

St Francis' Catholic Primary School, Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all

As children of God, we care for each other and we always try to do our best'

ENGLISH

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

We believe that English is the key to accessing all areas of learning; therefore, we aim for all of our children to leave us with a lifelong love of the English language, good vocabulary acquisition and the ability to communicate effectively both verbally and in the written word.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Reading is central to our ability to understand, interpret and communicate with one another. We want all children to read fluently and with good understanding and to read for pleasure and information. We strive to instil passion for reading in pupils, which they will carry on into subsequent phases of education and into later life.

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

We believe that a quality English curriculum will develop children's love of reading, writing and spoken language. We have a culture where children develop a love of reading and they are immersed in a variety of quality texts throughout the curriculum.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Breadth, balance and creativity

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

Continuity and progression

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school. We use Hamilton Brookes scheme of work to ensure we have a well sequenced and progressive curriculum.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex

content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

Planning the curriculum

Teachers plan the English curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We use Hamilton Brookes planning and resources to support the teaching and learning sequences.

Our curriculum places quality texts at its core. Children are introduced to a range of authors, forms, styles and text types, in order to broaden their skills and ignite their interests within the world of English. We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We use Bug Club as our reading scheme for our early readers and children make excellent progress.

Our English curriculum is derived around high quality age-appropriate texts. We use books to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify 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.

How do we prioritise reading?

- Each of our classrooms has a bespoke reading area where pupils can sit comfortably during the day to read a book. The areas have props, high interest books and non-fiction materials and children create class anthologies to be read by other children in the reading areas. We publish our own stories and write for a purpose, knowing that our writing will be displayed in the reading areas and shared with others.
- Author visits, virtual author visits and engaging with authors helps us to appreciate a love of books-we are even on Claire Freedman's website as authors ourselves!
- At the entrance to school, we have a little free library and children can swap books and take them home to keep.
- We have an outdoor reading shed in the EYFS and KS1 outdoor area and children are encouraged to share books with one another.
- Books in class and all reading areas are changed regularly to ensure high interest.
- Books are diverse and inspiring for children, preparing children for cultural capital.

- The head teacher has a story time section on the website.
- Beautiful libraries are a looked after space in all classrooms.
- The headteacher reads with EYFS and infant children every fortnight.
- Weekly assemblies serve to celebrate and encourage reading. Every child in school has a sticker bookmark and children are given a sticker each time they read at home. When a bookmark is complete, the headteacher presents the child with a reading certificate in the Star Award assembly.
- We take part in National and County events eg, World Book Day, Extreme Reading, Pyjamarama.
- We use enjoyment of texts within our positive behaviour management systems: Shout an extract from a text and children respond by expressively saying the next line- emphasis on developing vocabulary and understanding.
- In our writing units of work, we begin by immersing children in a reading phase, studying a variety of texts.
- EYFS snuggle sacks are sent home for children to read for pleasure with their families- with a hot chocolate!
- Children are read to every day.
- Cross-curricular guided reading books and non-fiction history, geography and science books, graphic novels, play scripts and poetry books support prior learning and engage children's interests.
- Children from Year 1 are taught a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others. Small cohorts and quality first teaching approaches support the swift identification of misconceptions and we support all to be the best they can be.

Writing

We want children to enjoy writing as much as possible. Our approach to writing is creative and it enables children to produce high quality pieces of writing in a cross curricular way. We love to link our writing projects to art and D.T. The children just keep adding the pages with masking tape, treasure tags or split pins. We love to make our own books, bringing writing to life with creativity! Have a look at some of our pictures below...

We teach English explicitly every morning but we love to explore other genres in other topics and lessons too. The children all have an 'exciting writing' bookmark, we use these in all lessons so the children know what their individual targets are for writing and can be reminded when needed; this greatly supports their personalised learning. The targets change and evolve all the time as they are achieved and we move on, children are trained to appraise their own work against clear success criteria.

We have working walls, we key vocabulary and key text features to support all the children with their next steps and support their writing. We follow a three phase system (Reading Phase, Gathering Content Phase and Writing Phase) across KS1 and KS2 in our English lessons to ensure deeper learning and understanding, allowing children to explore genres thoroughly, develop vocabulary, time to improve their work and end with an incredibly piece of written work!

Spoken Language

Developing written and spoken language development across all areas of the curriculum is at the heart of all learning. Classroom displays, resources and teaching gives the children a wide range of opportunity to learn, develop and use a range of vocabulary. Our curriculum

maps are designed to provide children with opportunities to develop confidence in spoken language and to use their voices to question, explain, debate and to speak with fluency, articulation and intonation.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At the forefront of our minds is the continual development of pupils' confidence and competence in spoken language and listening skills.

We believe children should be genuinely interested in what is being taught and our curriculum is designed to allow all learners to make connections and remember more.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons, adaptations may include:

We adapt learning for all through a variety of ways:

- Active learning strategies: freeze framing, conscience alley, group work, role-playing, or debates can help engage children and understanding perspective in a different way
- Encouraging collaboration
- Having a creative, open-ended activity to gain insight into a character/situation
- Providing simplistic instructions with dual coding resources as prompts
- Knowledge organisers
- Incorporating topics or themes that are of interest to children can help increase engagement and motivation.
- Providing regular feedback
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.

- All children have a personalised writing target bookmark with self, peer and teacher formative assessments.
- Explicit instruction: focusing on key learning, content, sequenced steps of introducing new content and modelling of tasks and expectations
- Knowledge organisers
- Adapted texts and WAGOLLS
- Using a wide range and choice of templates to suit the individual learner
- Pre-teaching vocabulary and features of new text types
- Adapted texts for confidence building and success

- The use of prompts, key questions for thinking, visual cues, scaffolding, clear learning outcomes, flexible working groups, support staff deployment, mini-plenaries and recaps and dual coding.

Provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

We believe children should be genuinely interested in what is being taught and our curriculum is designed to allow all learners to make connections and remember more.

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

- Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in EYFS.

- Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.
- Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS.
- Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.
- Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in EYFS.
- Children will have a knowledge of key authors and engage in conversations about their texts.
- Children will have the knowledge and skills to read a range of texts and to be able to explain and justify their thoughts on their own and others written work.
- Children will appreciate how writing impacts the audience.
- Children will be creative and imaginative learners.
- There will be a clear progression of skills across EYFS, Key Stage 1 and 2 that builds on prior knowledge.
- Children will have a good understanding of key vocabulary taught and will be able to make links with prior knowledge when faced with unfamiliar words.
- Our children will be confident readers and writers, and are able to clearly discuss their learning from past and current topics, as well as explain their next steps.
- Continued training and support for teachers ensuring they are the experts in the subjects that they teach.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.