



St Mary's Church of England (A) Primary School.

Living, loving, learning in God's care.

Our School Vision and Mission

Vision Statement

Our St Mary's church school family lives by the life and teachings of Jesus. We provide a safe and loving environment, whilst aspiring for all children to achieve their full potential within God's care.

Mission Statement

O Lord, teach me how you want me to live! Psalm 86:11

This scripture verse reminds us that our Christian values underpin how we live and how we learn, through a unique and deep curriculum, grounded in God's love.

The school will put safety and wellbeing at the centre of everything we do. Through our vision, values and motto our mission is to:

- Develop the children academically, creatively and spiritually through a high quality, stimulating and memorable curriculum, that celebrates difference and values everyone
- Encourage each child's knowledge and skills, through experiences to reach their full potential and to instil a life-long love of learning
- Share our school with the church and community to further develop religious literacy
- Foster a deeper understanding of other faiths and cultures and encourage attitudes of tolerance, democracy and advocacy

Statement of Intent for English

1. Intent

At St Mary's we believe that a good quality English curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and purposes. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

2. Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. Following the Pathways to Write Programme, we use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that, when applicable, cross curricular links with topic work are woven into the programme of study.

The National Curriculum (2014) 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

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St Mary's we begin our English Curriculum using the Little Wandle programme, Letters and Sounds Revised. Our Reading Buddies scheme introduced in the Autumn term of 2018 goes from strength to strength with children looking forward to reading to a buddy, or hearing fiction and non-fiction texts read to them by older children. Our school library is full of books which, twice a week, year 6 children supervise and monitor the borrowing of across the whole school. Each classroom has age appropriate books in their books corners and feature a range of fiction and non-fiction.

At St Mary's, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups led by our reading champion, Mrs Dicks. Furthermore, we are fortunate to have parents and helpers who come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated accordingly to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents.

Marking is rigorous in English and across the curriculum, with regular verbal feedback and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out by the current English leads (Miss Rhiannon Rhodes & Mrs Claire Higgins) to check all teachers are following our marking policy rigorously.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at St Mary's, where our bright and colourful and topical displays celebrate children's

writing, their favourite books and reading reward schemes. In addition, our literacy curriculum is enhanced annually through World Book Day.

Within the Early Years, children are encouraged to develop a love of reading from an early age. They enjoy listening to and joining in with a range of stories and they are encouraged to explore books independently. The children have daily taught phonics sessions using the Little Wandle Letters and sounds and they quickly develop their confidence as they blend and segment phonemes for reading and writing. The children are encouraged to use the phonological knowledge that they have acquired when writing. Writing and reading areas are integral to the continuous provision within the classroom and children are encouraged to access these independently. Fine motor skills are developed through daily early morning activities and the children are encouraged to develop a tri-grip pencil hold as they develop their hand dominance.

3. Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey 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.

Termly assessment is undertaken using NFER Assessment papers. Each year we have children achieving at a greater depth in reading and writing at the end of KS1 and are working hard to emulate that at the end of KS2. We hope that all the new literacy initiatives outlined above will help continue to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are beginning to improve and skills taught in the English lessons are being transferred into other subjects; this shows a move to a 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 St Mary's to Secondary School: their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

