



## **THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S**

### **English Curriculum Statement**



#### **Intent**

Our English curriculum has been specifically tailored to meet the unique context of our schools. It is designed to be broad and balanced, providing all pupils with the opportunity to master their learning and deepen their knowledge, making sense and giving purpose as to why we study and how we use the English language.

At St. Patrick's and St. Edmund's we celebrate that the mastering of the English language permeates everything we do. Our overarching aim is to promote high standards of literacy and language by equipping our pupils with a strong understanding of both spoken and written language, whilst trying to develop their love of literature through widespread reading for enjoyment. We aim to provide a stimulating, interactive, fun and challenging English curriculum that prepares our pupils for life beyond our schools and for the ever-changing world in which they live in. As a federation we are passionate about valuing the notion that English underpins learning in every subject and work to ensure that there are significant opportunities across the wider curriculum for our pupils to embed their literacy skills.

We aim to ensure that pupils:

- Develop the skills of speaking and listening; being able to elaborate and explain fully their own understanding and ideas.
- Read confidently, fluently and with good comprehension of what they are reading.
- Develop the habit of reading widely and regularly; both for pleasure and for information.
- Acquire a wide vocabulary, an understanding of the English language.
- Write clearly accurately and coherently; adapting their language and style for a range of purposes, audiences and contexts.
- Appreciate and develop our rich and varied literary heritage.

#### **Implementation**

English is taught through the framework of the 2014 National curriculum. The principles and content of its requirements have been carefully placed at the heart of the school's English curriculum. Texts and topics covered in English lessons are in keeping with the Cornerstones creative curriculum and quality children's texts are carefully selected to engage and challenge the children in their literacy learning.

Guided Reading: Cracking Comprehension is used during the week to support the teaching of specific comprehension skills. This programme uses software used to demonstrate to pupils the strategies needed to identify and answer different question types, followed by follow up and assessment activities to ensure that children can demonstrate their own independence with these skills. Reading Explorers is also successfully implemented to help teachers deliver a skills-based approach to the teaching and learning of reading; it provides a wide variety of genres, both fiction and non-fiction, which will allow children to access, interpret and understand what they are reading.

Writing: In writing sessions, pupils are provided with purposeful opportunities to write in a variety of genres, which allow them to demonstrate an understanding of the conventions of written language. Pupils are also provided with the opportunities to develop their literacy skills through cross curricular learning. Teachers use opportunities in our broad, balanced curriculum to further embed, extend and develop the writing skills of our students.

Pupils are assessed against the 2014 National Curriculum Programmes of Study for each subject taught. Pupils are expected to attain the 'Age Related Expectations' (ARE) by the end of each school year. We use a combination of formal methods of assessment, statutory assessments and teacher assessed learning to gain an overall picture of our pupil's progress and attainment.

In-school Summative Assessments: GL Assessments are used to assess pupils from Year 1-6 in reading and spelling and provide teachers with detailed reports which enable gaps in learning to be quickly spotted and the curriculum adapted to the needs of the learners. Individual pupil attainment is scored on a stanine of 1-9 and a stanine of 5 is the 'Age Related Expectation' by the end of that particular age group.

In-school Formative Assessment: Across the school, there are clear and consistent approaches used within English lessons to assess and challenge pupils – from effective questioning to peer and self-assessment. From years one – six, pupils are provided with 'blue challenges' on a regular basis which affords pupils the opportunity to make accelerated progress with lessons.

Nationally Standardised Summative Assessment: These are statutory tests in Reading, Writing and SPaG sat by the pupils at the end of Year 2 and at the end of Year 6. In Year 1, the phonics screening check is a statutory assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Writing Assessments: Teachers base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom; this includes work in curriculum subjects other than English. As in other areas of the English curriculum, writing is assessed, within four assessment cycles throughout the year and a judgement given as to whether a pupil is Working Towards (WT), Working At (WA) or Working Beyond (GD) the expected standard.

## Impact

The impact and measure of our curriculum is to ensure children acquire the appropriate age-related knowledge linked to the curriculum and skills that will prepare them for the next stage of their education and their adult life.

Our children will:

- Become creative thinkers who can think for themselves.
- Widen their horizons and be introduced to the world beyond school.
- Encouraged to participate, become independent and provide with choice – resilient learners who have strategies to face challenges and make progress.
- Recognise the importance of spoken language.
- Be able to apply their learning in different contexts and make decisions as to when to use their learning in English to solve problems.