

**SACRED HEART CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY
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Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

English Curriculum Statement

Intent

Through our English curriculum, we aim to teach the children the importance of their reading, writing, speaking and listening skills and how these are needed in the real world. By providing a carefully planned and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

Reading Intent

Reading is at the heart of all our English lessons. Reading is planned as a daily activity, we encourage reading widely and often and through choosing quality texts, we want children to develop a lifelong love of reading. Through planned guided reading sessions, whole class shared reading and hearing individual children read we strive to allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge and understand more about the world around them.

Writing Intent

Through rich and varied writing opportunities, we provide a culture where children take pride in their writing, they learn from their mistakes acknowledging that this is part of the process. Through carefully planned lessons and intended outcomes our children can write clearly and accurately and can adapt their work and style for a range of contexts, using the wealth of ideas taken from the books we read.

Implementation

Phonics:

As soon as the children enter school in Reception we begin systematic, synthetic phonics using the Bug Club Phonics programme. We start on phase 2 for most children and provide phase 1 experiences through provision and activities throughout the Reception year. We use the interactive teaching slides and resources from Bug Club and the accompanying decodable texts. We supplement this teaching with using Jolly Phonics when introducing new grapheme-phoneme correspondence. We feel that the multi-sensory approach using the actions, stories and songs benefits the children with recognition of the graphemes, blending and segmenting. Direct, focussed phonics is taught discretely through a daily session from Reception until Year 3. Sessions follow the Bug Club Teaching sequence of introduction, revisit, teach, practise, apply, assess learning. All sessions are interactive and appropriate for the age of the children.

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Throughout all the phases of Bug Club Phonics the children will learn to read and spell a range of decodable and irregular (not fully decodable) words. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

Language Sessions occur at the end of each unit. These sessions combine the teaching of irregular words with using words in the context of captions and sentences. The acquisition of skills for reading single words is only part of the reading process. To read with fluency and comprehension, children need to apply and develop the skills taught during the systematic synthetic phonics teaching element of the programme. The Language Sessions serve to consolidate the teaching of reading and spelling in the Phoneme Sessions, and promote early comprehension skills.

Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Intervention and small group work is planned for those children who are working below expected levels or who have gaps with their phonetical awareness. Children are encouraged to write regularly within these sessions, concentrating on letter formation, precursive handwriting and words linked to the phonemes taught that day. Children's phonetical progress is tracked half termly using an individual Letter and Sounds assessment book for each child. This is then uploaded on to OTrack and analysed by the English lead. Children who are not making expected progress will be supported further through phonics intervention or small group work.

Reading Scheme:

The children all receive a reading book in the first half term of them being in school. Initially these books may be wordless but focus on the concept of telling a story. When the children are able to blend a CVC word they are moved on to a book with words. At Sacred Heart we use a variety of different reading schemes to provide a variety of appropriate texts for our children to read ensuring we cover a range of interests and all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Big Cat Phonics, Floppy Phonics, Jelly and Bean, Rigby Star, Phonics Bug and Discovery World. All books are 'banded' in order to ensure progression and challenge for all children. From Reception until children are reading with accuracy and fluency Children's reading books connect closely with their phonic knowledge and phase – using a 'phonic first' approach to reading.

Reading in our English lessons:

Reading forms the spine of our English curriculum. In order to expose children to a variety of genres, books are purposefully selected by teachers in order to promote a love of reading, engagement and high quality writing from each child. Where possible, books are chosen in line with our Cornerstones topics to ensure cross-curricular links are maximised and to give learning more purpose and therefore make it more memorable. Our chosen books are then used within the learning sequence, exposing our children to inference, appropriate but challenging vocabulary, a range of punctuation and grammatical concepts and descriptions.

Discrete guided reading sessions:

All children from Reception to Year 6 take part in at least one guided reading session per week in a small group. These sessions are all planned by teachers in order to teach the skills of vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. Sessions with younger children or less fluent readers will focus on phonics, decoding and word recognition alongside comprehension skills. During guided reading sessions one group of children will be reading with the teacher, another possibly with the

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teaching assistant. During this time the rest of the class are completing a range of reading activities working on building their inference, comprehension or is appropriate phonic ability. Children from Y2-Y6 have a reading journal where they record work from the guided reading sessions.

Reading for Pleasure:

At Sacred Heart, we endeavour to foster a love of reading and to instil in our children the want to read for pleasure not only in school but also at home. To support this, we ensure that all children have access to a range of books, all classrooms have a prominent reading area that children are free to use as they wish. We aim to make the reading area in each classroom inviting, child friendly and ensure it is changed regularly to encourage children using it. We ensure that at least 3 times per week children are able to listen to the class teacher reading a shared class book. This provides a quality model for reading and time for children to enjoy being read to. All children take a book home, in Reception and Key Stage One those books are changed twice a week. The books the children take home align with the books they are reading in school, we endeavour to give children a choice of the book they take home within the colour band they are working in. We immerse children in books and reading for a range of purposes by giving children experiences of Shared reading, Guided group reading, Guided whole class reading and Individual reading.

