

English Curriculum Statement

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 word, and to develop their love of literature through widespread reading for enjoyment.

At Holy Family, we believe that a quality English curriculum should develop children's love of reading, writing and discussion and our English curriculum provides many purposeful opportunities to do so. Exposure to literature during Primary education provides a rich context for learning within the subject of English and right through the curriculum, as it allows children to make sense of the world. Learning to read is one of the most fundamental skills that a child will learn during their time at Holy Family School and it is at the heart of our curriculum.

INTENT	IMPLEMENTATION	PLANNED IMPACT
At Holy Family, we aim to prioritise reading by designing an exciting, sequential, reading curriculum that is driven by high quality diverse texts and progressively builds knowledge, understanding and skills. As a school, we want to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. Across our curriculum, regular and meaningful links with other subjects are made to strengthen connections, enable a deeper understanding of vocabulary and allow opportunities for our pupils to transfer knowledge and language across curriculum areas- thus enhancing communication, spoken language and literacy throughout our curriculum. We want our children to be aware that books give us an insight into many topics and they provide us with new perspectives.	<p>Reading</p> <p>At Holy Family, we are passionate about ensuring all children become confident and enthusiastic readers. We believe that this competency and passion for reading is developed in many different ways, the foundation of which is effective teaching of phonics in the EYFS and KS1. We teach reading through whole-class reading sessions, guided reading (in EYFS & KS1) and independent reading.</p> <p>We plan in a shared reading experience each day from Nursery to Year 6. In Nursery and Reception, we focus on a book a week, maintaining emphasis on reading and comprehension skills. Staff read with the children each day and offer children the chance to develop a love for reading in the classroom with effective book areas that spark imagination and interest.</p> <p>Books can be chosen from our school library linked to Accelerated Reader, or from a selection in the class library. Class libraries can contain books linked to and supporting themes covered in class.</p>	<ul style="list-style-type: none"> • Children will enjoy writing across a range of genres • Children will develop a love of reading across genres • Children of all abilities will be able to succeed in English lessons because work will be appropriately scaffolded where required • Children will write effectively for a range of purposes and audiences • Children will develop a good knowledge of a range of authors • Children will have a wide vocabulary that they use within their writing • Children have a love of learning and a thirst to know more about the world in which they live • Children will be able to effectively apply spelling rules and patterns they have been taught • Children will use the range of punctuation

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<p>We aim for our English curriculum to generate a love of reading and writing and that will also foster our children’s empathy. It will support their philosophical enquiries and develop their spoken language through discussion and debate sparked by the issues raised within the texts. By inspiring appreciation of the written word, we aim to develop pupils socially, emotionally, culturally, intellectually and spiritually. The carefully chosen literature spine from Nursery to Year 6 includes a range of fiction, non-fiction and poetry. The books have been chosen to reflect the unique cultures within society, that many of our children may not have personal experience of. Crucially, we want all of our children to be represented in the curriculum and the texts used to support it.</p> <p>We strongly advocate and encourage ‘Reading for Pleasure’ and this is reflected in our ethos and daily teaching. We intend for our children to be immediately immersed in a wide variety of books on entry to our school. We consider storytelling and the sharing of stories to be the keystone to develop the enjoyment of reading as well as modelling fluent reading and comprehension skills.</p> <p>We intend for our children to have real life experiences that enrich their learning about stories, authors and reading in an active and creative way and therefore visitors, online author sessions and trips form a fundamental part of our curriculum.</p>	<p>Our children are able to explore reading through a range of strategies and structures that support their fluency and comprehension skills to help them become competent readers. We implement the VIPERS strategy for the development of key comprehension skills, which are in line with the STA’s content domains and the National Curriculum. We also implement strategies from the ‘Are You Really Reading?’ project which provides five innovative techniques to help children to truly understand what they are reading. Children develop their comprehension skills further with every book they read by completing the quiz set for each book.</p> <p>We organise events to celebrate reading across the year; this includes trips out to theatres to see stories come to life, as well as participate in productions ourselves. We love to engage with authors and participate in virtual author webinars. In addition to our in-school celebrations of reading, we also participate in national reading events, including World Book Day and World Poetry Day.</p> <p><u>Writing</u> At Holy Family, we teach writing lessons using Ready Steady Write by Literacy Counts. Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:</p> <ul style="list-style-type: none"> • Clear sequential Episodes of Learning • Vocabulary learning and contextualised spelling, grammar and punctuation • Wider reading for the wider curriculum • Example Texts linked to writing outcomes • A wealth of supporting resource <p>Our English writing curriculum is developed around a sequence of</p>	<p>taught effectively</p> <ul style="list-style-type: none"> • Children will have the ability to understand the books they have read • Children will have effective strategies to decode words • High quality visits enhance the curriculum and provide opportunities for Writing for a purpose. • Developing children’s independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas. <p><u>How we measure impact in English</u> We measure the impact of our curriculum through lesson observations, learning walks and through pupil/teacher voice and book looks by subject lead and SLT.</p> <p>Extended writing is internally moderated in addition to using comparative judgement.</p> <p>Formative and summative data analysed to identify areas for further support, development and/or timely intervention if necessary.</p>
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high quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning which fulfil the requirements of the National Curriculum. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of

