



# St, Joseph's Catholic Primary School

## English Curriculum Statement



### INTENT

At St Joseph's we aim to provide a rich and broad English curriculum which develops all children's love of reading, writing and oracy. We organise our curriculum to inspire children's curiosity and interest; to allow for progression throughout school; and to provide many opportunities for purposeful writing and discussion appropriate to the children's interests and personal targets. Our curriculum closely follows the aims of the National Curriculum in order to equip children with the vital skills of reading, writing and reflective discussion. These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure, deep knowledge of written and spoken English, which follows a clear pathway of progression as they proceed through primary education. Rigorous assessment and review ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure foundation in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as members of society.

### IMPLEMENTATION

#### Reading and Phonics

Our aim is for all children to develop a habit of reading for pleasure as well as information. Children are given many opportunities to read and be read to throughout school: in guided reading lessons; through sequences of English lessons centred on a class text; by weekly visits to the school library; sharing class novels; reading 1:1 with an adult with their own reading books; and as part of other foundation subjects to show the value of books in all contexts. We take the opportunity to introduce children to a wide range of fiction and non-fiction texts with diverse authors, characters and settings, in order to further develop children's awareness of the diverse literary heritage of the UK as well as their own vocabulary, empathy and understanding. Children are given ample opportunity to explore their own tastes in genres and authors and are aware of the importance of different skills in reading, such as fluency and inference. Systematic Phonics instruction begins in Reception and continues until children's knowledge of all graphemes and phonemes is secure.

#### Writing

Children are introduced to a rich variety of texts to inspire their own writing and develop their knowledge of linguistic techniques. They are then given purposeful opportunities to write in a variety of contexts, scaffolded by their investigation of a model text, the analysis of their peers' work and modelled writing from the class teacher, and the non-negotiable writing expectations for their class or individual ability. An emphasis is placed upon the writing process, with time taken to develop the skeleton structure of a piece, to flesh it out with language and grammar appropriate to the text, and to edit drafts. Children are encouraged to strive to improve their writing, with an emphasis placed on vocabulary development, spelling and handwriting. Children take pride in their final published pieces, producing at least one longer final piece each half-term. Outside of English, children are given writing opportunities throughout the school day in other subjects, and are introduced to quality non-fiction texts that further influence their writing.

## Oracy and Discussion

Children are encouraged to develop their oracy skills through opportunities across the curriculum. They are given pair or group tasks to encourage cooperative discussion, and participate in debates about subjects they feel passionately about. They understand the value of debate and discussion as it pertains to democracy and take part in various elections and debates in which they present their own arguments. The organisation of our English curriculum makes clear the value of children speaking about their ideas before writing, and that the classroom is a space for collaboration, mutual respect, and the continued development of the children's oracy skills.

## IMPACT

We aim for all children to make the best possible progress in English and for our outcomes to at least match, if not exceed, national attainment. We will ensure that children achieve their goals in English as a result of consistent, Quality First Teaching and (where appropriate) additional interventions.

Children's writing is assessed termly through a set piece of writing that is planned to show progression throughout school. Outside of this, teachers provide regular feedback in a variety of ways, allowing children an understanding of their strengths and personal targets in English. Book looks are conducted termly to ensure coverage of curriculum objectives and progression in writing. Teachers also attend writing moderations termly to aid assessment and ensure that writing expectations are being met.

The quality of writing in English and curriculum books is evaluated by learning walks, lesson observations, pupil voice and work scrutinies. These inform future areas for improvement and the impact of new initiatives. The English subject leader provides an action plan for the subject and addresses areas for development and improvement which is then shared with all staff. We aim for all staff to feel confident and supported in their teaching of English.

Our English Curriculum should ensure that children leave St Joseph's with a love of reading and writing. They will have been introduced to a wide range of diverse authors, and be able to reference different literary traditions and genres. They should be able to creatively express themselves in writing that is well-structured, interesting to read and full of inventive vocabulary, and have a good understanding of the writing process.

Our pupils will leave Year 6 confident in expressing their opinions verbally whilst maintaining empathy and respect for their peers. They will have a good understanding of the importance of democratic debate, and feel positive that their efforts were valued and their voices heard.

We aim for our pupils to leave St Joseph's confident to try new things, to experiment and take risks in their writing, and to continue to value the importance of reading.