



# St John Vianney Catholic Primary School



## English Curriculum Overview

The overarching aim for English in the national curriculum is to promote high standards of language and literacy, by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn - they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

*DfE English Programmes of Study, September 2013*

## Our English Curriculum Intent

At St John Vianney Primary School, we intend for all pupils to experience an inspiring, language-rich and meaningful English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Our youngest children will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at St John Vianney Primary School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts across the curriculum, reading for learning as well as pleasure. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish.

Our intent is for every child to leave our school as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

# Our English Curriculum Implementation

Our English is delivered with the support of Read Write Inc Phonics, reading scheme banded books, the 'Are You Really Reading' approach and a school-adapted writing approach. These schemes and resources support teachers to deliver well-structured and exciting learning opportunities that enable our children to learn, revisit and progressively develop their skills in English at an age-appropriate level.

## Phonics

The teaching of phonics supports children in EYFS and KSI to develop their phonic knowledge. We use RWI Phonics, which guides them step by step, from learning initial sounds to reading and writing sentences with confidence and fluency. As part of this, children in EYFS and KSI also begin to learn correct letter formation and early joins, which help them to form a fluent and correctly joined handwriting style. Teachers in these year groups are regularly given CPD opportunities to update and refresh their phonics teaching in line with the school approach.

## Reading

Our use of the RWI scheme and book-banded books in EYFS and KSI ensures that the books children are reading at home match with their phonic ability and reading level.

Teachers also deliver whole class guided reading sessions (using fluency and 'Are You Really Reading?' resources) at least twice per week to practise essential comprehension skills, as well as building confidence and fluency. These sessions provide ongoing assessment and learning opportunities for teachers to regularly check pupil progress and adapt the teaching of reading as necessary. Further opportunities for reading across the curriculum are identified and capitalised upon to ensure that reading is at the heart of our curriculum.

Additional group guided reading sessions, or 1 to 1 reading takes place to provide further support where needed and interventions within school place a specific focus upon developing reading fluency and confidence.

## Writing

We have adapted our approach to the teaching of writing from 'The Write Stuff' scheme of learning.

We use a quality stimulus to engage children in the writing process, for example, using a high-quality fiction/non-fiction text, a short film or a real-life context/purpose. We teach children to 'chunk' their narrative writing into plot points to help them to write sequentially and cohesively without becoming overwhelmed at writing a whole piece in one sitting.

As part of writing lessons, children are given opportunities to 'chat' (chat and jot) their ideas; they are exposed to quality texts as WAGOLLs as well as teacher modelling of the writing process in every lesson. There is clear and consistent structure to every writing lesson which helps this to be reinforced throughout school. All teachers recognise the need to embed 'the basics' while encouraging a love of writing and pride in what we produce. A 'Writer of the Week' is chosen for each class (and certificates are awarded in our weekly achievement assembly) to raise the profile of writing in school.

RWI Spelling is taught daily in Y2/KS2 to ensure that children make progress in their spelling and that spelling rules and patterns can be applied when writing independently. Children are taught to edit their work carefully using a range of approaches.