

**St. Edmund’s Catholic Primary School**

**English Intent Document**

At St Edmund’s Catholic Primary School, we believe that a quality Literacy (English) curriculum should develop children’s love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. 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. We want our children to be confident in the art of speaking and listening and to use discussion to communicate and further develop 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.

**Implementation**

At St Edmund’s, our curriculum is made of the following sequence: **Spoken language;** **Reading**: word reading and comprehension; **Writing**: transcription, composition, vocabulary, grammar and punctuation. We use Lancashire planning units and teaching sequence from Year 1 to Year 6 to plan broad, balanced units of work with a clear outcome at the end of each unit. To ensure the progression of learning and coverage of the National Curriculum, each unit is mapped-out comprehensively; to show the progression of skills and knowledge from Year 1 to Year 6.

We teach our children in mixed aged classes; therefore, substantive and disciplinary knowledge is taught at an age-related level. English taught daily and all lessons are sequenced, so that prior learning is considered and opportunities for revision of language and grammar are built in. Each lesson and resources help our children to build on prior knowledge alongside the introduction of new skills.

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt the Lancashire English Scheme as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

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
● 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.

**Vocabulary:**

At St Edmund’s, we understand the importance of language in our everyday lives. As a result, we teach vocabulary on a daily basis in 30-minute sessions. We follow a three-tiered approach to teaching vocabulary, that is ***planned, explicit & robust.***

Each session is planned prior to the start of each half term. The staff assess all vocabulary that the children will be exposed to over the half term and place them within tiers.

Tier 1: known common words.

Tier 2: high frequency, high utility.

Tier 3: low frequency technical words.

The language that is crucial to understanding (tier 2) is taught prior to any new learning opportunity in a robust and explicit manner over a week; removing barriers and enhancing learning opportunities for all.

 **Impact**

Our English curriculum offers high quality and well-planned lessons, which encourage progression. Key vocabulary are embedded in each lesson. Continuity and progression are in-built within the curriculum. These are broken into year group expectations.

In order to ensure our aims have been met, we scrutinise learning through:

* Assessing children’s understanding of the English through each unit of work including linked vocabulary before and after the unit is taught.
* Talking to children during the lesson to ensure they have understood the learning objective – Assessment for learning.
* Mark completed work – Assessment for learning

The above enables the teacher to make an informed judgement on the children’s understanding and records them against the age-related standards on the school tracking tool ‘itrack’.