



## **The Curriculum at Saint Wilfrid's Catholic Primary School**

### **The Intent, Implementation and Impact of our Curriculum – English.**

#### **Intent**

At St Wilfrid's Primary School, 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.

Staff at St Wilfrid's value the importance of delivering a curriculum, which is appropriate to the children in their class and so are aware of the differing groups of learners and vulnerable children in their class. Teachers therefore can plan and teach personalised English lessons which focus on the particular needs of children in these groups. 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 at St Wilfrid's 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. As we continue to use high-quality texts, immerse children in vocabulary rich learning environments and ensure new curriculum expectations and the progression of skills are met, the children at St Wilfrid's will be exposed to a language heavy, creative and continuous English curriculum which 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**

With these aims in mind, first and foremost, an agreed timetable for the teaching and delivery of both discrete English lessons, grammar, spelling and reading lessons was decided. This ensured that reading was explicitly taught weekly and that each group of children had time with the teacher, in the reading session. Vulnerable groups could be highlighted and support staff could be used to support these groups further to ensure progression and specific year group skills were secure. With a structured timetable of learning tasks being rotated throughout the week, children are not only learning comprehension skills but also independence, a love of wider reading and exposure to rich vocabulary, which is absolute key in all sessions for all learners.

Reading is not only celebrated in classrooms at St Wilfrid's, around school you will find displays which celebrate authors, children's favourite books and reading reward schemes. All Teachers also participate in 'Drop everything and read' (DEAR) every Friday, visiting another class to read with them, demonstrating to the children a love of reading and learning is sustained throughout life, not just for the purposes of education but enjoyment. In addition, throughout the school year the importance of reading is enhanced through the Oxford Reading Buddy scheme to encourage children's love of reading at home. We are also awarding children the Bronze, Silver and Gold reading awards for home reading each term, celebrating their continued weekly dedication to reading at home.

Spelling is also taught three times a week as a discrete lesson. Teachers are following the Head start scheme for spelling which targets spelling rules essential for that year group. Children are exposed to words containing a rule over a period of four weeks and given the opportunity three times a week to explore, practise and question that rule before being tested at the end of a topic.

As we believe consistency and well-taught English is the bedrock of a valuable education, at St Wilfrid's we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. 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 groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving 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. All year groups use the same format for assessing writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres, which helps to utilise and embed the writing skills, we have implemented the Focus Curriculum to plan, structure and teach English lessons. 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. The texts are also selected to link with other areas of the curriculum to foster the opportunity for cross curricular writing opportunities through meaningful links.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the Focus Curriculum being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are good and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us 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.

### **Results**

- Reading - 2017- 71%, 2018-90%, 2019-77% (above national for the past 3 years)
- Writing 2017- 75%, 2018-81%, 2019-77% (above national for the past 3 years)
- SPAG - 2017- 90%, 2018-87%, 2019-84% (above national for the past 3 years)