



## **English**

### **Intent**

At St. Jude's, we believe that a quality English curriculum should foster and develop our pupils love of reading, writing, discussion and debate. We aim to deliver an inspiring curriculum through high quality teaching and exciting lessons. English at St. Jude's will not only be a daily discrete lesson, but is the cornerstone of the entire curriculum. It is embedded within all of our lessons. The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum.

We acknowledge that our pupils come with a range of experiences in English as a subject and so recognise the importance of building confidence through speaking and listening. Children are given the opportunity to voice their ideas and opinions before committing these to the page. Communication is central to the overall aim of the school and English is one of many opportunities in which pupils are given the chance to be heard.

### **Reading**

Reading is key for academic success. We aim to inspire an appreciation of the written word through reading a range of songs, poems, articles, novels and non-fiction texts. Through using high-quality texts and following Doug Lemov's 'Reading Reconsidered' and research, children are immersed in vocabulary-rich environments. We are dedicated to enabling our readers to become lifelong readers. Here at St. Jude's we believe in developing reading fluency and comprehension skills coupled with promoting a love of reading so all of our children can access the rewards that reading provides. Children regularly participate in discussions about books, exploring the language used by different authors and looking at the impact written words have on the reader. Pupils not only read for pleasure but use books to research and gather new knowledge to extend their understanding.



## **Writing**

Our children write for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group. We encourage the children to express themselves creatively. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across all areas of the curriculum. At St. Jude's we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.



## **Implementation**

We provide many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross circular. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.

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.

Teachers aim to create a positive reading and writing culture in school by:

- Promoting reading through teachers reading out loud regularly to their class
- Pupils in EYFS and KS1 have daily phonics sessions, following the Rocket Phonics programme.
- Using the Headstart spelling scheme (Y1-Y6), delivering daily sessions
- Guided Reading sessions including reading journal task books KS1 / Class Novels KS2 in all classes at least three times a week
- Pupils are encouraged to be adventurous with vocabulary choices – we use ‘magpie books’, for example, to encourage pupils to record and re-use inspirational ideas.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Working Walls – all classes aiding pupils and guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing.
- Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that work is valued
- Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.

Reading is celebrated in classrooms and around school – our educational displays celebrate children’s writing and their favourite books. Throughout the school year, we hold specific English-themed events, such as World Book Day, drama workshops and a range of trips and visits which enrich and complement children’s learning. We have a well-stocked school library of exciting, quality texts and reading areas in all classrooms.

We identify children who need support and provide intervention. We offer ‘Early Bird’ sessions before school, time with our Reading Recovery expert and SENCO support. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent learners once we have helped to equip them with the confidence, tools and strategies that they need.

## **Impact**

Our English Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

The impact of English learning on our pupils is clear: progress, sustained learning and transferable skills. When our children reach Upper Key Stage 2, teaching focuses on writer's craft, stamina for writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have improved and skills taught in the English lesson are transferred into other subjects.

Assessing and Monitoring in English:

- Lesson observations, book monitoring and learning walks
- Skills progressing throughout the school evident in children's books
- Gathering pupil voice – to check understanding of key skills and knowledge, progression, confidence and enjoyment
- Moderating pupils work in school and in cluster meetings with other schools
- Tracking pupils' progress each term in Reading, Writing, Spelling, Punctuation and Grammar. This informs planning and any intervention needed
- Pupil progress meetings to ensure different groups (EAL, PP and SEND) and individual progress is monitored

Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.