










At St Teresa's our aim is to plan for an English curriculum that engages, excites and empowers our children whilst preparing them for today and tomorrow. We have designed an English curriculum that reflects the needs of our children and:

-  *Is progressive in skills and knowledge*
-  *Builds on children's prior knowledge*
-  *Provides relevant and stimulating learning experiences*
-  *Promotes diversity and inclusion*
-  *Has vocabulary at the heart of excellent daily practice*
-  *Develops effective and successful communicators of the future*
-  *Develops a love of reading and a passion for writing*

Our English curriculum brings together the important skills of reading, writing, speaking and listening equipping our children to be critical thinkers, effective communicators both in written and oral forms. Underpinning all other areas of the learning we believe that our English curriculum equips St Teresa's' children with essential skills to enable them to be life-long learners.

We teach English using a reading into to writing approach which is interlinked with vocabulary development. This provides our children with exciting texts to read and something interesting to write about. The vocabulary we teach our children comes from the rich texts which they are exposed to and transfers into children's own writing. Vocabulary development is an integral aspect of English units of work.

Non-fiction, fiction and poetry units of work are planned around texts which where possible link to the half termly topic. We do this because it helps children form links across topics and learning is extended and embedded. Children have opportunities to draft, write an edit their work based upon feedback and marking provided by the teacher. Children have opportunities to write in different genres for a variety of audiences and purposes. This brings their writing to life!

EYFS and KS1 children take part in daily phonics lessons. All children are taught to read using a variety of ways; these include 1:1 reading sessions, whole class and guided reading sessions. Children practice reading daily and adults reading to children is a fundamental part of our daily teaching.

We use Letters and Sounds phonics programme and a range of reading books from phonetically decodable texts to free choice reading books.










Spelling and handwriting is taught explicitly to children in progressive way, intertwined with plenty of practise. We supplement our teaching of spellings with resources from Spelling Shed and we use Letter join as our handwriting programme to model the teaching of handwriting.

Language and communication skills are developed through all aspects of our whole school curriculum and children are given many opportunities to talk, listen, present and engage with other. These include activities such as taking part in assemblies, explaining how something works, reading aloud to the class and preparing and presenting a talk. Local authors and reading event are incorporated into the English curriculum where possible.













Staff identify the impact of our curriculum through a variety of ways.

These include:

-  *Observations*
-  *Regular recall and retrieval activities*
-  *Targeted questioning*
-  *Marking and feedback*
-  *Benchmark in reading*
-  *Teacher assessment against key performance indicators and*
-  *Formal testing at summative points.*
-  *Pupil interviews*
-  *Analysis of data*

We use these strategies to review our curriculum offer, inform our strategic action planning and make adaptations where necessary.

We know our curriculum is effective when we see:

-  *Enthusiastic learners*
-  *Smiles and laughter*
-  *Children who can recall facts and prior learning*
-  *Children who make connections across topics and subjects*
-  *Children who are curious and want to know more*
-  *Children who read for pleasure and have a deep understanding of what they read*
-  *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*
-  *Children who can read, write and communicate at age related/ relevant stages of development*