

St Luke's Church School – English Policy
Curriculum Intent, Implementation and Impact



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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At St Luke's Church School, we are working towards providing all children with the opportunities to access and engage with their learning to ensure educational success for every child, every day. It is our aim to provide a broad and balanced body of knowledge, regardless of demographics, and starting points to create a challenging and rich curriculum model.

Our English Curriculum Intent – What is our curriculum trying to achieve?

- To equip all children with the basic skills of reading, writing, speaking and listening to be able to express themselves with confidence verbally, socially and creatively.
- To engage pupils ensuring they develop a sense of awe and wonder through learning experiences which encourages them to investigate, research and reason through a safe and stimulating environment.

Our English Curriculum Implementation – What do we do to deliver our intent?

Reading:-

All children to leave St Luke's with an enjoyment and fluency in their reading. They should be ready for secondary school texts where an understanding of what is read is crucial.

To achieve this: -

- EYFS and KS1 will use the Read, Write Inc Phonics (RWI) program to teach phonic skills and decoding (regular assessment of each child means that all children work at their level and take home books at their level)
- Fred talk results in accuracy, which then leads to fluency.
- Inference and deduction approach will be taught to help children understand and respond to what they are reading.
- A wide range of fiction and non-fiction will be available from the library (for those children on the AR system).
- When children are ready they take regular star tests on the Renaissance Accelerated Reading program which leads to an accurate ZPD level and then selection of books from the library.
- Enjoyment and independence will be developed.

- Children will be taught to seek information and to learn from the written word.
- Books will be available in all classes linked to topics and children's interests.
- The library is available for all children – books on the AR system have been labelled and are located in set areas around the library. Librarians and adults work together to keep this area well stocked and a valuable resource for all. For those children not yet on the AR system there are a range of books to enjoy. Newspapers, Story Time magazines and National Geographic magazines are also available in the library for all to share.
- Use of I.C.T. to explore a range of genre, quality texts accessible to all, particularly on the IWB.
- A challenging and stimulating curriculum is provided to engage all children as learners.
- Whole class reading takes place in all KS2 classes weekly.

Writing:-

All children to leave St Luke's being able to identify different styles in different contexts. Children to be aware of the reader and show this and their development of writing through use of punctuation, stamina to write a range of cohesive pieces, accurate spelling, correct tenses, use of a range of vocabulary and for all to be legible.

To achieve this:-

- Children are taught to write effectively for a range of purposes and a range of readers, adapting their style and vocabulary as appropriate.
- Children are encouraged to write with interest, imagination and enjoyment.
- Children are given the opportunity to write a range of genre.
- Skills are developed so that work can be evaluated and developed.
- Spelling is taught and strategies are given for all children to become confident and accurate spellers. (RWI focus in EYFS and KS1, then use of No Nonsense spelling and some additional resources once children are off the RWI program)
- Handwriting is taught so that a fluent and legible style is developed promoting an understanding of how work should be well presented. (Use of the Penpals scheme across the school)
- Punctuation and grammar is taught to make meaning clear to readers.
- There is a cross curricular approach so that all expectations are the same over a wide range of topics and experiences.
- The use of I.C.T. is encouraged to record work in a variety of ways.

Speaking and listening:-

All children to leave St Luke's with a good use of Standard English. They should be able to articulate ideas, be confident in their communication and be able to discuss and debate clearly.

To achieve this:-

- Children are given the opportunity to share their ideas with a range of audiences.

- Children are given regular opportunities to take part in group discussions.
- Children are encouraged to listen and respond to others.
- Children are helped in the understanding that there is a need to adapt their speech to different situations.
- Evaluation and reflection of speaking and listening skills is encouraged.
- Children are encouraged to use the vocabulary and grammar of Standard English where appropriate.
- Children are given opportunities to explore a wide range of topics and experiences through cross curricular links.

Our English Curriculum Impact – How do we ensure that children are learning the curriculum?

At St Luke's we track progress and achievement to ensure all pupils make at least good progress. We use a balance of formative and summative assessment to review progress and to gauge our success. Gap analysis reveals where our teaching needs to be reshaped or where our curriculum needs adjusting for a particular group of children.

RWI assessments are carried out by the Reading Leader half termly, for those children on the program, to ensure progress for each child.

All children are monitored carefully with regular class teacher analysis in addition to discussions related to learning standards with the senior leadership team. All groups of children who may be vulnerable nationally are monitored carefully to ensure any gaps are closed if possible.

We carefully track children's learning through a rigorous structure of teaching and learning monitoring including lesson observations, book scrutinies, governor observations and discussion with SLT and also regular meetings with SLT to allow 'pupil voice' to express their own opinions.