

ST CHRISTOPHER'S CHURCH OF ENGLAND PRIMARY SCHOOL

Part of the Diocese of Ely Multi Academy Trust



At St Christopher's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching and learning of English

INTENT	When our children leave St Christopher's, we expect them to be avid readers; children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors, in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.			
	Underpinned By	High Expectations	Modelling	Fluency
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills throughout all of the curriculum.	Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.

IMPLEMENTATION	<u>The Writing Cycle</u> Our writing cycle is based on learning basic grammatical skills to automaticity before they can confidently compose extended pieces of writing to a high standard.	<u>Model texts</u> Every unit is based on a high quality text that models selected grammatical features from only the previous KLIs, or the ones being focused on for that unit. All of the writing work is then planned and delivered through the context of this model.	<u>Reading Canon</u> In order to provide a rich, varied and progressive "diet" of reading, we have a carefully selected reading canon which lays out the texts to be used in whole class and reading for pleasure sessions.
	<u>Cross Curricular</u> Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We link our writing skills to the PKC to allow children the opportunity to write 'real non-fiction' texts.	<u>SPAG</u> Spelling and grammar is taught as part of the Writing process. The core grammar knowledge for each phase (KS1, LKS2, UKS2) is specified and carefully sequenced so that children have plentiful opportunities to learn the skills and practice them to automaticity before applying them to extended pieces of writing.	<u>Whole Class Reading</u> In addition to their phonics lessons, EYFS and KS1 children learn to read through whole class reading lessons. The carefully selected texts ensure children progress well from their starting point. In KS2, children have daily whole class reading sessions where they practise reading fluently and learn skills to comprehend a range of text types.
	<u>Spellings</u> Children have daily spelling lessons where they learn spelling rules linked to their prior phonics knowledge. Children in Year 2 - Year 6 have a Spelling Shed account. This is an online programme children use to practise their weekly spellings as well as play other word games.	<u>Phonics</u> We teach phonics in EYFS and KS1 daily for 30 minutes following the Sounds~Write programme. The books children take home to read and that they read in school are phonically controlled to ensure the children are practising previously taught sound-spelling correspondences.	<u>Reading for Pleasure</u> Every day, "Reading for Pleasure" time is scheduled into the timetable, giving pupils the chance to read quietly to themselves, listen to an adult read a class book or prepare poems and plays to read aloud and perform.

IMPACT	<u>Pupil voice</u> Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	<u>Evidence in Knowledge</u> Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process. They can draw on their toolkit knowledge in writing and apply it in wider subjects.	<u>Evidence in Skills</u> Children are taught reading and writing progressively and at a good pace. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.	<u>Outcomes</u> At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.
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