

## Curriculum Intent statement for the teaching and learning of English 2022/23



At St Martin De Porres Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Intent	<p>When our children leave St Martin De Porres, we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.</p>		
Underpinned by	High expectations	Modelling	Fluency
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills with ease throughout all of the curriculum.
Implementation	<p>At St Martin's we want all of our pupils to be capable 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. English is often taught in a cross-curricular way, linking up with other areas of the curriculum.</p> <p>We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of Talk for Writing and Read into Writing activities across the school supports this.</p> <p>We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. We also use <b>Rising Stars Spelling</b> to establish good spelling skills across each of our year groups. We use <b>Talk for Writing, Read into Writing</b> and <b>Let's Think in English</b> to encourage pupils to express their ideas, discuss their ideas and to develop more sophisticated vocabulary. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme and school library. We use <b>FFT Success for all</b> for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups. Our guided reading sessions take place during whole class comprehension sessions using <b>Cracking Comprehension</b> and <b>Let's Think in English</b> and cover a wide variety of both fiction and non-fiction books and help to advance the children's comprehension skills.</p> <p>We develop writing skills so that our children have the stamina and ability to write at the age expected standard. 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. Handwriting sessions are regularly incorporated into the English lessons.</p> <p>We have developed a range of extra activities which are used to promote English within the school including our year long, <b>whole school Reading Challenge</b> and a <b>whole school themed World Book Day. We have also had a workshop led by the ex-football player turned author Seth Burkett.</b></p>		

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Half termly assessments are also conducted using the FFT Reading Assessment programme to ascertain the levels that pupils are working at.

Phonics:

- Phonics Screening Test at the end of Year 1.
- Half termly checks to ensure that pupils are placed within the correct teaching group and that progress is being made.

Reading:

The school measures impact through:

- testing to measure attainment against a national standardized score
- Termly NFER Benchmark assessments
- FFT Reading Assessment.
- Previous SATs papers in year 2 and year 6 to measure attainment against national standardised scores
- Pupil Voice to assess learning

Writing:

Attainment in writing is measured consistently throughout the year. At the three assessment checkpoints, progress is tracked using statements from the National Curriculum. For those children who have yet to access the Year 1 statements, pre key stage statements are used. Termly moderations take place, to quality assure judgements made. These are either in house, or as part of national No More Marking Tasks.

End of Key Stage writing:

Teachers will assess a selection of pieces of writing in Years 2 and Year 6, using this to inform reported Teacher Assessment judgements. Exemplification materials are used to support judgements made.

Spelling, Punctuation and Grammar:

Rising Stars assessment materials are used to progress each half term.

In year 6, old SATS assessments are used. In KS2, children will be taught to self-correct, edit and improve their writing and that of others. Evidence of this can be found in books, in green pen.

Pupil voice: Response to different writing sequences is noted to help inform future teaching

