



*"Thus says the Lord, the God of Israel: Write in a book all the words that I have spoken to you."*

*Deuteronomy 28:12*

*The Bible teaches that the Word (Jesus) became flesh and dwelt amongst us. Wisdom and authority, according to religions is expounded within Holy texts. Many have witnessed to the power of the oral and written word to enlighten, educate and transform. Being literate unlocks opportunities for living life in all its fullness and empowers pupils not just for self-development but to promote justice and dignity for all*

At St. Mary's we intend for the aspirational English curriculum to enable pupils to leave St. Mary's with:

- ✓ The knowledge and skills to be able to read with fluency, accuracy and confidence and write effectively according to purpose and audience.
- ✓ The mastery of language to choose vocabulary, use and manipulate the conventions of grammar for effect and the ability to discuss these choices in texts studied.
- ✓ An understanding of the way in which reading and writing can be used as a vehicle of self-expression, cultural heritage and of their transformational power on a personal and societal level.
- ✓ The personal motivation of a genuine love of reading and desire to use the oral and written word in developing a sense of identity and expression of values in an every-changing world.

Implementation: How do we deliver the English curriculum?

- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum, with a focus on the concepts of word reading and comprehension in reading; composition, punctuation, spelling, vocabulary and handwriting in writing
- ✓ Pupils are equipped to understand the way that the many rules and conventions in reading and writing are both used and manipulated for effect.
- ✓ High-quality texts are used as class readers and as a stimulus for writing so that pupils not only learn the mechanics of reading and writing, but have a genuine love of books and understand the way in which reading and writing are vehicles of self-expression and can be transformational
- ✓ Where possible, cross-curricular links are exploited, for example in writing scientific explanations or creating a persuasive text for Robin Hood's Bay in upper Key Stage 2.
- ✓ A variety of visual, auditory and kinaesthetic approaches are used, including Reading as a Reader and Reading into Writing. Pie Corbett's Talk4Writing is used to structure fiction writing; non-fiction texts are taught using Sue Palmer's writing skeleton model.
- ✓ All pupils access a daily English lesson; Foundation Stage and Key Stage 1 supplement this with opportunities within Continuous Provision.
- ✓ A structured phonics programme is followed; daily sessions in Foundation Stage and Key Stage 1, with reading books for these children closely aligned to phonetic ability.
- ✓ At individual and class level, pupils are exposed to quality texts which encourage reading for pleasure and give the opportunity to become immersed in a book.
- ✓ Pupils in Key Stages 1 and 2 access Guided Reading sessions.
- ✓ Engaging reading areas and, at Key Stage 2, recommendations from peers, annual World Book Day events, book fairs and book swaps, parent workshops, Stay and Read sessions in Key Stage 1 and quiet areas outdoors raise the profile of reading. Liaison with the local library, including writing for a particular purpose strengthen this profile.
- ✓ Working walls, vocabulary walls, WAGGOLLS (what a good one looks like) and readily available resources such as dictionaries and including Alan Peat's sentence types as well as personal spelling and vocabulary books in Key Stage 2 promote pupils' independence and developing vocabulary.
- ✓ Visits and visitors further enhance provision, including working with resident authors in Key Stage 2.
- ✓ The sequence of learning includes opportunities to work collaboratively; for debate and discussion in both reading and writing, including peer assessment and target setting.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning. Where appropriate, pupils are invited to take part in extended opportunities such as the Key Stage 2 Able Writers club.
- ✓ Quality First Teaching will enable all pupils to make progress this is enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership. Writing moderation takes place regularly with another local school.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their learning in English.
- ✓ Pupils will be excited by and engaged with Speaking, Reading and Writing, having a resilient attitude towards the editing process
- ✓ Pupils will have competency and flexibility to adapt their method of working and use prior knowledge to support learning.
- ✓ Pupils will have made connections within and between subjects and understand the way in which reading and writing can be transformational at individual and societal level; having the skills to have begun this journey of self-expression and working towards a specific purpose themselves.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.