

St Peter's Catholic Primary School, Winchester

English School Curriculum Statement

'Christ at the Centre'

Curriculum Statement

- link with 'Curriculum Approach' document and subject policy

INTENT

The English curriculum is designed to allow pupils to transfer key knowledge to their long-term memory. At St Peter's, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations to ensure breadth, balance, continuity and progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to work towards clearly defined end points.

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written word through encompassing memorable learning opportunities for example, World Book Day, real experiences, debates and drama. The school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

We therefore intend that all pupils will:

- Practise, consolidate and develop English skills across the curriculum.
- Speak and listen confidently and respond appropriately to different audiences.
- Be effective, competent communicators within a range of groups in both formal and informal contexts.
- Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding
- Read and write with confidence, fluency and understanding for a range of purposes and audiences.
- Know phonics to become fluent, confident readers, who have a love of reading.
- Use a range of strategies to self-assess, edit and refine their own writing.
- Develop their powers of imagination, inventiveness and critical awareness.
- Have an interest in words and their meanings and develop growing vocabulary.
- Value a range of languages in our school and the wider community.
- Use computing skills to improve and consolidate English.
- Through the teaching of phonics develop an initial understanding of the spelling system.
- Through the exploration of word morphology and etymology further develop understand of the spelling system.
- Understand how grammar and punctuation is used, building on skills throughout school and applying this knowledge when reading and writing
- Develop a legible, fluent and cursive writing style.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts and knowledge. Furthermore, to extend vocabulary and recognise how advanced vocabulary enhances both the spoken and written word.
- Read a variety of different books to promote over-learning and the development of pre-skills.
- Build in memorable experiences to promote deep learning.

We use a range of pedagogical practices in the teaching of English to ensure that we are successful with our intent. This can range from small group tasks, individual tasks, and whole class tasks. We use learning journeys are rooted in quality texts in which we focus on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's long-term memory.

IMPLEMENTATION

English has a progressive and sequential curriculum which has been developed by the subject leader to meet the needs of all pupils at St Peter's.

The subject leader is responsible for:

- The design, review and implementation of the curriculum (overseen by Phase Leaders)
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the English topics they have studied and feed these into English moderation, ensuring that all children make at least good progress.
- Ensuring good provision for resourcing of the teaching of English in the school.

The implementation of this English policy is the responsibility of all staff engaged in the learning and teaching of English.

Subject Knowledge (breadth and depth of English curriculum):

- The subject leader ensures that teachers have good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.
- Our English curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring units. A text-based approach is used to deliver the content within a meaningful context and wherever possible cross-curricular links are exploited.
- Pre-knowledge and skills are retrieved and built upon at the beginning of each unit.
- At a classroom level, key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils are enabled to undertake memorable learning opportunities for example by attending visits or having visitors into school to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and vocabulary are emphasised and taught to embed these skills in the pupils' long-term memory.
- Children have full access to the school library and are able to borrow books to enrich their learning and understanding at home as well as at school. This develops home school links, cultural capital and reading.
- Teachers will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in books and items from home for display and discussions.
- At St Peter's our Scheme of Work is text based, with children enjoying a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting memorable experiences and cross-curricular links so that every child will leave our school being able to enjoy and appreciate language in all its forms. We aim to improve pupils' mastery of skills within reading, writing and spoken language.

The English curriculum ensures opportunities for reading, writing, speaking, listening and the learning of grammar, punctuation and spelling. The curriculum clearly states a progressive programme of work through both Key Stage 1 and Key Stage 2, ensuring that all children can access, which can be adapted as appropriate. School guidelines for Speaking and Listening ensure continuity and progression through the school. Children have weekly spelling tests which are in line with the statutory requirements as outlined by the National Curriculum. Handwriting is monitored closely to ensure high standards are maintained and is taught through the use of the Nelson Thornes scheme of work.

English is taught through a balanced variety of teaching methods. Pupils will be given opportunities to learn through a wide range of experiences and tasks:

- Focused analysis of written texts
- Appropriate use of video and other visual and audio material
- Educational visits
- Published learning material and teacher prepared materials
- Analysis of peer group work
- Computing and home set tasks.

This list represents a comprehensive, multi-sensory bank of methods which may be employed by teachers.