



St Mary's English Curriculum

Intent

At St Mary's Primary school our English Curriculum is designed to develop children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings. It will enable children 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 will gain an understanding of how language works by looking at its patterns, structures and origins. We believe that a secure basis in literacy skills is crucial to a high quality education across the curriculum. We whole-heartedly 'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

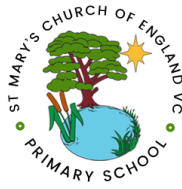
At St Mary's we want all children to:

- read independently, fluently and with good understanding for both pleasure and academic success.
- develop as enthusiastic and reflective readers, through engaging with a wide range of different types of material, including challenging and substantial texts that develop an appreciation of our rich and varied literary heritage.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- to apply their English skills across the whole curriculum.

Implementation

Oracy - Communication and Language at St Mary's

This is at the heart of everything we do at St Mary's. We want all children to have the ability to articulate ideas, develop understanding and engage with others through spoken language. Developing language is key to every learning experience and is intertwined throughout all areas of learning. Language development is based around the aspects: listening, attention, understanding and speaking. Children have opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. The adult's role is to model language, hold conversations with the children and ask stimulating questions to foster such development. The adults also introduce, clarify and extend the children's vocabulary throughout the day. The ability to communicate effectively is a key skill and the better a child is at it, the better their future prospects will be. At St Mary's we realise these ambitions by fostering good language skills that will make it easier for our children to strike up conversations with peers, listen to others and interpret non-verbal clues. For those children who



find communication a challenge we offer language interventions such as WellComm to support them.

Reading at St Mary's

We have a strong reading culture and believe that reading is a key life-skill that is given an extremely high profile at St Mary's Primary School. We are determined that every child will learn to read and develop a genuine love for reading that stays with them forever. Reading takes place in all English lessons and in a variety of different contexts and curriculum areas.

All children are given a continuous experience of books and print across all areas of the curriculum. The classroom environments are rich with books and appropriate texts that will develop a love of reading, support the acquisition and application of vocabulary and build on the children's knowledge. School staff model reading, embedding in children the importance of reading and how it supports us in our learning. Children are taught from the youngest age to value and care for books and all classrooms have a dedicated reading area. Every child in school has access to the school library.

At St Mary's Primary we inspire, excite and engage children in reading in many disciplines different ways:

- Whole class shared reading
- Small group reading sessions
- Daily Phonics sessions - Bug Club Systematic Synthetic Phonics Programme
- One to one reading with an adult
- Bug Club books, activities and resources
- Pupils' independent book banded reading books
- Guided reading sessions
- Daily reading of stories and poetry
- Reading Resilience and Stamina Sessions

Bug Club

At St Mary's we teach phonics using a systematic programme called Pearson Bug Club Phonics. Through discrete phonics sessions, one-to-one reading with an adult and group reading, we teach our youngest children how to decode the written word, whilst building a greater understanding of comprehension.

As well as a phonics programme, Bug Club is a comprehensive reading package that has a range of text types pitched at varying levels. They are fine tuned to phonics phase, year group and skill level to ensure that support can be provided to students at exactly their level. Each text has a range of comprehension questions embedded within which means that inference and deduction skills can be developed effectively, if being delivered by a teacher, teaching assistant or through consolidation with a parent. Daily catchup, precision teaching and intervention sessions are used to prevent children from falling behind.



Rapid Phonics Intervention

For any child who is struggling with their phonics we use Rapid phonics which is a complete intervention solution for struggling readers working behind Age Related Expectations, and children with special educational needs.

Based on proven pedagogies, Rapid has been shown over and over to hugely improve children's confidence and accelerate learning - often doubling, tripling and even quadrupling their rate of progress. Rapid Phonics catch-up sessions are quick, memorable and fun for children from Year 2 to Year 6. This unique programme includes snappy lessons, lively age-appropriate books and fantastic interactive activities to build confidence and fluency.

IDL Literacy Intervention:

We also use IDL Literacy intervention software in both KS1 and KS2, which is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to rapidly increase their spelling and reading ages.

Reading Comprehension:

At St Mary's we use (VIPERS) to help develop children's skills in, and understanding of, vocabulary, inference, prediction explanation and retrieval

V = Vocabulary

Ensuring our children understand the meaning of the words they mean in context supplemented by daily word aware sessions.

I = Inference

Being able to infer actions, thoughts and feelings using their understanding of the text and their wider experiences.

P = Prediction

Using evidence from what they have read and what they understand to predict what will happen next and how this will affect the plot of the narrative.

E = Explain

Use evidence to explain their answers to specific questions

R = Retrieve

Find information from a text quickly to support wider learning.

S = Sequence (KS1) and Summarise (KS2)

Accurately pick out the main events and succinctly summarise these for a wider audience



Reading Spines

A reading spine is a core of books: a mix of classics and essential reads that help children to engage at a deeper level and enter the world of the story. The intention is to foster a love of reading in children, from Reception right up to Year 6, for them to take into their future.

