



ENGLISH Curriculum Statement 2019-2020

Intent – Implementation –Impact

Introduction

At St Finbar's Catholic Primary School, the foundations for teaching the National Curriculum English begins in Early Years Foundation Stage (EYFS), with the development of a high-quality programme planned within the Communication, Language and Literacy (CLL), reading and writing strands of the EYFS Curriculum.

The teaching of English at Key Stage1 and Key Stage2 is underpinned by the expectations and programme of study set out by the National Curriculum (2014), however these expectations are aligned with our core purposes of making the curriculum accessible to all, seeking social justice by overcoming disadvantage and preparing our pupils to be 21st century citizens.

Intent – What we want our learners to get out of studying English

It is the belief in St. Finbar's that a high-quality education in English will enable children to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. Reading is therefore at the core of our curriculum

At St Finbar's Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primarily literate and progresses in the areas of reading, writing, speaking and listening.

Staff at St Finbar's feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons, which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at St Finbar's will not only occur in daily English, Reading and Spelling/Phonic lessons, but it is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary, rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at St Finbar's will not become fully literate, but will also develop a love of reading, creative writing and purposeful speaking and listening.

At St Finbar's, our vision is for the creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way. We strive to involve parents in all aspects of this to ensure learning is continuous and connected.

Implementation – How we plan and teach English

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) - Nursery and Reception – is the first formal step in a child's speaking and listening, reading and writing journey. At St Finbar's we pride ourselves on giving our children the best possible start to this journey. This includes Communication and Language (CLL) - a Prime Area of Learning within EYFS.

Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development. We understand that communication is a life-skill; it is the way we learn, make friends and have successful life outcomes.

At St Finbar's, the development of early speech and language skills underpin many other areas of the children's development by:

- providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum
- supporting communication skills
- promoting social skills and forming friendships
- building confidence and self-esteem
- supporting emotional and behavioural development
- helping children to make sense of the world around them.

A wide range of experiences and opportunities for young children to develop their speech and language skills are provided on a daily basis. From the earliest opportunity children are encouraged to not only say what they think/ feel etc but to explain why; thus maximising all opportunities to extend vocabulary, correct use of grammar and syntax together with reasoning skills. Such stimulating activities include:

- well-planned sequences of learning encompassing all EYFS early learning goals (ELGs), using the interests of the children as the starting point
- reading books every day and talking with children about stories, characters and illustrations
- *Show and Tell* - when children are invited to bring in toys or other special objects from home and talk about them

- *Circle Time* - a good opportunity to practise speaking and listening skills in a safe and purposeful manner. Modelling of appropriate speech and listening skills are taught and developed
- singing songs, nursery rhymes and lullabies
- describing and guessing games
- role-play games
- using puppets and *small-world* play
- using technology such as microphones, telephones, walkie-talkies and video recorders
- providing real-life experiences to speak and listen; both inside and outside of school.

Our approach to developing early literacy aims to improve young children's skills, knowledge or understanding related to reading and writing. In the EYFS, Literacy (reading and writing) is a Specific Area of Learning. This approach to developing early literacy skills include;

- immersing children into reading and writing by incorporating appropriate resources and stimulus in the environment
- reading and talking about books
- exploring print in the environment
- early mark making and writing using a wealth of different media

To be ready to begin reading we understand that children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. These opportunities are provided and embedded in Nursery through the teaching of phase 1 phonics.

The children in Reception are then equipped with the skills to begin storytelling and group reading; activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.

In EYFS, children explore and celebrate the '*Nursery Rhymes of the Week*'. Such rhymes are sung together on a daily basis. Rhyming helps our children to break words down and to hear the sounds that make up words in preparation for reading and writing. Rhymes are sung with actions and props to support multi-sensory learning and children's attention is also drawn to alliteration, onomatopoeia and rhyming words.

Reading

With these aims in mind, first and foremost, we introduced daily reading sessions from EYFS-KS2. This ensures that reading is explicitly taught every day and that each group of children has time with their teacher, in the reading session, at least once a week. Vulnerable groups are highlighted and Learning Support Officers are used to support these groups through targeted interventions. Resources to support and enhance these lessons are provided by the English lead, so that all staff feel proficient and skilled in delivering these sessions effectively. With a structured timetable of learning tasks rotated throughout the week, children are not only learning comprehension skills but also independence, a love of wider reading and exposure to rich vocabulary, which is absolute key in all sessions for all learners.

For KS2 children we have successfully implemented a shared reading system, where children access a whole class, high quality text 3 x a week and have guided reading sessions 2 x a week.

Reading is not only celebrated in classrooms at St Finbar's around school you will find displays which celebrate authors, recommended texts and reading reward schemes. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

We have decided as a school to use a range of texts to enhance our guided reading scheme. The books we use are Bug Club, Big Cat Collins, Song Bird Phonics, Tree Top, Oxford Reading Tree and Children work through a set of book bands, illustrated below:

<u>Year group</u>	<u>Book Band/ Colour</u>
Nursery	Lilac
Nursery/Rec	Pink
Reception	Red
Reception	Yellow
Reception/Yr1	Blue
Year 1	Green
Year 1	Orange
Year 1/Year 2	Turquoise
Year 2	Purple
Year 2	Gold
Year 2	White
Year 3	Lime
Year 3	Violet
Year 4	Brown
Year 4	Dark Green
Year 4/Year 5	Grey
Year 5	Dark Blue
Year 5	Peach
Year 5/6	Plum
Year 6	Dark Pink
Year 6	Black

Phonics and Spellings

Phonics in the EYFS-KS1 is taught using a combination of Letters and Sounds and Phonics Play. Children that attend our Nursery begin on phase 1 phonics and when they reach Reception children are taught, phase 2 and 3 phonics, with an aim for children to be phase 4 ready by the time they reach Year 1. In KS1, teachers also use the School Improvement Liverpool KS1 Phonics Planning Document to inform their planning. Phonics is taught daily in 15-20 minute sessions and children are grouped according to their phonics level. Half-termly assessments are carried out in order to ensure children are working at the correct phonic phase and children move through the phases as the year progresses. Teachers in KS1 teach whole class spelling rules through all curriculum areas and teachers use the School Improvement Liverpool Spelling Toolkit to inform their planning.

Spelling sessions in KS2 take place daily, for 15-20 minutes. Teachers also use the Liverpool Spelling Toolkit to inform their planning and ensure that spelling rules are also covered through all areas of the curriculum.

Writing

As we believe consistency and well-taught English is the bedrock of a valuable education, at St Finbar's we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework through the 'Read the Write' scheme. All year groups use the same format for assessing of writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers work together every year to plan the long-term overview. This is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text per genre, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

Parental Partnership.

At St Finbar's we work in partnership with parents and carers by:

- Phonic workshops.
- Stay and play
- Coffee mornings
- Regular reporting to parents
- Parent volunteers; reading to and with children
- Home/School reading records.
- Online programmes to support and accelerate progress.

Impact - What we achieve by delivering English in this way and how we know?

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.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows 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 us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Impact and progress are measured using NFER tests and analysis. This assessment data is used to plan challenging, age appropriate lessons and to fill any missing learning which may have occurred. Children who are identified as not making sufficient progress (SEND pupils) are assessed using PIVATS and reading age tests.

Pupils from disadvantaged backgrounds, alongside all groups of learners are supported and challenged by a range of quality tracked interventions and quality first teaching.