



English

Mission Statement: *Jesus, be the centre of our lives.*

Intent

Aims: A curriculum, based on the National Curriculum, that supports pupils to become educated and fluent readers and writers

Reading is promoted across the school through opportunities to read across a range of contexts, such as reading the news and cross curricular articles. Phonics is taught through Letters and Sound scheme, this is further enhanced through use of online reading using Nessy programme. Guided reading is taught daily across the school and reading is promoted at home with reading records. The texts used are broad to allow for the diversity of children’s backgrounds, such as Black history month and texts about other faiths as an example. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres. We use a multifaceted approach to writing, whereby all subject areas include the opportunity for pupils to express their thoughts in a range of written styles. It is vital that our children are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and they are able to communicate effectively in writing

The planning is sequenced and ensures progression through the Herts for Learning scheme. The scheme ensures a spiral curriculum is in place with genres of writing being revisited in other year groups. This supports the pupils development of long term memory so the skills taught can be applied. Teachers amend planning regularly to meet the needs of all pupils and ensure an inclusive curriculum. Areas to develop: To instil a love for reading through reading challenge for each year group. To develop the range of books available for children through the school library.

Values we promote:

Respect
Tolerance
Forgiveness
Love

Implementation

Approaches to learning:

Deeper understanding	Extension activities	Consolidation activities
Instant/verbal feedback	Promote a love of reading	Consistently high standard of behaviour
Inclusion for all	Peer support	VAK activities

Community Links: Irish Forum visitor, Catholic Partnership: SLE’s support, Writer’s days, reading at Mass

Resources:

Resources are maintained by the English lead and are stored in the relevant classrooms. This includes books and newspapers.

Reading areas in every classroom and Reading challenge. Writing focus role play areas in EYFS, Nessy online learning, phonic interventions

Needs of pupils: ASD, social communication needs, SPDL, ADHD, elective mutism, behaviour needs, sensory needs

Enrichment: Enrichment days— Diversity: Irish Forum day, Reading workshops, Stay and learn parent/ pupil sessions, DEAR (drop everything and read), World book day, Echo-reading. Writing linked across the curriculum

Specialist Roles: English subject lead, Trust SLE’s, trust LA trained moderators

Impact

Standards: The majority of children make expected or better progress towards their targets, which are set according to their baselines on entry.

Wellbeing: Children enjoy learning and coming to school. Their mental health and wellbeing are monitored closely. Support is put in place for those in need.

Personal Development: Removal of barriers due to lack in life experiences and broaden pupil’s cultural capital.

Target Tracker

Big Write

Staff/pupil discussions

Book scrutiny

Pupil Progress Meetings

Progress and attainment report to parents termly

Headstart reading and grammar tests

Self assessment/ Feedback and marking

No More Marking and Reading PM benchmarking

Learning Walks

Lesson observations

Cross curricular writing