



## English Curriculum Statement



### Intent

At St Paul's we believe that a quality English curriculum will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Read, write and speak with confidence, fluency and understanding.
- Understand the connections between the spoken and written word.
- Use a full range of appropriate strategies (phonic, graphic, grammatical, contextual) to deal with reading and writing challenges independently.
- Have an interest in books and read for pleasure.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Have the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

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

## Implementation

<p><b><u>Phonics</u></b></p>  <p>We follow Little Wandle Letters and Sounds revised for discreet daily phonics lessons across Early Years and Key Stage One. Where necessary, children are provided phonics intervention to meet individual needs across Key Stage Two.</p>	<p><b><u>Home reading books</u></b></p>  <p>All children have access to reading books that are matched to their phonic ability within Early Years and Key Stage One and their reading age and comprehension ability across Key Stage Two.</p>	<p><b><u>DEAR Time</u></b></p>  <p>Children enjoy DEAR Time (Drop Everything and Read) during the week where the class teacher reads a class novel to the children promoting the love of reading for pleasure.</p>
<p><b><u>Reading Spine</u></b></p>  <p>To encourage the love of reading and reading for pleasure we have a St Paul's Reading Spine with the top ten reads recommended for each year group. Children have the opportunity, throughout each year, to take these books home to enjoy.</p>	<p><b><u>Class Texts</u></b></p> <p>Every class has a high-quality text that links to the cross curricula topic for that half term. All of the English and Guided Reading work is then planned and delivered through the context of this text allowing a cross curricula approach.</p> 	<p><b><u>Guided Reading</u></b></p>  <p>Within every class, the totally Pawsome gang are displayed and used daily (within Guided Reading lessons) to teach the full range of reading domains across Key Stage One and Key Stage Two.</p>
<p><b><u>Big Write</u></b></p>  <p>Children have the opportunity to write independently at least every other week. Here they can apply the skills taught throughout the week linked to their class text and a carefully selected writing genre.</p>	<p><b><u>Spelling</u></b></p>  <p>Spelling Shed is used to set weekly spellings. Spellings are matched to phonic ability or spelling patterns being taught. Teaching of spellings is embedded within English lessons.</p>	<p><b><u>SPAG</u></b></p> <p>Grammar for writing is taught within English lessons in relation to the genre of writing for that week. High quality teaching followed by peer and independent application allows children to apply grammar knowledge within their written work.</p>
<p><b><u>Reading ambassadors</u></b></p> <p>Reading ambassadors promote the love of reading across the school contributing to special events days, the organisation of the library and weekly playtime and lunchtime reading sessions.</p>	<p><b><u>Workshops</u></b></p> <p>Parents are invited into school to support children's reading and writing. Workshops include phonics, reading habits, Kinetic Letters and comprehension skills.</p>	<p><b><u>Assessment</u></b></p>  <p>Termly assessment through PIRA, Salford Reading Age and fluency assessments allow for careful tracking of pupil ability with planning, interventions and support tailored to pupil and cohort needs.</p>
<p><b><u>Moderation</u></b></p> <p>Termly moderation allows for the tracking of writing across the school and across a range of genres. A portfolio of writing showcases the expected standard across all year groups and allows for secure teacher judgments. Writing moderation across the Tipton Learning Community coincides with inhouse moderation.</p>	<p><b><u>Special Events</u></b></p> <p>Annually we take part in whole school events to promote the English curriculum. Events include World Book Day in addition to poetry weeks and Shakespeare week.</p> 	<p><b><u>Handwriting</u></b></p> <p>Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, we teach the Kinetic Letters handwriting programme.</p> 

## Impact

The impact and measure is to ensure children not only acquire the appropriate age-related knowledge linked to the English National Curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. Long term pupils will:

- Be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.
- Be able to read fluently both for pleasure and to further their learning.
- Enjoy writing across a range of genres.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Have a wide vocabulary and be adventurous with vocabulary choices within their writing.
- Have a good knowledge of how to adapt their writing based on the context and audience.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Make good and better progress from their starting points to achieve their full potential.

We aim that as children move on from St Paul's CE Academy to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.