



# **St Margaret Mary's Curriculum Statement**

**We try to follow Jesus in everything we do.**

## **English**

### **Intent**

Our English curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from English. This will help them become faith filled and hopeful in their abilities to change and transform our society.

At St Margaret Mary's we celebrate that the mastering of the English language permeates everything we do. Our overarching aim is to promote high standards of literacy and language by equipping our pupils with a strong understanding of both spoken and written language, whilst trying to develop their love of literature through widespread reading for enjoyment. We aim to provide a stimulating, interactive, fun and challenging English curriculum that prepares our pupils for life beyond our schools and for the ever-changing world in which they live in. As a school, we are passionate about valuing the notion that English underpins learning in every subject and work to ensure that there are significant opportunities across the wider curriculum for our pupils to embed their literacy skills.

We aim to ensure that pupils:

- Develop the skills of speaking and listening; being able to elaborate and explain fully their own understanding and ideas.
- Read confidently, fluently and with good comprehension of what they are reading.
- Develop the habit of reading widely and regularly; both for pleasure and for information.
- Acquire a wide vocabulary, an understanding of the English language.
- Write clearly accurately and coherently; adapting their language and style for a range of purposes, audiences and contexts.
- Appreciate and develop our rich and varied literary heritage.

### **Implementation**

English is taught through the framework of the 2014 National curriculum and EYFS Progress Model. The principles and content of its requirements have been carefully placed at the heart of the school's English curriculum. Texts and topics covered in English lessons are in keeping with the needs of the children, our creative curriculum and world/local events. Quality children's texts are carefully selected to engage and challenge the children in their literacy learning.

Pupils are assessed against the 2014 National Curriculum Programmes of Study for each subject taught. Pupils are expected to attain the 'Age Related Expectations' (ARE) by the end of each school year. We use a combination of formal methods of assessment, statutory assessments and teacher assessed learning to gain an overall picture of our pupil's progress and attainment.

In-school Summative Assessments: NFER Assessments are used to assess pupils from Year 1-6 in reading and SPaG and provide teachers with detailed reports which enable gaps in learning to be quickly spotted and the curriculum adapted to the needs of the learners.

In-school Formative Assessment: Across the school, there are clear and consistent approaches used within English lessons to assess and challenge pupils – from effective questioning to peer and self-assessment.

Nationally Standardised Summative Assessment: These are statutory tests in Reading, Writing and SPaG sat by the pupils at the end of Year 2 and at the end of Year 6. In Year 1, the phonics screening check is a statutory assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Writing Assessments: Teachers base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom; this includes work in curriculum subjects other than English.

As in other areas of the English curriculum, writing is assessed, within four assessment cycles throughout the year and a judgement given as to whether a pupil is Working towards (WT), Working At (WA) or Working Beyond (GD) the expected standard.

## **Impact**

The impact and measure of our curriculum is to ensure children acquire the appropriate age-related knowledge linked to the curriculum and skills that will prepare them for the next stage of their education and their adult life.

Our children will:

- Become creative thinkers who can think for themselves.
- Widen their horizons and be introduced to the world beyond school.
- Encouraged to participate, become independent and provide with choice – resilient learners who have strategies to face challenges and make progress.
- Recognise the importance of spoken language.
- Be able to apply their learning in different contexts and make decisions as to when to use their learning in English to solve problems.