

# St Vincent De Paul R.C. Primary School, Knutsford

## Mission Statement:

*Believe, Trust and Be Ready*

*“That they may have life, and to the full” John 10:10*



## English Curriculum



## **English Curriculum Design**

*This document should be read alongside the English policy.*

### **Rationale**

At St. Vincent's Catholic Primary School, we aim to enable pupils to acquire the important skills of reading, writing, speaking and listening. We aim to give pupils the knowledge and understanding to be effective communicators, readers and writers. The skills learnt will be transferable across the whole of the National Curriculum. Children need a competent grasp of language in order to learn, and to play a full and active part as individuals within society. Developing an individual's potential for reflection through language is the main purpose behind our teaching at St. Vincent's, as it enables children to develop their sense of self by giving them access to different ways of expressing themselves. The more powerful the language they have at their disposal the more they shape and influence their responses to texts and interaction with others. English is given a high priority at St. Vincent's as we view the acquisition and development of language skills as paramount to our school curriculum.

We aim to encourage a love for the English language, through the spoken and written word.

### **Intent**

Pupils at St. Vincent's Catholic Primary School will leave us:

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- Equipped with the necessary skills to successfully access all areas of the curriculum and future learning;
- With a love of reading and a desire to read for enjoyment;
- With a growing vocabulary in spoken and written forms;
- With an awareness of audience, purpose and context;
- Using their developing imagination, inventiveness and critical awareness.

### **Implementation**

#### **Subject Organisation:**

##### **Foundation Stage**

Children are given opportunities to:  
speak and listen and represent ideas in their activities;  
use communication, language and literacy in every part of the curriculum;  
become immersed in an environment rich in print and opportunities to communicate.

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led, adult-directed and child-initiated activities.

##### **Key Stage 1**

Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own

experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas. Correct letter formation and early handwriting skills are taught daily through a variety of age-appropriate activities.

In Key Stage 1, daily discreet phonics lessons (Little Wandle) are taught in year groups, while children have daily mixed ability English lessons with an emphasis on real texts, delivered through the Ready steady Write scheme from Literacy Counts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Handwriting continues to be a focus to ensure consistency in correct letter formation. Literacy skills are developed across appropriate wider curriculum areas. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

## **Key Stage 2**

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

In Key Stage 2 Children have daily English Lessons including grammar for writing, delivered through the Ready Steady Write scheme from Literacy Counts. Throughout each week individual reading, spelling and handwriting is incorporated into lessons as well as a class novel which is read at the Teacher's discretion. Literacy skills are developed across the wider curriculum and teachers are rigorous in their expectations of both content and presentation. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

## **APPROACHES TO READING**

In Foundation Stage and Key Stage 1, teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 using the Little Wandle phonics scheme where necessary.

A range of reading schemes are used to support early readers as well as 'real books' used for guided reading. Teaching assistants and members of the parish support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage class and Key Stage 1 take home a levelled book from school according to their ability. These books will be changed as necessary each week. Parents are encouraged to hear their child read the book and then record how they have got on. This encourages teacher – parent communication. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

By the time children reach Key Stage 2, many of them will be well on their way to becoming independent readers. In each classroom there is a wide variety of reading material, both fiction and non-fiction which children can choose from. All classrooms are text-rich and teachers make full use of the Cheshire Education Library Service to supplement class book collections and library areas. Children who still require a more structured approach to reading will be given extra support through individual reading and discussion activities on an individual or group basis as required. Children in Key Stage 2 continue to develop key reading skills through whole class shared reading using VIPERS as a foundation to sessions.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. The high priority placed on reading for pleasure is evident in our weekly school newsletter, where families are encouraged to send in pictures of books being shared at home and out of school, which are then shared with the wider school community.

## **APPROACHES TO WRITING**

Here at St. Vincent's, we believe it is important that children are encouraged to write from an early stage and develop a positive attitude towards written tasks. Writing tasks provided within school are specific and meaningful, often linking to real life purposes and often cross-curricular across our broad and balanced curriculum. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas, where the same standard of writing is expected as seen in English books. Class teachers are supported in their teaching of Writing and English in general by the use of the Ready Steady Write scheme from Literacy Counts. This scheme embeds a sequential and progressive approach to punctuation and grammar, as well as ensuring a full and wide range of both fiction and non-fiction writing is produced by pupils.

Spelling Shed is used to aid the learning of spellings in KS1 and KS2.

The children are given frequent opportunities in school to write in different contexts using quality texts and/or video clips as stimuli. Through the use of the Ready Steady Write scheme, children are exposed to whole texts in a wide range of genres as their vehicle stimuli, and teachers model and display writing regularly in the classroom environment.

At Saint Vincent's, writing is a priority and there is a significant focus on the editing and proofreading processes. In Key Stage Two, children use a separate draft book for their first draft of longer written pieces before completing their edited final draft in their English books as the final stage of the writing process. This is what the writing process of each unit looks like at Saint Vincent's:

- Immerse
- Analyse
- Plan
- Write

At Saint Vincent's, we believe that it is vital for children to see their teachers as writers and that teachers should model the entire writing and editing process in front of the children, following a metacognitive approach to encourage children to learn how to 'think like writers'.

## **Impact**

As a result of our English teaching at St. Vincent's you will see:

- Happy, confident and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

Pupils will make good progress from their individual starting points. By the end of Year 6 they will be able to write clearly and accurately and adapt their language style to suit a range of contexts,

purposes and audiences. Our pupils will acquire a wide vocabulary and apply this in both written and spoken form. Most importantly, they will develop a love of reading and writing to ensure they are well equipped for the next stage of their education.

## **Long Term Plans**

This can be found in the separate 'progression document'.

### **Progression and agreed end points:**

Pupils at St. Vincent's will leave EYFS:

- Writing recognisable letters, most of which are correctly formed;
- Using phonic knowledge to write words in ways that match their spoken sound;
- Able to write some irregular, common words;
- Writing simple phrases and sentences that can be read by others.

Pupils at St. Vincent's will leave Key Stage 1:

- Able to compose and sequence simple, coherent narratives about personal experiences and those of others;
- Able to write about real events, recording these simply and clearly;
- Writing in a legible, cursive style, with capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- Demarcating most sentences in their writing with capital letters and full stops, and using question marks accurately when required;
- Using past and present tense almost always correctly and consistently;
- Using co-ordination (and/but/or) or subordination (when/if/that/because) to join clauses;
- Spelling most common high frequency words and many common exception words correctly.

Pupils at St. Vincent's will leave Year 4:

- Able to write coherent, fictional narratives, creating characters, settings and plot;
- Using dialogue and description;
- Organising ideas into paragraphs;
- Able to write for a range of purposes, using simple devices to structure their writing (eg, headings, sub-headings, bullet points as appropriate);
- Spelling all of the year 3 and 4 spellings almost always correctly.

Pupils at St. Vincent's will leave Year 6:

- Writing effectively for a range of purposes and audiences, showing an awareness of the reader and varying their tone and formality as appropriate;
- Able to use a variety of figurative devices in order to describe settings, character and atmosphere;
- Able to integrate dialogue to convey character and advance the action;
- Able to confidently use commas to demarcate clauses and with an awareness of the functions of the full range of taught punctuation at Key Stage 2;
- Writing in a legible, cursive style;
- Spelling all of the Year 5 and 6 spellings almost always correctly.

^^ The above information has also been summarised into an additional document for staff, entitled “Writing Expectations at Saint Vincent’s” which outlines a simplified set of end points for each year group (Y1-Y6) and will be used to inform judgements during lesson looks and book scrutinies.