



What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>						
	Strong individual values	Love		Learn		Achieve		
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)		Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and		
	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?		Trips and residential		PTA Events		Church and Parish		
		Highly effective teaching & learning is dependent on...						
	Pedagogical approaches	<ul style="list-style-type: none"> Reviewing Material Questioning 		<ul style="list-style-type: none"> Sequencing Concepts & Modelling Planning Stage of Practice 		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington				...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success
		Depth is embedded by...						
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and	
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
SJF areas of learning	National Curriculum	Enrichment						
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships		
Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback			
					Verbal feedback (regular and relevant)		Written feedback (meaningful / motivating)	
Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing	
	Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing	



Phonics and Early Reading INTENT

Intent of curriculum:

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to '**Love, Learn, Achieve**' our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

At St John Fisher we believe that a quality Phonics and Early Reading curriculum should develop children's love of reading, writing and discussion. Through our use of **Little Wandle Letters and Sounds** and **Little Wandle Big Cat Reading**, we have a rigorous and well organised Phonics and Early reading curriculum that provides many purposeful opportunities for reading, writing and discussion.

These aims are embedded across our Phonics and English lessons and the wider curriculum. We provide the means for children to develop a secure knowledge-base in Phonics, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need for a lifelong love of learning.

By the end of Reception: Outcomes

Communication and Language

Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriately.

Express their ideas and feelings about their experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Literacy

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading:

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Years 1 – 6 SPOKEN LANGUAGE Outcomes

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>SPOKEN LANGUAGE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>SPOKEN LANGUAGE</p> <p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to their knowledge about language as a whole.</p> <p>Pupils should receive constructive feedback on their spoken language and listening not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p>



By the end of Year 1: Outcomes

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, (for example <i>I'm, I'll, we'll</i>), and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>READING</p> <p>Word reading</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 Programme of Study for word reading.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING</p> <p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. 	<p>READING</p> <p>Comprehension</p> <p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, how to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Roleplay can help pupils to identify with and explore characters and to try out the language they have listened to.</p>



By the end of Year 2: Outcomes

Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>READING</p> <p>Word Reading</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 Programme of Study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learned. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>

Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING</p> <p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 	<p>READING</p> <p>Comprehension</p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, for example, by reading 'place' instead of 'palace'.</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology, such as prefixes, to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Roleplay and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>



Implementation of curriculum:

At St John Fisher we believe that ‘Quality First Teaching’ is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a ‘love’ of learning.

At St John Fisher we use the ‘Little Wandle Letters and Sounds Revised’ approach to Phonics and Early Reading teaching. This is a systematic and synthetic phonics programme that has been accredited by the department for Education. We start teaching phonics in the Nursery/Reception and follow the Little Wandle progression which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.



Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break	busy beautiful pretty hour
/n/ kn gn knee gnaw	move improve parents shoe
/m/ mb thumb	
/ear/ ere eer here deer	
/zh/ su si treasure vision	
/j/ dge bridge	
/il/ y crystal	
/lj/ ge large	
/sh/ ti ssi si ci potion mission mansion delicious	
/or/ augh our oar ore daughter pour oar more	

At St John Fisher, we value reading as a crucial life skill. We encourage our children to see themselves as readers for both pleasure and purpose. We believe teaching every child to read is so important, we have a Reading Lead who drives the Phonics and Early reading programme in our school. The Reading Leader supports teachers to develop their subject knowledge and expertise. Therefore, all class teachers and TLA's have been fully trained in our school approach to phonics, Early Reading and implementing Little Wandle Letters and Sounds Revised. Support is provided to staff throughout the year.

Foundations for Phonics:

We provide a balance of child-led and adult-led activities and experiences for children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. We support all children in our Nursery in the preparation for phonics learning in Reception.

- sharing high-quality stories and poems
- learning a range of nursery and action rhymes (including the 10 rhyme challenge)
- develop focused listening and attention through activities and games, including oral blending
- strong focus to high-quality language

Daily phonics lessons in Reception and Year 1:

We teach phonics daily for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional oral blending games and activities throughout the day. At the end of each week, we review the teaching from across the week to help embed the learning.

The teaching of phonics starts from Week 3 of the autumn Term, once all the children have started school.

- In Reception children are taught to read and spell words using Phase 2 and Phase 3 GPCs,
- Children in Reception are taught to read words with adjacent consonants - Phase 4 - with fluency and accuracy
- In Year 1 children review Phase 3 and 4 in the first half of the autumn Term
- Children in year 1 are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children in Reception and year 1 are assessed every six weeks and through these assessments children who may need additional keep-up sessions are identified.

Daily Keep-up sessions:

Children who need additional practice and support will participate in daily Keep-up sessions. These sessions are taught by fully trained adults. Keep-up sessions follow the same structure and teaching as the main phonics lesson, but with smaller steps and more repetition, to support children's learning and reduce cognitive overload.

Additional phonics lessons are provided beyond Year 1, for those children who have not passed the phonics screening check and those children who have still not mastered phonics.



We use the Little Wandle Letters and Sounds Revised assessments to identify any gaps in children's phonic knowledge and provide Keep-ip sessions as soon as possible.

Children identified in year 3-6 who have gaps in their phonic knowledge in reading and writing receive phonics 'catch-up' sessions, three times a week. The sessions address identified reading and writing gaps. All Keep-up and Catch-up sessions are taught by fully trained adults.

Early Reading:

Children in Reception and year 1 are taught to read alongside their phonics lessons using phonetically decodable books. These books are matched directly to the children's phonics level and their ability to blend. Reading Practise Sessions are planned three times a week and are carried out by a fully trained adult and are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus and intent to avoid working memory overload. Each session focus on three key reading skills:

- Decoding
- Prosody
- Comprehension

Reading practice sessions start once children can confidently blend. Additional blending practice sessions are provided in small groups for those children who require additional support.

We will continue to teach reading in this way for any children in Year 2 and 3 who still need to practise reading with decodable books.

Once children have a secure knowledge of all the phonic phases and are no longer sounding and blending overtly, they can move on to an alternative reading scheme.

At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum.

Monitoring Impact:

At St John Fisher we ensure the effective monitoring of the impact of our phonics and Early Reading teaching. Assessment for learning is used daily during the phonics lessons, adult and child led activities, book audits, reading practise sessions and through the end of week review lessons.

Summative assessments are also used every six weeks to assess progress and identify any gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. The Reading Leader will also analyse the six weekly assessments and feedback to class teachers, SLT.

Any children in Year 2 to 6 who are identified as needing additional support as assessed by the Reading Leader and where necessary additional support is planned and delivered by a fully trained adult. These children will also be assessed and reviewed every three weeks.

This effective monitoring drives the English subject development plan which, where appropriate, feeds into the overall whole school Development Plan. The Reading Leader updates and informs school governors regarding the teaching and learning and subject development.