could include:
- An entitlement to read certain texts,
- Whether texts have been read already
- The extent to which texts introduce pupils to new knowledge
- Whether the text offers a genuine variety of voices and perspectives (including older, less popular voices)
- Whether the text has 'conversations' backwards and forwards with other texts.

Based on the above, high quality English may have the following features:
- The curriculum has been designed to develop in pupils a genuine love for literature.
- The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been 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 as to not 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
Feedback should be specific, challenging and related to the learning goals. Success criteria can be useful, but can have their pitfalls. Problems can also arrive when summative assessment is used in place of a curriculum that identifies the range of knowledge pupils need for success in each written task.

Formative assessment
There is a positive impact on pupils' achievement across several subjects and for all ages. It provides feedback for both teachers and pupils that can then be used to improve teaching and learning. They can also be used to improve pupils retention of the content through low stakes assessment of knowledge and retrieval tasks.

Effective feedback for teachers
Effective formative assessment allows the teacher to identify gaps in pupils' component knowledge and adjust the curriculum and pedagogy to take into account of these. More useful formative tasks could ask pupils a series of questions on a particular section or aspect of a text or include specific practice activities on areas where pupils need to improve, such as specific spellings and learning to use particular punctuation, embed a quotation or conclude an essay.

Effective feedback for pupils

Studies have found that adult feedback and self-assessment had the greatest impact on writing quality. Teachers may need to help pupils with self-assessment, including scoring rubrics and how to assess their work against the aims of that work.

Feedback can have a positive impact on pupils' learning although its impact can vary widely, based on its form and purpose. Pupils benefit from modelling and feedback that is specific rather than general. Feedback is also effective when pupils do a focused task and the feedback is specific, challenging and related to the goal of the task. The more information that teachers give, the more effective it is. The effect of this feedback suggests that it is most beneficial when it not only helps pupils learn by their mistakes but also why they made them and how to avoid them in future.

Feedback should be immediate and precise when pupils are learning new knowledge or skills in order to prevent them from making errors and developing misconceptions. There is also research to suggest that when pupils are applying what they have learned, delaying feedback may be more effective as delayed and less frequent feedback may improve long term retention more than regular and instant feedback. Also, if pupils are given feedback too frequently, they can become too dependent on it and then can struggle to work independently.

An important balance needs to be drawn between the immediate frequency of feedback and that it is dependant on the stage of instruction and pupils' expertise.

Success Criteria

Sharing learning intentions and success criteria are common ways that teachers draw pupils' attention to what they need to learn. It is useful for them to know what they need to learn by the end of a lesson. A worked example is helpful to draw attention to specific features before using those features as success criteria for pupils' own writing.

However, there are a number of pitfalls about success criteria. It can be unhelpful to give pupils in class different success criteria. In class differentiation has also generally not been shown to have much impact on pupils' attainment. Pupils need to understand the success criteria used to judge their work, but this can be problematic. Success criteria needs to be specific and not too broad.

Alternatives to written feedback and marking

Written feedback can be time consuming to teachers and there is a risk that pupils will not read it, able to understand it or read it independently. Oral feedback is an alternative. The teacher can also note gaps and common errors in pupils' work and then give feedback to the whole class. Models of excellent work can form the basis for feedback, particularly when successful aspects are highlighted. Worked examples can be effective when pupils face a complex task, reducing the cognitive load for them.

Assessment for learning: summative assessment

Internal summative assessments allows schools to measure standards, see how effective teaching and the curriculum is across year groups, report to parents and monitor pupils progress and the wider outcomes. Schools should be aware of the limits, checking performance in complex tasks rather than the component knowledge necessary for success.

Reliability and validity of summative assessment for writing

Summative assessment of extended writing presents significant challenges. The limits to the reliability of assessing writing in English suggest that the data generated through internal school assessment to track progress may be of limited use. Comparative judgment is an emerging approach to assessing writing. Research suggests this can result in higher reliability than traditional criteria-based marking. It can reduce the limiting effects of mark schemes and encourage expert markers to make decisions based on multiple and complex aspects of quality.

Problems with using mark scheme criteria as a progression model

Mark scheme levels describe differences in the quality of the final written outcomes that pupils produce. They do not identify the range of curriculum content pupils need to succeed in the specific task they are set. Treating mark schemes as a curriculum for pupils to master will mean pupils do not acquire the proper knowledge they need for final summative assessments.

Assessing reading

Word reading and comprehension require different types of assessment to ensure validity. Pupils reading may be assessed through standardised tests. However, these are not as effective as diagnostic tools. Pupils prior knowledge for reading comprehension assessments is pupils' background knowledge of the topic being tested , but this can vary and affect scores. Pupils' prior knowledge is the most significant factor in successful reading comprehension. Difficulties with decoding is another factor of why pupils' may struggle with a text.

Reading difficulties can often go undiagnosed during primary and secondary school. Standardised reading assessments can be used in secondary schools to initially help identify reading difficulties. This would then move onto 1:1 diagnostic testing to identify specific gaps and issues. It must be clear which aspect of reading is to be assessed so the test can provide valid information about this.

Based on the above, high quality English should have the following features:
- The curriculum breaks learning down into component parts, which are assessed formatively. This allows teachers to identify gaps and misconceptions.
- Feedback to pupils is specific and provides them with future actions.
- 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.
The leadership roles of senior and middle leaders in primary schools are critical to ensuring that all pupils learn to read. Teachers' content in English is fundamental to pupils' progress. CPD should be relevant to teachers' specific needs and capabilities, but they also need to understand the rationale for why they are being asked to learn.

Leadership
Leadership in English begins with primary school headteachers making sure the youngest pupils grasp the basic knowledge and skills of reading. This will include a systemic synthetic phonics programme. Senior leaders cannot be experts in every aspect of the curriculum. Middle leaders (subject leaders) therefore play and important role in ensuring positive outcomes for pupils and developing the knowledge and practice of other teachers. Effectiveness depends on their knowledge of the subject, effective pedagogy and the extent to which they have autonomy and control over the curriculum, drawing on their subject expertise. Senior leaders need to give them this autonomy as part of the school's shared vision.

Continuing professional development
There are 4 dimensions tht teachers need in order to understand the content of a subject and how it is learned:
- Deep and fluent knowledge and flexible understanding of the content you are teaching
- Knowing the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- Knowing the relevant curriculum tasks, assessments and activities
- Knowing pupils misconceptions and sticking points.

There is some evidence that fortnightly to monthly CPD sessions may be most effective in supporting teachers' knowledge.

Based on the above, high quality English should have the following features:
- In the early years and KS1, leaders prioritise the expert teaching of systemic synthetic phonics
- Regular subject specific CPD docuses on improving disciplinary and pedagogical content knowledge

Conclusion
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 children achieve both accuracy and speed in reading.

Effective communication through writing depends on younger pupils developing foundational transcriptional skills and alongside this, they should develop knowledge of the world around them through stories and talking with adults.

Vocabulary is the foundational knowledge of reading, speech and writing. Narrowing the word gap is vital. Vocabulary development feeds into reading and writing. Sharing books and stories introduces not only a wider, deeper range of vocabulary than is found in speech, but also showa how the meaning of words is context dependant.

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 specific knowledge to pupils needed for comprehension. Skills like summarising, drawing inferences or making predictions do not work in isolation.

Teaching background knowledge should be considered foundational to increasing competency in reading. The focus on literature-rich texts 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. Pupils are likely to benefit from reading whole texts.