



### Curriculum Statement for English

INTENT

Through the teaching of English, children develop the essential literacy skills needed to prepare them for life. The skills taught in English ensure that children can successfully access all other areas of the curriculum with growing independence and confidence and equip them for their future. At St Mary and St Joseph's we aim to include and engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. As a school our intent is that our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. We will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. It is our intent that pupils leave our school as fluent, enthusiastic readers who can fully engage with a wide range of texts, and use their knowledge to competently evaluate an author's use of language and the impact this may have on the reader. Alongside this we strive for our pupils to enjoy the writing process and be proud of their written skills, possessing a deep appreciation of the written word.

IMPLEMENTATION	Context for Learning	Teaching and Learning	Our Commitment
	<p>High-quality literature, including fiction, non-fiction and poetry will be the starting point for all curriculum themes. This will provide pupils with opportunities to read engaging texts.</p> <p>The aims of using high-quality texts are to build background knowledge and world exposure, authentic vocabulary, communication and dialogue, development of social skills and to provide engagement and excitement for learning. This approach will enhance critical thinking skills by promoting deep understanding of character and plot development.</p> <p>Medium term planning allows class teachers to effectively link grammar and punctuation with genres across the academic year.</p> <p>Phonic awareness is taught from EYFS- beginning the reading process by teaching blending and segmenting skills. We use a mixture of guided and whole class shared reading to teach reading skills – building from word recognition through to developing children’s comprehension and inference skills.</p>	<p>To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences.</p> <p>To promote high standards of language and literacy, reading, spelling, writing, speaking and listening.</p> <p>To equip pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p> <p>To teach pupils to read easily, fluently and with good understanding.</p> <p>To help pupils develop the habit of reading widely and often, for both pleasure and information.</p> <p>To ensure that pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> <p>To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>To model structure and organisation when writing to suit the genre they are writing and include a variety of sentence structures</p> <p>To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p> <p>To ensure that pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>To ensure that all pupils appreciate our rich and varied ethnicities and cultures</p> <p>Ensure pupils are confident and capable of re-reading, editing and improving their writing</p>	<p>Our Governing Body, SLT, subject leader and teachers are responsible for;</p> <ul style="list-style-type: none"> <li>• Ensuring the curriculum meets the needs of all our children including those with additional needs (review this regularly)</li> <li>• Understand and articulate the expectations of the curriculum to support teachers and support staff in the delivery</li> <li>• Produce a progressive curriculum with a balance of fiction, non fiction and poetry across the year groups</li> <li>• Support and enhance the teaching of English by displays, visits and visitors, extra-curricular clubs and working with local organisations and initiatives.</li> <li>• Plan for cross curricular learning to create depth in learning and meaningful and purposeful experiences</li> <li>• Providing regular feedback to the Governing Body in relation to our English curriculum and attainment</li> <li>• Ensuring that all staff, understand the expectations of the curriculum and support them in the delivery of English</li> </ul>

	Writing	Handwriting	Vocabulary
	<p>We use Ready Steady Write across school for the teaching of writing. These units are carefully planned and structured to ensure that learning is continuous and that all pupils make good progress in the development of their writing. By taking a text based approach, we give the children the chance to develop culturally, emotionally, socially and spiritually, enabling them both to acquire knowledge and build on what they already know. We foster an interest in words and their meaning to develop our children's vocabulary in both spoken and written form. Within each classroom the English working wall is continuously developing and the writing process clear, with modelled examples available to all pupils.</p> <p>Opportunities to apply new skills are planned as cross-curricular writing opportunities.</p>	<p>From the earliest day's in EYFS our children will have access to a range of varied continuous provision offering plentiful opportunities to develop gross and fine motor skills, fundamental prerequisites for writing. Once the children have secured basic letter formation using the Read, Write Inc. strategies, they then progress to developing a cursive script. This is based on the Write Well hand writing scheme. The children have English books with handwriting lines to reinforce these expectations throughout school.</p>	<p>Vocabulary will be planned within all the units of learning and explicitly taught. Opportunities will be provided for pupils to explore both oral and written language. All teachers will promote and scaffold high-quality talk in the classroom to allow pupils the opportunity to apply language in context and to use for a purpose. All teachers will foster 'word consciousness' in pupils and teach pupils independent word learning strategies. Vocabulary will be enhanced across all areas of the curriculum. Good listening and speaking is modelled by adults. Kagan collaborative structures are also used to further develop speaking and listening skills. We foster an interest in words and their meaning to develop our children's vocabulary in both spoken and written form. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language through the use of knowledge organisers and working walls. Working walls are regularly added to and up dated to ensure learning is documented within a unit of work. Vocabulary development in context is a key driver for our curriculum structure. We want our pupils to understand language and be able to communicate in a range of settings and situations.</p>
	Phonics	Reading	SPAG

