



St Michael and All Angels Catholic Primary School

English

Curriculum Rationale

English

Intent

The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning.

It is ambitious and empowers our children to Believe, Achieve and Belong.

At St Michael and All Angels Catholic Primary School, we are confident readers, writers, speakers and listeners!

Our English curriculum

The English national curriculum (2014) states that: 'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

Our intent is that English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas the English curriculum developing a love of reading, creative writing and purposeful speaking and listening.

	We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.
Implementation	By placing high quality texts at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. <u>Early Reading</u> In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a confident communicator, reader and writer. With these aims in mind and to provide consistency in our phonic teaching to further improve results, we use the Read Write Inc approach to teaching phonics in EYFS, KS1 and for those children who required further phonic intervention in KS2. We place great importance on speaking and listening in our Early Years and we teach different aspects and levels of phonological awareness in our Nursery provision. We focus on sound discrimination, rhythm, rhyme, oral blending and segmenting, sound talk and enhancing our children's vocabulary. At St Michael and All Angels, we ensure that all staff are trained in delivering phonics using the Read, Write Inc Programme, so that phonics is taught with fidelity and

rigour throughout the school. We use 100% decodable books in phonics lessons, so that children can directly apply their new knowledge and phonic skills at an appropriate level. We use a range of decodable books as home readers which have been carefully organised to match the sounds the children are learning.

We will always aim for our writing opportunities have a context to learning, are meaningful and feel authentic, whether these are short or long and that the audience is clear. Through the use of Literacy Tree, high quality texts offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum:

‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

Through use of Literary Tree, we have mapped the coverage of the entire English Programme of Study for KS1 and KS2 for Writing and Reading Comprehension, as well as meeting the needs of the statutory Early Years Framework. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support all pupils.

Spelling

Spellings are taught in discrete spelling sessions, but also continuously throughout the school day. All children are to be taught their year group word lists, whilst also revising previous years' lists. Through Read Write Inc lessons in KS1 and spelling sessions in KS2, children are taught their year groups spelling patterns. We have additional intervention for children where extra support is required throughout KS1 and 2.

Writing including Grammar, Punctuation and Spelling

In line with the national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and aim for all children to achieve the objectives at the expected level and that some children can achieve at a greater depth standard. Each writing unit has grammar, punctuation and spelling opportunities which offer progression and underpin that sequence of learning.

Speaking and Listening

We want our children to be confident, fluent speakers who can use a wide range of adventurous and ambitious vocabulary in the correct context. We aim for our pupils to give well-structured descriptions, explanations, presentations, and narratives for different purposes, including for expressing feelings. Our pupils will refer back to their original thoughts when their opinions have changed and give reasons for their change of focus. They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. They will be able to consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.

Impact	We use both formative and summative assessment information in English. Our curriculum has key objectives and we have set out our expectations around these. We assess pupils' depth of understanding frequently and use this to forecast as to whether pupils are on track to meet our curriculum expectations. This process provides an accurate and comprehensive understanding of the quality of education in English. <u>Monitoring</u> The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year: • Learning Walks • Co-coaching • Pupil Voice • Book scrutiny • Planning scrutiny • Lesson drop- ins The outcome of any monitoring activity is shared with SLT and staff and areas for development are identified. Progress should be clear over the course of each topic. After the implementation of our English curriculum, pupils should leave school equipped with a range of skills to enable our children to become confident, fluent readers and realise the importance of reading for pleasure along with reading for information and knowledge. Our children will be literate members of society who can navigate the world now and in the future as they move through their life journeys. The expected impact of our Reading curriculum will be:

- To read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
- Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.
- Prepare readings, with appropriate intonation to show understanding, and be able to summarise and present a familiar story in their own words.
- Read widely and frequently, outside as well as in school, for pleasure and information.
- Read silently, with good understanding, inferring the meanings of unfamiliar words, and discuss what they have read.
- Gain knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers.

The expected impact of Writing will be:

- We want our children to be enthusiastic and independent writers who by the end of their primary education, can write fluently, and with confidence, in any subject in their forthcoming secondary education.
- Enjoy writing.
- View themselves as good writers.
- Use the common conventions of writing, including grammar, punctuation and spelling.
- Write in different contexts and for different purposes and audiences, including themselves.
- Work both individually and collaboratively on written tasks.
- Write legibly, fluently and with increasing speed.

The expected impact in Spelling, Grammar and Punctuation will be:

- To close any gaps in the children's knowledge and application of phonics.
- To ensure that our children develop as competent readers and writers.

	• To equip the children with a secure knowledge of the letter sounds and spelling system of the English language. • To develop their phonic skills in a systematic way. • To establish consistent practice, progression and continuity in the teaching and learning of phonics in Key Stage 2.
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