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	<p>work.</p> <p>Class teachers ensure that the Writing process is clearly evident and on display, with modelled examples being available to all pupils as the sequence of lessons develops.</p> <p>Through their time at Holy Family, children will read and write a variety of fiction and non-fiction texts including recounts, information texts, explanation texts, poems and different types of stories.</p> <p>English is taught as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, support for slower graspers is provided by teachers and teaching assistants to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as word banks or further modelling. Rapid graspers are given opportunities to extend their writing by applying prior and new knowledge of sentence structures, grammar and literary devices to extend on the specific moment they are writing about.</p> <p><u>Spellings</u></p> <p>Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. At Holy Family, we follow Jane Considine’s ‘The Spelling Book’ approach, which supersedes Little Wandle phonics in Year 2. The activities are built on the fundamentals of teaching spelling with strong phonic foundations and allow children to practise, explore and investigate a range of words. Through our teaching, we are encouraging the children to make links between words and find patterns within them.</p> <p><u>Grammar & Punctuation</u></p> <p>Grammar and punctuation knowledge and skills are taught through English writing lessons, but explicit sessions can be planned in order to develop children’s understanding if teachers</p>	
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feel it is necessary, which allows for consolidation in English writing lessons. For each writing lesson, teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

Children complete a 'SPAG Super 6' challenge each morning every other week, to consolidate knowledge and support the application of grammar and punctuation. Grammar and punctuation is also revisited during handwriting sessions.

Handwriting

Letter formation and handwriting begins in Reception practise continues through Key Stage 1 and into Key Stage 2.

Nursery complete pre-letter shapes and physical development activities following 'Squiggle Whilst You Wiggle', an early writing program. Physical development continues into Reception using the 'Squiggle Me into a Writer' program. This is taught alongside the 'Letter-join' handwriting program and Little Wandle letter formation.

The Letterjoin program for handwriting continues into Key Stage 1 and 2; sessions continue to focus on letter formation, developing consistent size and shape of letters, as well as accurate joining. These sessions link to phonics, spelling and grammar.

Assessment & Feedback

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Formative assessment is an integral part in every lesson as this informs teachers' planning and ways forward. Children complete termly summative assessments in reading and GPS. Analysis of these support teachers in identifying areas for targeted quality first teaching and timely intervention if required.

Formative and summative assessments will be recorded and tracked. Teachers will use their professional judgement to

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	<p>determine whether a child is working within, above or below age-related expectations. Judgements will be made based on daily work produced and the quality of extended writing that pupils produce.</p> <p>Attainment in writing is measured using the statutory assessment expectations at the end of Key Stage One and Two. These results are measured against the writing attainment of children nationally. Attainment in reading and GPS is also measured against the attainment of children nationally, using statutory assessments at the end of Key Stage One and Two.</p> <p>Attainment in phonics is assessed through formative assessment, summative assessments and tracked then measured by the Phonics Screening Test at the end of Year One.</p> <p>Children are able to complete quizzes to assess their understanding of each text they have read using the Accelerated Reader program. Half-termly Star Reader assessments on Accelerated Reader (KS2) and Little Wandle phonics assessments (KS1) are used to support judgements in the progress of the children's reading in addition to teacher assessment.</p> <p>We recognise that parental support is a crucial tool in every child's progress. We encourage children to read their reading book every evening and request parents to record their child's progress (or check that the child has recorded themselves) in their reading diary. Reading diaries are checked in class to ensure reading is taking place at home; any child identified as not reading frequently at home to receive additional 1-to-1 reading in school.</p> <p>Children in Early Years are assessed against the EYFS Early Learning Goals at the end of the year and with Little Wandle phonics assessments.</p> <p>Children with English as an additional language: It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first</p>	
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	<p>language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:</p> <ul style="list-style-type: none"> • Teacher and peer modelling and consistent use of visual support • Repetition and recasting of language features • Word banks and scaffolded speaking and listening activities • Resources that include images to secure language understanding • Use of technology to support interpretation of Example Texts <p>Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.</p>	
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