



English

Learning for Life, Anchored in Christ

As a Church school, the teachings of the bible guide and influence every aspect of school life, including the curriculum for English, which has been enhanced/constructed around our school vision, which is encapsulated by #LearningForLifeAnchoredInChrist. We believe that through working together with our unique school community, we can inspire happy, courageous, independent, curious, creative, life-long learners who are proud of their community, heritage and identity. In addition to this, as part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), we also strive to provide an experience that reflects their vision, “life in all its fullness” (John 10:10).

At St Clements, we believe that our English curriculum should foster an enjoyment of literature, opening a door to other worlds and inspiring life-long learning. We aim to inspire an appreciation of, not only our rich and varied literary heritage, but also quality texts that reflect our culturally diverse Britain, teaching children to explore the wider world with compassion and wisdom. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding, prepared for the next steps in their education and their role as global citizens.

Our English Curriculum develops the skills and knowledge that will enable children to communicate creatively with the world at large. It is focused on four areas:

- Speaking and listening
- Reading
- Writing
- Spelling, grammar and punctuation

It aims to:

- foster an enthusiasm for, and love of, reading for life;
- develop the powers of imagination, inventiveness and critical awareness in all areas of literacy;
- provide opportunities for children to peer and self-assess their own work enabling ownership over their work;
- provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated;
- encourage children to explore language, to speak confidently and to listen to what others say;
- engage children with an understanding of a range of text types and genres;
- enable children to write in a variety of styles and forms showing awareness of audience and purpose;
- teach children to use grammar and punctuation accurately;
- develop the understanding of correct spelling conventions;
- encourage the production of effective, well presented written work using fluent and legible handwriting;
- provide opportunities for pupils to communicate ideas through the use of ICT;
- provide opportunities for role-play and drama.

We want our children to leave St Clement's knowing that it is possible for them to achieve their aspirations having developed attitudes of curiosity, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.

Implementation

Our English curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. Texts are chosen to link with the humanities units pupils are learning about and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing.

Our English curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts are used to start this process to enable pupils to use other similar writing as models for their own. Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links with concurrent humanities work are woven into the programme of study.

Early Reading: Systematic Synthetic Phonics-Early reading is secured through use of the Read Write Inc scheme. Children are taught the alphabetic code (phoneme-grapheme correspondences). As well as teaching reading, this component knowledge supports spelling and letter formation, and structured activities within sessions are used to leverage this. Vocabulary and spoken language are also developed during RWI sessions, through comprehension and discussion of core and link texts. For their phonics sessions, children are grouped by book level/phonics knowledge in accordance with the scheme and work in small groups with a high adult-to-child ratio. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress amongst our youngest children, as well as to develop their love of reading.

Reading: Once children have completed the RWI programme, they are supported on their reading journey through our implementation of the Literacy Tree, Literacy leaves. Children develop their fluency (accuracy, prosody, pace and expression) and comprehension through reading class texts and individual instructional level books. Instructional reading draws on Vygotsky's idea of the Zone of Proximal Development, using texts more challenging than the child's independent reading level book band to ensure every student is introduced to new vocabulary and that the greatest possible progress in reading occurs. Reading stems are used to support children in explaining their comprehension of a text verbally and in writing, using the skills of prediction, inference, making connections, asking questions, evaluation, summarising and clarifying.

As reading for pleasure, reading widely, and reading independently are central to the implementation of our aims, The whole school has timetabled RFP weekly at the same time so that classes can visit each other's classes and develop reading partnerships between different age children. All classes have both timetabled access to the library well as opportunities to visit during lunch times. We have also developed a small outdoor library in calm spaces in the playground, which are widely enjoyed. Class book corners have been organised by the children into genres, helping our children to become more aware of their personal preferences and to take ownership over their reading identities. Timetabling allows for whole class reading, independent reading, 1:1 teacher reading, storytelling and RFP.

Writing: We use Literacy Tree across Key stage one and two to support the planning and delivery of high quality writing and reading. This supports teacher's subject knowledge as grammar and composition are carefully mapped out. All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing

skills across the curriculum. Initially, pupils need to be able to form the letters needed and then be able to express one's ideas using these letters. Through shared and guided writing opportunities, we equip children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they work towards being able to write with a greater sense of purpose and learn to organize their writing according to this purpose. Children are equipped with the necessary tools to do this, being given daily opportunities to focus on spelling and/or grammatical structures.

We develop our pupils writing skills so that they have the stamina and ability to write at length, applying the skills set out in the English National Curriculum. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, ICT, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. We have a range of extra activities which are used to promote English within the school including: whole school writing challenges & competitions and fortnightly star writers' awards whole school shared writing of a narrative during Book Week, as well as taking pupils out into the immediate and local area as a stimulus to inspire writing.

Spelling: we use RWI spelling so that children continue to build on early phonic knowledge. Spelling is taught discretely as well as throughout all subjects.

Handwriting: 'Letterjoin' is used to teach handwriting across school and taught discretely as well as throughout all subjects.

Impact

The intended impact is children leave St.Clement's as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading development at home.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition and home.
- 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).