The purpose of the reading spine is to instil a love of reading in children and to give them the experience of reading a diverse range of texts, appropriate for their age, throughout their years at St Mary's Primary School. These books will not necessarily match with topics or be linked to their whole class text, they will be books that are simply there to read and enjoy. Teachers select books from the '5 Plagues Reading Spine' to share with their class, ensuring a mixture of 'Archaic Language', 'Non-Linear Time Sequences', 'Narratively Complex', 'Figurative/Symbolic Texts' and 'Resistant Texts' are chosen. Throughout the school pupils are actively encouraged to discuss and recommend books they have enjoyed reading to their peers.

Assessing Reading at St Mary's

Reading is assessed on a regular basis using:

- Teacher observations and knowledge
- Assessments taken during phonic and reading sessions;
- Evidence of reading levels using 'book-bands', miscue analysis and Bug Club trackers;
- Individual Reading Journals;
- Regular comprehension tasks;
- Discussions during Pupil Progress meetings;
- Discussion with parents/carers about individual reading materials
- Termly NFER Reading Assessments and Y6 past SATs reading papers

Parents/carers are encouraged to support their child by reading with them on a daily basis. We actively encourage parents to share stories with their children as well as listening to their child read. The frequency of children's reading at home is supported and celebrated in all classrooms.

From an early age the love of books is celebrated and we are very proud of our individual reading areas in all our classes. We have fantastic, well-stocked library areas where children are able to take out book-banded books as well as independent readers. All classes have access to a non-fiction library central area and the youngest children visit the library van every other week to further enhance their love of books. We also have a superb team of library monitors who work together to promote reading as well as keeping our library tidy and organised.

Reading at St Mary's Primary is also promoted and celebrated through World Book Day, National Poetry Day and book fair events.

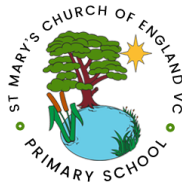


Writing at St Mary's

To support the National Curriculum for English from Year 1 and the EYFS Development Matters, we follow a whole school mastery approach to writing. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Our topics are carefully selected across the school to help provide further opportunities to engage and motivate pupils to read and write. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum, and will often use incidental opportunities to teach and reinforce English skills in other subject areas.

- Children are presented with daily writing opportunities through phonics activities, spelling, cross-curricular topics or a genre of English writing;
- Texts and writing genres link to the topic to ensure high stimulation and motivation as well as purpose;
- Children work in a variety of ways to support their learning; work may be differentiated, they may work in mixed ability groups, have talk partners, work individually or be a similar ability;
- Children are motivated to write through drama activities;
- Teacher modelling and scaffolding through shared writing, helps children record their ideas in the ensuing drafting and editing process;
- All Pupils edit their work using green pen/ pencil. Pupils in KS2 draft and edit their work and then redraft. This is very much a two-way process and can involve self-assessment, teacher feedback or peer support in order to improve the writing.
- As part of the writing process, children are taught to plan in a variety of ways (using drawings, labels, story hills, flow diagrams, storyboards etc.);
- In Early Years and KS1 classrooms writing provision is available in areas of provision to encourage independent writing activities;
- English working walls support the teaching and learning of writing with resources and examples that children can magpie into their own writing.
- The use of iPads and ChromeBooks and access to the internet enhances the writing experience and supports children's learning;
- Children's learning is scaffolded through access to various resources such as spelling mats, word banks, pencil grips, writing mnemonics, word banks;
- Writing in Year 1 to Year 5 is assessed using the National Curriculum expectations. In Y6 writing is assessed against the end of Key Stage Interim Assessment Framework;
- Writing is moderated frequently across the school, the school cluster group and across the authority.



Handwriting at St Mary's

Handwriting is taught explicitly from the very start of children's learning journey at St Mary's Primary using 'Letter Join.' Children engage in a range of activities that develop gross and fine motor skills that will support them in their writing development as well as being explicitly taught how to hold a pencil using the correct grip. Particular attention is paid to the correct letter formation, size and consistency. Children are taught to write on the line with the correct spacing between words and to make ascenders and descenders long or tall. Handwriting practice is often combined with Phonics and spelling patterns that are being taught in the classroom so that children have a valuable and supportive context in which to develop and practise their skills. Children are taught to take pride in the presentation of their work and take care when writing in their books.

Spelling, Punctuation and Grammar at St Mary's

We incorporate objectives from the Grammar, Punctuation and Spelling documents from the National Curriculum to ensure children are able to construct sentences accurately. There is a high proportion of whole-class teaching within our English lessons, linked to the text type being taught. This is supported by group and independent activities that give children the opportunity to talk and collaborate, and so embed and enhance their learning. The teaching of SPAG is not solely done in English sessions and is incorporated into writing opportunities across the curriculum.

Each week children in Y2-Y6 are taught a spelling pattern or rule that is practised daily using a variety of activities and resources. We use the Spelling Shed spelling scheme. The teaching and learning of spelling is supported by a variety of resources, such as word banks, phonic resources and dictionaries which help to extend children's vocabulary and encourage them to incorporate this into their writing.

Weekly discrete SPAG sessions are dedicated to a specific area of learning however opportunities are exploited across the curriculum. Grammar resources reinforce definitions, technical vocabulary, punctuation and spelling.

Our English subject leader is Mrs Jayne Boast.