



# Holy Family Catholic Primary School

## 'Serving the Community'



## English

### Intent

At Holy Family Catholic Primary School, we want to give children a curriculum that promotes a passion and curiosity for learning where 'Only the Best is Good Enough'. It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, stimulating and caring environment. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self-esteem.

The English National Curriculum (2014) states that:

*'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'*

English is at the heart of both education and society. Our intent at Holy Family is to nurture pupils who can speak, read and write confidently and fluently, communicating their ideas and emotions to others. Our English curriculum is based largely on the study of, and response to, a wide variety of complete published texts which have been specially selected to engage and excite our pupils. Through these texts, as well as additional enhancements, we intend to provide plenty of immersive, real life opportunities in order to make learning meaningful.

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to ensure reading and writing are transferable skills across the wider curriculum. Also, through reading and responding to these texts, we intend to develop our pupils culturally, emotionally, intellectually, socially and spiritually.

### Learning to read

### Reading to learn

### Reading to enjoy

We aim to use high quality texts that offer opportunities to develop vocabulary. As many children enter our school with a limited range of vocabulary, our English curriculum seeks to equip our children with a strong command of the spoken and written language. With vocabulary development at the heart of our teaching, we aim to prepare our children with substantial word knowledge in order to allow them to engage with the demands of the curriculum and the world. By the time children leave Holy Family in Year 6, the limited word bank they arrived with in Reception will have expanded enormously, giving them the language they need to participate fully as a member of society.

We also aim to provide plenty of opportunities for our children to read for pleasure in order to develop all children's love and appreciation of literature and therefore foster a life-long love of reading and building a reading culture throughout the school.



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### Implementation

At Holy Family, we teach our English by following the Literary Curriculum (Literacy Tree) which is a complete, thematic approach to the teaching of primary English that places children’s literature at its core. As a whole school approach, it is taught in accordance with the English programmes of study set out in the National Curriculum for Key Stages 1 and 2, providing complete coverage for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading comprehension.

Both reading and writing are taught through high-quality texts – ranging from picture books to Shakespeare as well as immersive real-life experiences, such as enhancement days, visitors or trips. Over their time at the school, children will read and write a variety of fiction, non-fiction and poetry texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. All texts studied have been carefully chosen, ensuring opportunities to re-visit, practise and apply learning. All teaching sequences related to each text lead to purposeful application for a wide range of audiences across a variety of outcomes. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing. Our writing opportunities will be meaningful; whether short or long and the audience is clear. Children will be provided with real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area such as writing up experiments in Science, recounting events in History or describing processes in Geography.

Therefore, although English is taught as a subject in its own right, it is also used as a medium to teach all other curriculum subjects. As a result, children also gain regular opportunities in the other core and foundation subjects to re-visit, practise, revise and further develop their reading, speaking, listening and writing skills.

As a whole-school approach, children explore an abundance of texts and experience many significant authors as they move through our school. Whenever possible, our children have many opportunities to listen to and respond to books, short stories and poetry outside the regular English lessons. Teachers are encouraged to read regularly to the children for enjoyment and each class have their own 'Top 10 Recommended Reads' to read each year.

Our school is structured around mixed year group classes due to our number on roll. To ensure consistency, progression and National Curriculum coverage across all year groups, texts are mapped out across each phase over a two year cycle. In Key Stage 2, our teachers plan in phase teams based around a two year topic cycle. For example, all children in Lower Key Stage 2 (Y3 and Y4) will cover the same text; however, although content will be similar, work set will be differentiated to allow for sufficient support and challenge for all pupils. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support



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for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Word Banks or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Children will experience aspects of the National Curriculum within each phase on multiple occasions over the two years, for a range of audience and purpose, embedding knowledge and skills by over-learning.

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Children who are accessing our RWI Programme, receive spellings aligned to the sounds they are learning. In Key Stage 2, teachers use the Literary Tree Spelling Seeds to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers may sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy. Children are also encouraged to take ownership of their own learning through the use of a WIN (What I need). For certain writing activities, teachers give children a WIN criteria to aid their writing. Children are then asked to self-assess against this criteria.

Assessment:

Formative assessment is an integral part in every lesson and this informs teachers’ planning and ways forward.

Summative assessments will be recorded onto Progress Sheets. Teachers will use their professional judgement as well as NFER tests to determine whether a child is working within age-related expectations, above or below. They will base their judgements on daily work produced as well as the quality of the extended write that pupils produce at the end of each sequence, and determine to what extent pupils have met the agreed success criteria.

- Attainment in writing is measured using the statutory assessment expectations at the end of Key Stage One and Two. These results are measured against the writing attainment of children nationally.
- Attainment in phonics is measured by the Phonics Screening Test at the end of Year One
- Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally



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- Attainment in GPS is measured using the statutory assessments at the end of Key Stage Two. These results are measured against the GPS attainment of children nationally

### Intended Impact

- By engaging in, and listening to, high quality texts, pupils will display enthusiasm for English lessons and choose to read for pleasure as well as for meaning.
- Children read and write in other subject areas and as a result, their skills are enhanced and understanding of the world increased.
- Children will have been provided with real life experiences to ensure writing is meaningful.
- Children will be equipped with the necessary vocabulary to participate as a member of society.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages. The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)