



English Statement of Intent



Intent

Our 'literacy-rich' curriculum aims to inspire children, through a series of lessons that engage and challenge all learners. We aim to provide all children with a high standard of language and literacy skills. English is embedded within all our lessons and we strive for a high level of English for all. We believe this is vital for achieving success at school and later in life. At SJPS, we aim to enable every child to become primary literate and progress in the areas of reading, writing, speaking and listening. We believe that the ability to read and write is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond. Our curriculum is designed to equip pupils with a wide vocabulary, an understanding of written and spoken language and the conventions for reading. We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas. Our English curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in English lessons in order to prepare the children for life in Modern Britain.

Our Reading Intent

In reading at St. Joseph's, our children will learn to read fluently and demonstrate a good understanding and comprehension. Our children will engage with a range of genres and develop their understanding of fiction, non-fiction and poetry. Our aim is for 'all children to read well, quickly' and early reading is invested in, and prioritised. Our curriculum has been designed to ensure that children have opportunities to develop a love of reading. We want our children to gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding.

Our Writing Intent

Our writing curriculum has been designed to ensure that our children enjoy writing and demonstrate passion and enthusiasm. Our aim is to ensure that pupils write clearly, accurately and coherently for a range of contexts; write in different styles and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group; apply spelling patterns correctly and use neat handwriting. We immerse the children in a rich, creative and carefully planned curriculum where children write for a purposeful audience. We aim for all children to write with confidence, whilst developing their own individual flair, as well as using a wide range of high-quality vocabulary. We encourage children to take pride in the presentation of their writing, and develop a neat, joined, handwriting style by the time they leave our school and move to secondary school. We teach children spelling and grammar both discretely and as part of our analysis of texts and provide opportunities for them to apply these skills to their own writing. We believe that all good writers refine and edit their writing over time, so in an age appropriate way, we want children to be able to identify their own areas for improvement in pieces of writing, so that they can edit their work effectively during and after the writing process.

We want children to understand and learn the craft of writing so that they plan produce and publish something of which they are proud.

Our Speaking and Listening Intent

At St. Joseph's, speaking and listening is developed from EYFS and beyond. We want our children to be able to express themselves with confidence, as we believe that it is central to their learning. We nurture children's speaking and listening skills through a variety of approaches. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

Implementation

At St. Joseph's we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. We have a daily discrete English lesson, however it is embedded within all our lessons and we strive for a high standard of English for all.

Phonics

- From EYFS to Year 1 we follow a systematic phonics scheme (Read Write inc)
- Children are taught to recognise single letter phonemes and graphemes as soon as they begin school in Reception.
- The skills of blending and segmenting for reading are then taught so children begin to be able to read simple captions and sentences.
- As the children progress, they learn a range of digraphs and trigraphs and possible alternative pronunciations, to enable them to read more words with greater confidence and consistency.
- The teaching of 'Red' or 'Tricky' words runs in conjunction with the Read, Write, Inc. (RWI) scheme adopted.
- Children progress through the RWI coloured books bands for reading in school.
- Home reading books are matched up to the children's phonic stage.
- Children who are falling below the standard are quickly identified and receive support through group 'keep up' interventions.
- Phonics is taught to Year 2 and Year 3 children who have not yet completed the Phonics scheme. The children will continue with the Phonics scheme until they complete RWI assessments. These children receive extra intervention to help close their gaps quicker.

Reading

- Texts and novels are selected carefully to ensure children hear a range of stories written by both classic and modern authors as well as books on a range of themes and issues and that represent the diverse society in which we live.
- Staff dedicate time daily to read to children in order to develop a love of reading.
- Children take books home daily to support and embed skill development outside of school. In Key Stage 1, RWI Phonics assessments and a child's comprehension ability determines the books the children take home. In Key Stage 2, children progress through the book bands in

line with teacher assessments. Children also take home a Library book to promote reading for enjoyment.

- Our school-book banding system offers our children a broad range of texts once they have mastered the early reading skills. Staff provide the children with regular opportunities to read in school either on a one-to-one basis or in whole class reading lessons.
- Enrichment activities are planned to ensure we encourage and model a love of reading and to enhance teaching and learning.
- Guided reading sessions in Y1 are delivered in phonics groups and more able children are introduced to a more formal guided reading style.
- From Year 2-6 delivered as whole class guided reading sessions.
- In guided reading, skills are taught explicitly. We focus on, not only reading fluently, but also a child's understanding of what they have read. We split the different question types into 6 different areas: Vocabulary, inference, prediction, explanation, retrieval and summary/sequencing.
- Whole school reading events such as world book day and poetry week are celebrated to further raise the profile of reading in our school.
- Children have access to a well-resourced library, as well as class libraries.
- We deliver fluency 'keep up sessions' from Y2 to Y6 to ensure all children are fluent readers and this is closely tracked each half term by the subject leaders.
- Teachers use reciprocal reading strategies in their whole class reading sessions to support with reading comprehension and understanding of a wide range of texts, as well as delivering reciprocal reading targeted support in order to close the gap.

Writing

- At St. Joseph's, we write frequently across all areas of the curriculum and our English curriculum is mapped out to allow children to learn how to write a range of different text types: Non-fiction, fiction and poetry.
- We follow the talk for writing approach to writing, where high quality model texts are used to challenge, enthuse and engage children. These are mapped across the school on a Long-Term Curriculum Map and grammar and punctuation skills are embedded into the teaching of the genre.
- There is a clear structure for writing lessons, which includes the familiarisation of the text type through reading, the identification of structure and language features (imitation), modelled writing, shared writing, supported composition, guided writing (innovation) and independent writing (independent application.)
- Skills are progressive and include: exploring features, planning, drafting, assessing and editing.
- Independent writing pieces are assessed each half term
- Spelling, punctuation and grammar is taught as part of the daily English lesson.
- We use a structured spelling scheme from Y2 – 6 and track the progress of this against the statutory word lists.
- Spelling lessons are taught discretely three times a week and follow a progressive scheme of work, which builds on our phonics scheme.
- Reception and Y1 practise spellings through segmenting in phonics lessons.

- Punctuation and grammar are taught according to year group objectives, genres and class needs. Skills have been mapped out to ensure progression across year groups and key skills are embedded through the curriculum and also taught discretely.

Impact

At St. Joseph's we identify the impact in a variety of ways such as: regular checks in reading fluency and comprehension, targeted questioning, marking and feedback, reading diagnostics and regular writing moderations.

We know our curriculum is effective when we see:

- Children at St Joseph's talking positively about English – Reading and Writing – and this is demonstrated by their enthusiasm in lessons.
- Children who read for pleasure and have a good understanding of what they read
- Children who are fully immersed in a range of genres and authors, which excite and engage them.
- Children who are enthusiastic, confident readers and writers, and who enjoy showcasing their knowledge and skills.
- Children who take risks, and love to discuss and share their ideas.
- Children who produce high quality work which is evidenced in their books.
- They can talk confidently about their reading and their writing and consider their audience.
- Children who make connections across topics and subjects
- Children who can write at length with enthusiasm and increasing grammatical accuracy
- Children who can learn and apply spelling rules
- Children who are making good progress from their starting points.