

Curriculum Intent

At St Michael's, we aim to provide a high-quality education in English. Reading is of paramount importance as it is the foundation of children's learning, we aim to instil a love of reading and literature in our children. By encouraging our children to read, they have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our school value of 'Shine as lights in the world' is constantly revisited through our reading across the curriculum. By exposing our children to high quality literature including fiction, non-fiction and poetry they can both acquire knowledge and build on what they already know. Through extensive reading our pupils will be inspired in their writing and we aim for our children to achieve high quality outcomes. We aim to give our children opportunities for speaking and listening through drama, debate and discussion. We teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. We aim to teach our children to write legibly and fluently in a continuous cursive style.

EYFS

At this crucial stage of a child's development, we aim to embed a love of learning that will progress with our children through our school and beyond. We aim to develop a life-long love of reading to achieve this.

Our planning reflects the Early Learning Goals of:

Communication and Language:

Listening, Attention and Understanding

- Children will listen attentively and respond to what they hear during whole class discussions and small group interactions.
- Make comments and ask questions
- Hold conversations

Speaking

- Participate in small group, class and one to one discussion
- Offer explanations and use newly introduced vocabulary
- Express their ideas and feelings about their experiences

Literacy:

Comprehension, Word Reading and Writing.

- Read a range of stories both fiction and non-fiction, we encourage the children to retell stories and narratives in their own words and to use new vocabulary
- Enjoy poems, rhymes and songs
- Take part in discussions and role plays.
- Teach a systematic, synthetic phonics programme.
- Children are taught to write correctly formed letters, spell words and write simple phrases and letters

Curriculum Implementation

Children are taught in a daily literacy lesson which encompasses reading, writing and spoken language. We use the Literacy Tree resource which is a complete book-based approach and uses a range of high-quality texts to enable this. It is based around a 'teach through a text' pedagogy and embeds all National Curriculum requirements, ensuring audience and purpose are at its core. Guided reading takes place daily and assessed using the HFL 'Guided Reading

Toolkit'. Over a week every child will read with a teacher, teaching assistant and work in independent groups.



The National curriculum for English aims 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.
- write legibly and fluently

Our curriculum is further enhanced by the wide range of opportunities that we offer our children. We encourage a cross- curricular approach to both reading and writing, our children benefit from quality texts and experience in a range of curriculum subjects. Subject specific days and whole school writing projects not only promote a particular subject but invariably encourage a stimulus for reading and writing. For example, history days immerse the children in a period of time, encourage speaking and listening through drama and provide a wealth of opportunity for quality follow up writing. Our classroom and corridor displays celebrate our children's writing.

We aim to encourage a love of reading for all children and reading for pleasure is embedded throughout the school. Stories are read on a daily basis in KS1 and EYFS, in KS2 the teachers are encouraged to read to the children through a class book. We have well stocked libraries in the classrooms and corridor reading scheme and a range of high-quality guided

reading texts. A book group has been established in KS2 and we have a buddy system whereby children in KS2 read with children from KS1 at lunchtime. Our parents are extremely supportive both in and outside school, reading records are used as a home school reading communication and we have parents who come into school to hear children read daily.

Curriculum Impact

By the end of year KS2, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils will be prepared for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. Pupils will be able to engage in argument and debate and be confident to discuss and appraise theirs and others work.

Our children are assessed by termly summative assessments which are tracked through Arbor and formative assessments are ongoing so that progress and attainment are regularly monitored by class teachers and the SLT. Interventions are put in place for any child that may be falling behind. Staff hold regular staff meetings to moderate writing and class teachers attend cluster meetings led by HFL to monitor our standards against other schools.