	<p>We use Read, Write Inc to teach phonics from when children start with us in EYFS. This is a systematic, fast paced approach to teaching phonics. All children throughout KS1 are assessed half termly to ensure that all pupils are in groups streamed according to which phonics set they are working within.</p>	<p>In Key Stage One guided reading is taught daily using the RWI scheme. The pupils are assessed half termly and groups are streamed. Children are taught using the Ruth Miskin phonics books which they also take home as a home reader. The home reading scheme is supplemented by a range of other reading schemes, all of which are phonetically decodable.</p> <p>In Key Stage Two reading is taught through Ready, Steady Read and a weekly guided reading session using Reading Explorers. Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.</p> <p>In Key Stage 2 Accelerated reader is used to develop children's reading stamina, vocabulary and comprehension skills further. All children are encouraged to read for pleasure and pupils are heard reading individually and in group. Parents are given clear expectations about reading at home.</p> <p>Reading for information and for pleasure is further promoted by the inclusion of a range of fiction and non-fiction books in curriculum display areas within classrooms which are linked to the learning currently taking place.</p> <p>Children in each class have access to the books used as extracts for the Steps to Read for those who would like to continue reading the book.</p>	<p>The teaching of spelling, punctuation and grammar is embedded within the Ready, Steady Write units. Through expert teaching and modelling, grammar and punctuation is taught within the immersion and analysis of the texts. To further support this, we provide all children with the opportunities to review, learn, practise and apply new learning throughout the curriculum. We use Read, Write Inc. spelling for the teaching of spelling and ensure that the statutory spelling requirements are covered. Those who require additional support through phonics in KS2 receive support through the Fresh Start RWI program. EYFS and KS1 children focus on spellings in context alongside their daily phonics in addition to the statutory spelling expectation.</p> <p>The pupils learn to spell through the Read, Write Inc. spelling program from Year 2 onwards.</p>
	Assessment	Subject Knowledge	Subject Leadership

	<p>Teachers follow the whole school marking and feedback policy to inform effective classroom practice. Formative assessment then leads into subsequent lessons and adaptations are made to meet individual needs.</p> <p>At the end of each term pupils undertake the NTS English assessments and data shared with SLT and analysed to identify if children are on track to meet end of year expectations.</p>	<p>Subject knowledge in English is maintained with regular training, reading and research, as well as discussions with colleagues through S.I.G cluster meetings. Through data analysis and pupil progress meetings, gaps are identified and addressed as part of the school development plan.</p>	<p>The English subject leader attends regular S.I.G cluster meetings and provides staff meetings to ensure they are all up to date with new initiatives. Moderation also takes place within school and across school to ensure consistency and accuracy of assessment.</p> <p>RWI is mentored throughout the year to ensure consistency of teaching and the sharing of good classroom practice. The subject leader will also keep up to date with programme development through Read, Write Inc. online support material. Ensure an appropriate progression of skills throughout the school English curriculum. Maintain the school library with a balance of appropriate fiction and non-fiction texts and enhance with current authors and trending books.</p>
	<p><b>Curriculum Enhancements</b></p> <p>We believe that broadening pupil's exposure of literature to use as models in their own writing is essential. Each week we spend time enjoying reading for pleasure in our classrooms during a dedicated book and bagel time. Every year group has a class novel each half term which is read aloud by the class teacher. Many of these titles were selected from the Pie Corbett reading spine. We are continuously developing our school library and have created an engaging and inspirational environment in which pupils can be exposed to high quality texts. A range of extra-curricular activities are used to promote and celebrate English throughout school including family workshops, World Book Day, National Poetry Day, entry to local and national competitions, taking part in the summer reading challenge, KS1 reading buddies, mystery reader, Book Fayre and visits/visitors to school. Our reader leader board is used to celebrate those who are challenging themselves as a reader and sustaining an interest in reading for pleasure.</p>		

At the end of each year we expect the children to have achieved the age related expectations (ARE) for their year group. Some children will have progressed further and achieved Greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

We measure the effectiveness and impact of our English curriculum in a variety of ways. We use national and summative testing to assess pupils' outcomes as part of the Statutory Assessment Tests, and through termly summative assessments across school which enables pupils' progress and attainment to be evaluated. Additionally pupils complete termly writing assessments which are photocopied onto coloured paper and used to show progression through and across year groups.

Book monitoring and lesson observations take place within each year to ensure a consistent and highly skilled English curriculum is being taught with high expectations for all. There is a consistent approach focussing on the progression of skills, knowledge and understanding throughout the curriculum.

Learning walks ensure that classroom environments are literacy rich and working walls contain key learning, vocabulary and modelled examples to support pupils on their learning journey.

The impact of our English curriculum can also be measured through the acquisition of pupils' voice and talking to the children about their learning. Pupil voice indicates that children are enjoying their learning and they can talk about the subject and curriculum opportunities. We want our children to talk enthusiastically about reading and writing and understand the importance of this subject. They should be able to talk about a range of books and authors and the impact their work has had on them as a reader and a writer.

KS1 RWI sessions have a consistent approach to the delivery and implementation of guided reading and phonics with a focus on 'keeping up' rather than 'catching up'.

Pupils are confident speakers in a range of different situations. They are able to articulate ideas and speak with projection and pronunciation using relevant vocabulary in context.

School moderation, both within our own setting, and through S.I.G meetings allows comparison of standards and ensure moderation is accurate and consistent.

At Key stage one attainment in phonics is measured half termly using the RWI assessment. From this children are grouped to ensure they are being taught at the correct level. Those who are achieving the expected standard receive 1:1 tuition to narrow the gap.

Children's work is purposeful and valued through exhibitions, school website and wider community.

Staff are confident teaching the subject and have the knowledge and skills to deliver a thorough and progressive English curriculum.

At St Mary and St Joseph's we want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We strive for our pupils to enjoy the writing process and to be proud of their written skills, possessing a deep appreciation of the written word.