



## English at Holy Rosary Catholic Academy



*“You have brains in your head. You have feet in your shoes.  
You can steer yourself any direction you choose. You’re on  
your own. And you know what you know. And YOU are the  
one who’ll decide where to go...”*

Oh, the Places You’ll Go! Dr Seuss

### English Subject Leaders:



Mrs Wilson



Miss Spindloe

## **Our Curriculum Intent:**

At Holy Rosary our ultimate aim is for all pupils to develop:

- A love of reading
- Purposeful writing
- A rich vocabulary

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become life-long learners and linguists. Our pupils will learn to speak, read and write fluently, enabling them to communicate effectively.

English is given a high priority in our school and here at Holy Rosary we focus on purposeful opportunities for reading and writing which includes a range of genres and texts. All acquired knowledge and skills will be applied in a cross-curricular manner.

Reading is at the heart of all we do here at Holy Rosary and it is our intention to immerse pupils in the wonders of quality texts and to instil a life-long love of reading.

## **Curriculum Implementation:**

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed around the **National Curriculum**. We use high-quality texts to create opportunities to develop reading fluency, comprehension and inspirational writing.

**Spoken Language:** From the earliest stage, spoken language is high profile as it underpins the development of reading and writing. Pupils are encouraged to explain their understanding of and discuss books they are reading. Drama is used as a medium to explore the spoken language and to understand and respond appropriately to others in role.

**Writing:** From the earliest stages, pupils are provided with the basic skills required to communicate effectively when writing. Key knowledge and skills are progressive, and writing is planned over a 2-week period after which time it is assessed to enable pupils to understand their next steps in learning. Pupils are challenged to produce writing genres, to the best of their ability and to continually edit and improve the quality of their writing.

## **Teaching will focus on:**

- Transcription – spelling & handwriting (understanding the relationship between letters and sounds (Phonics) Develop an understanding of word structure and spelling structure
- Composition – articulating and communicating ideas to produce well-structured, purposeful writing and when speaking.
- Vocabulary, grammar and punctuation - develop a wide range of vocabulary that when used appropriately will interest the reader.
- Spelling – segmenting to ensure words are spelt correctly.
- Handwriting – Pupils will learn to accurately form and eventually join handwriting with increased speed and fluency.

**Reading:** Reading is key to opening up opportunities and therefore is central to all that we do here at Holy Rosary. From the earliest stages, pupils are provided with the basic skills required to communicate effectively when reading, ensuring fluency and independence. All pupils are exposed

to high quality texts, each class has a high-profile reading area and teachers model good reading practice to develop a love of reading and expand minds.

**Teaching will focus on:**

- Word reading – phonics, blending of sounds to develop fluency.
- Comprehension (Both listening and reading) – ‘VIPERS’ (vocabulary, inference, prediction, explain, retrieve and sequence/summarise) and ‘Reciprocal Reading’ are teaching tools used to develop comprehension, widen experiences and develop retrieval of information. A wide variety of quality texts, across a range of genres, are used to develop a love of reading, increase vocabulary.
- Reading Spines – every class from EYFS to Y6 have their own set of quality books based on Pie Corbett’s recommendations.

**Curriculum Impact:**

When pupils leave our school, our English curriculum will have ensured that they have developed quality communication skills and a life-long love of reading.

The majority of pupils will achieve age related expectations in English and clear progress will be evident.

They will have firm foundations in English and will be well placed to make good progress at Key Stage 3.