

St Vincent De Paul R.C. Primary School, Knutsford

Mission Statement:

Believe, Trust and Be Ready

“That they may have life, and to the full” John 10:10



English Curriculum



English Curriculum Design

This document should be read alongside the English policy.

Rationale

At St. Vincent's Catholic Primary School, we aim to enable pupils to acquire the important skills of reading, writing, speaking and listening. We aim to give pupils the knowledge and understanding to be effective communicators, readers and writers. The skills learnt will be transferable across the whole of the National Curriculum. Children need a competent grasp of language in order to learn, and to play a full and active part as individuals within society. Developing an individual's potential for reflection through language is the main purpose behind our teaching at St. Vincent's, as it enables children to develop their sense of self by giving them access to different ways of expressing themselves. The more powerful the language they have at their disposal the more they shape and influence their responses to texts and interaction with others. English is given a high priority at St. Vincent's as we view the acquisition and development of language skills as paramount to our school curriculum.

We aim to encourage a love for the English language, through the spoken and written word.

Intent

Pupils at St. Vincent's Catholic Primary School will leave us:

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- Equipped with the necessary skills to successfully access all areas of the curriculum and future learning;
- With a love of reading and a desire to read for enjoyment;
- With a growing vocabulary in spoken and written forms;
- With an awareness of audience, purpose and context;
- Using their developing imagination, inventiveness and critical awareness.

Implementation

Subject Organisation:

Foundation Stage

Children are given opportunities to:
speak and listen and represent ideas in their activities;
use communication, language and literacy in every part of the curriculum;
become immersed in an environment rich in print and opportunities to communicate.

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led, adult directed and child initiated activities.

Key Stage 1

Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own

experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas. Correct letter formation and early handwriting skills are taught daily through a variety of age appropriate activities.

In Key Stage 1 daily discreet phonics lessons (Letters and Sounds) are taught in year groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Handwriting continues to be a focus to ensure consistency in correct letter formation. Literacy skills are developed across appropriate curriculum areas. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Key Stage 2

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

In Key Stage 2 Children have daily English Lessons including grammar for writing. Throughout each week individual reading, spelling and handwriting is incorporated into lessons as well as a class novel which is read at the Teacher's discretion. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

APPROACHES TO READING

In Foundation Stage and Key Stage 1, teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as 'real books' used for guided reading. Teaching assistants and members of the parish support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage class and Key Stage 1 take home a levelled book from school according to their ability. These books will be changed as necessary each week. Parents are encouraged to hear their child read the book and then record how they have got on. This encourages teacher – parent communication. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

By the time children reach Key Stage 2, many of them will be well on their way to becoming independent readers. In each classroom there is a wide variety of reading material, both fiction and non-fiction which children can choose from. Children who still require a more structured approach to reading will be given extra support through individual reading and discussion activities on an individual or group basis as required.

Children in Key Stage 2 continue to develop key reading skills through whole class shared reading using a VIPERS as a foundation to sessions.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

APPROACHES TO WRITING

Here at St. Vincent's we believe it is important that children are encouraged to write from an early stage and develop a positive attitude towards written tasks.

Writing tasks are specific and meaningful often linking to real life purposes.

Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

Spelling Shed is used to aid the learning of spellings in KS1 and KS2.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals.

The children are given frequent opportunities in school to write in different contexts using quality texts and/or video clips as stimuli. We use the Michael Tidd Four Purposes for Writing to ensure coverage of writing styles and purposes throughout each key stage (See Long Term Plan)

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books.

Impact

As a result of our English teaching at St. Vincent's you will see:

- Happy, confident and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

Pupils will make good progress from their individual starting points. By the end of Year 6 they will be able to write clearly and accurately and adapt their language style to suit a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and apply this in both written and spoken form. Most importantly, they will develop a love of reading and writing to ensure they are well equipped for the next stage of their education.

Long Term Plans

Teachers have the autonomy to decide when in the school year they choose to teach a specific text type. Highlighted text types MUST be covered over the year whereas other text types can be covered if appropriate. This is to ensure coverage over each key stage.

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Year 1 (5 text types)	Stories (including retellings) Descriptions Poetry In-character/role	Recount Letter Instructions Non-chronological report		
Year 2 (6 text types)	Stories (including retellings) Descriptions Poetry In-character/role	Recount (including non-fiction diary) Letter Instructions Non-chronological report		
Year 3 (8 text types)	Stories (including fictional diary) Descriptions Poetry Characters/settings	Explanation Recount (including non-fiction diary) Letter Biography Newspaper article	Advertising Letter A speech Poster	
Year 4 (9 text types)	Stories (including fictional diary) Descriptions Poetry Characters/settings	Explanation Recount (including non-fiction diary) Letter Biography Newspaper article	Advertising Letter A speech Poster	
Year 5 (10 text types)	Narrative (including fictional diary) Descriptions Poetry Characters/settings	Non-chronological Report Recount (including Diary) Biography Newspaper article	Advertising Letter A speech Campaign	Balanced argument Newspaper article Review
Year 6 (12 text types)	Narrative (including fictional diary) Descriptions Poetry Characters/settings	Non-chronological Report Recount (including non-fiction diary) Biography Newspaper article Precis	Advertising Letter A speech Campaign	Balanced argument Newspaper article Review

Progression

Pupils at St. Vincent's will leave EYFS:

- Using phonic knowledge to write words in ways that match their spoken sound;
- Able to write some irregular, common words.

Pupils at St. Vincent's will leave Key Stage 1:

- Able to compose and sequence simple, coherent narratives about personal experiences and those of others;
- Able to write about real events, recording these simply and clearly;
- Writing in a legible, cursive style;
- Spelling most common high frequency words correctly.

Pupils at St. Vincent's will leave Year 4:

- Able to write coherent, fictional narratives, creating characters, settings and plot;
- Using dialogue and description
- Organising ideas into paragraphs
- Able to write for a range of purposes using simple devices to structure their writing (eg, headings, sub-headings);
- Spelling all of the year 3 and 4 spellings correctly.

Pupils at St. Vincent's will leave Year 6:

- Writing effectively for a range of purposes and audiences, showing an awareness of the reader;
- Able to use a variety of figurative devices in order to describe settings, character and atmosphere;
- Able to integrate dialogue to convey character and advance the action
- Writing in a legible, cursive style;
- Spelling all of the Year 5 and 6 spellings correctly.

Please also refer to year group Writing and Reading Progression of Skills documents for further detail.