



Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

Executive Headteacher: Mrs S. Ginzler-Maher



Christ the King Federation curriculum statement for the teaching and learning of English

Subject Intent:

Our English curriculum within the Christ the King Federation is broad, ambitious and well balanced. We follow the 2014 National Curriculum.

We aim to provide our children with as wide an experience of language as possible. We do this within a structured, progressive, balanced and varied programme so that our children have the necessary experiences to become confident and competent users of language in its many forms.

We recognise the prior, early language forms that our children have acquired and seek to develop their individual language experiences.

We aim for our children to develop communication skills to a high standard and plan to achieve progression and continuity through opportunities for children to use language for an increasing range of audiences and purposes.

We aim to give our pupils opportunities to explore the richness and power of language, giving them the knowledge of its structure and reflecting upon how meaning is made.

In English, we have high expectations for all learners, regardless of their needs or starting points.

Within the Christ the King Federation our children will be provided with experiences that enable them to:

- Be able to speak with confidence, fluency and clarity, drawing upon a wide and appropriate vocabulary for differing forms of speech
- Be able to speak and listen in a variety of situations and groupings, in both formal and informal contexts, and to show pride in their own language
- Learn to read fluently and with understanding, using methods that are appropriate to the reading stage, material and reading purpose. We aim for our children to progress quickly from 'learning to read' to 'reading to learn' and to derive pleasure and satisfaction from time spent reading. We follow a structured, progressive synthetic phonics programme - 'Essential Letters and Sounds'
- Have opportunities to read widely and be able to express preferences and opinions about the text types, genres and authors that they meet
- Progressively learn to write with confidence and accuracy for a range of purposes, organising the content and style of what is written to suit the purpose of the reader or audience whilst developing their own individual flair
- Use spelling, punctuation and grammar appropriately and with confidence
- Develop a legible, well formed and fluent handwriting style
- Use a range of opportunities and skills to support progress in Literacy
- Extend their Literacy skills across the curriculum, including the development of core English skills now needed for successful digital learning

Subject Implementation:

Confident Speaking: Our pupils are taught to speak clearly and confidently within a wide range of contexts. Our Federation schools use the Mighty Oak programme to ensure that all children are progressively taught core skills. Both staff and pupils regularly work with Mighty Oak advisory staff to extend and develop their skills. We take part in Public Speaking competitions, and all classes have termly opportunities to demonstrate their speaking skills to wider audiences, including during our Poetry Recital afternoons.

Phonics: We teach daily phonics through the Essential Letters and Sounds (ELS) programme. It is a systematic, fast paced and rigorous approach to teaching phonics. Children working with ELS all read fully decodable books that match their phonics level.

Individual Reading: Every child from Y2-Y6 has a reading book which is at their reading level. These books are chosen independently by the children. We encourage children to enjoy books, and to read daily at home and in school. Pupil response to reading is encouraged and shared through the use of Reading Journals and vocabulary bookmarks. Awards for reading and vocabulary work are valued by our pupils.

Reading for Pleasure: Staff from all year groups read daily to the children from planned high quality class texts, modelling the excitement and expression that story telling brings. We encourage pupils to visit the local library and to share book recommendations with others. Our children enjoy taking part in local library reading competitions and quizzes, and have enjoyed success in this area.

Reading for Learning: Teachers model and teach reading skills at all levels – these comprehension skills are practised each week and opportunities are given for independent application. The ‘Vocabulary Ninja’ programme allows for focused daily work on exploring, defining and applying extended vocabulary.

The Writing Journey: Throughout the writing journey, we teach children new and innovative vocabulary and use drama/role play to inspire their writing. ‘Talk for Writing’ principles and activities are utilised. Editing is a very important part of the journey and children are taught to draft and redraft their work before presenting their final pieces. We focus on teaching accurately formed, neat and fluent handwriting; pupils take great pride in the quality of their written work.

EGPS: There is clear progression in the teaching of grammar, spelling and punctuation throughout our Federation schools. Core knowledge and skills are taught both within writing units and during focused lessons. Pupils are expected to apply their learning within these aspects when writing in other subjects.

Whole school events: Our federation celebrates both National Poetry Day and World Book Day each year. We organise termly Poetry Recital afternoons when all children from EYFS to Yr6 take part. We regularly enjoy visits from authors, drama companies and our local librarians. We also plan whole school competitions such as ‘Read a book in an unusual place’ and ‘sponsored reads’. These popular events bring the whole school together to concentrate on one theme and celebrate our shared love of books!

SEND/Lowest 20% As with all learners, Rosenshine’s principles are embedded to ensure high quality teaching, learning and progression. This includes: reviewing past learning, retrieval of key knowledge and learning in small steps. Where necessary, pupils in the lowest 20% of attainers will receive targeted and structured intervention e.g. precision teaching. These pupils will require an emphasis on small steps with an abundance of scaffolding and modelling to enable them to achieve the expected objectives within the lesson. All areas of need will be supported using reasonable adjustments.

Subject Impact:

Pupil Voice: Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

Evidence in Knowledge: Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys. They are able to recognise their own progress and enjoy discussing this when looking back over their Writing Assessment Record book, individual reading journal or through responding to their teachers.

Evidence in Skills: Children are taught speaking, reading and writing skills progressively and at a pace appropriate to each individual child. Teacher subject knowledge ensures that skills taught are matched to National Curriculum objectives.

Outcomes: At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made and the confidence they have gained in speaking and listening, reading and writing.