

**Subject Area – English****Believe-Achieve-Belong**

Intent

*"The limits of my language means the limits of my world,"**Ludwig Wittgenstein*

**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 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 of reading, writing, speaking and listening.**

**We feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.**

**English will not only be a daily discrete lesson but is at the cornerstone of the entire curriculum. It is embedded within all our lessons, and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children will be exposed to a language heavy, creative and continuous English curriculum where reading and writing are intrinsically linked. This will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.**

Implementation

**Early Reading**

**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.

### Early Reading continued

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 have a systematic, approach to teaching phonics in EYFS and KS1 following the Read Write Inc programme. 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.

### **Reading**

We follow a text-based learning approach during English lessons. Core Texts have been chosen for each year group but there is scope for change if necessary. KS1 usually use one copy of a text whilst sitting on the carpet area, whilst KS2 have class sets of the text wherever possible. A wide range of effective questioning will be used during class discussions to challenge, probe and extend children's understanding and learning. We analyse the text either responding in writing or completing some explicit vocabulary teaching using words from the text. Staff model writing objectives during whole class teaching and Guided writing sessions will be used to meet specific objectives for individuals or groups. Opportunities will be provided to reflect and edit their work whilst drafting – teachers gauge when these times are best. Opportunities will be given to act on marking. In years 1 – 6 teaching will take place as a daily lesson but in Foundation Stage elements may be taught throughout the day. High standards and general English subject knowledge will be reinforced continually throughout all subjects.

Spellings are to be taught in separate spelling sessions but also continuously throughout the school day. All children are to be taught their year group word lists, whilst also revising previous year's lists. Through Read Write Inc lessons in KS1 and spelling sessions in KS2, children are to be taught their year groups spelling patterns. We have additional intervention for children where extra support is required throughout KS1 and 2 (e.g. those children who did not pass the Year One phonics screening test or the resit in Year 2).

### Writing including Grammar, Punctuation and Spelling

In line with the new 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. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a variety of recommended texts to plan, structure and teach their English lessons. This plan is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

### 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.

### Accessibility and Equal Opportunities

Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Differentiating lessons (through use of resources, tasks, level of support, outcome);
- Using a range of teaching styles to match the range of learning styles represented in a typical class;

	<ul style="list-style-type: none"> <li>• Ensuring the classroom environment is safe and secure and accessible for all.</li> </ul>
Impact	<p><b>We use both formative and summative assessment information in the English curriculum. Our curriculum has key objectives and we have set out our expectations around these.</b></p> <p><b>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.</b></p> <p><b>Monitoring</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Learning Walks;</li> <li>• Pupil Voice;</li> <li>• Book scrutiny including learning logs;</li> <li>• Planning scrutiny;</li> <li>• Lesson drop ins</li> </ul> <p><b>Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and staff through the relevant meetings.</b></p> <p><b>Progress should be clear over the course of each topic.</b></p> <p><b>Impact</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</li> <li>• Prepare readings, with appropriate intonation to show understanding, and be able to summarise and present a familiar story in their own words.</li> </ul>

- **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.**

### **Writing**

- **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.**
- **See 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.**

### **Spelling, Grammar and Punctuation**

- **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.**

**Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.**

**At St Michael and All Angels Catholic Primary School our children will be literate members of society who can Believe-Achieve-Belong in the local and global world now and in the future as they move to KS 3 and through their life journeys.**