Wider experiences to encourage love of reading:

Reading is not only celebrated during lessons at Sacred Heart. Throughout the school year, the importance of reading is highlighted through World Book Day activities, author visits, aestival and when we are able to having Year 6 reading buddies paired up with Key Stage One and Reception readers. All of these opportunities assist in enriching and complimenting the children's learning.

English Writing Teaching Sequence:

Each year group teacher has carefully created long term plan which specifies the range of genres, both fiction and non-fiction that they will teach, along with the resources they will use(ranging from fiction texts, nonfiction texts, poems, film clips, audio clips, picture books and more), with links being made across the curriculum where appropriate. Each cycle of work is based around a carefully chosen resource that acts as a stimulus for a learning journey, taking the children through a sequence from prediction to publication. Before starting the unit looking at the text or stimulus **children engage in the Prediction phase. Then move on to Comprehension, Text Structure and Grammar, Planning and Drafting and Editing and finally Publishing.**

Language:

The promotion of a language rich curriculum is essential to success within English. The use of accurate and rich cross-curricular vocabulary throughout school is planned and used within all subjects. We do this in an attempt to help children make links across the subjects so that they know more, remember more and understand more. Children are given a wide range of opportunities to use and develop their speaking and listening skills within school life through techniques such as drama, performances, debating and opportunities to speak publicly within assemblies and worships. All of these opportunities are key in helping them to become confident and articulate which in turn will assist them in becoming experts within the writing process.

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Cross-Curricular Opportunities:

Throughout the academic year, children are given regular opportunities to practice using their writing skills within cross-curricular contexts. Opportunities are provided within Religious Education, Geography, History, Science and many other subjects. This gives the children more purpose to their writing, our aim is that this encourages consistency in expectations and quality across the curriculum.

Spelling Sessions:

Weekly spelling lessons take place from Year 3-6. Within these sessions, key spelling rules and patterns are explored and effective strategies for learning, remembering, understanding and applying are taught. Each year group sends a weekly list of spellings home based upon the spelling sessions that week. Children are to practice their words and ensure that they understand them before taking part in the weekly spelling test.

Punctuation and Grammar:

Punctuation and Grammar is taught alongside the unit of work in English and is integral to the teaching sequence. This can often be as starters to lessons. All punctuation and grammar work is linked to the genre being used within the English learning that week to make it more connected with the intended writing outcome. Punctuation and Grammar is also taught through explicit lessons within stage three of our English cycle:

Prediction-----Comprehension-----Text/Word Structure-----Planning-----Writing-----Editing/publishing

Here, children are introduced to new punctuation and grammatical concepts, which are evident within the resource being used (for example, inverted commas and the correct layout for speech may be taught using a book which contains dialogue). Often, these sessions are recorded as a written outcome within English books. Following these lessons, children are then able to revise the concept through the daily punctuation and grammar lesson starters.

Marking and Editing:

Within all lessons, teachers and teaching assistants act as a model for quality spelling, punctuation and handwriting. Work is marked using signs and symbols which highlight errors in spelling, punctuation and grammar (see marking policy) and children are given time to address these errors.

Impact

Reading

- Children read easily, fluently and with good understanding
- Children develop the habit of reading widely and often, for both pleasure and information
- Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Children discuss books with excitement and interest.
- Children will have a good understanding of a range of genres.
- All Children will learn to read, regardless of their background, needs or abilities and will make progress.
- The percentage of Children working at ARE within each year group will be at least in line with national averages.
- The percentage of Children working at Greater Depth within each year group will be at least in line with national averages.

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- The percentage of Children passing the phonics screening check will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of Children.
- Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.
- Children are confident in taking risks within their reading, challenging themselves to try something different.
- Children are equipped with the tools they need to participate fully as a member of society both now and in their future

Writing

- Children will enjoy writing and use features of different genres and styles.
 - Our children are proud of their writing.
 - Children can see value in developing and editing their work and learning from mistakes made.
 - Skill progression throughout school is evident in children's books.
 - All Children, regardless of their background, needs or abilities and will make progress. .
 - The percentage of Children working at ARE within each year group will be at least in line with national averages.
 - The percentage of Children working at Greater Depth within each year group will be at least in line with national averages.
 - There will be no significant gaps in the progress of different groups of Children (e.g. disadvantaged vs non-disadvantaged)
- Writing across the curriculum is the same standard as in English books.
- Children are equipped with the tools they need to participate fully as a member of society both now and in their future.
 - Children can use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
 - Children have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
 - Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.
 - Teacher marking provides positive support and directs the pupil on their next steps to improve their writing.
 - Children use classroom resources to support their learning.

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