



St Paul's Catholic Primary School

'Do Everything with love.'

English Statement

Our Vision

Our Vision is to provide a curriculum that is broad and ambitious for all learners in order to give ALL pupils the knowledge and cultural capital they need to succeed in life. Our curriculum is rooted in the Gospel values and reflects our local context. Catholic Social Teaching (CST) is at the heart of our curriculum and permeates our daily life as a believer. We want our learners to be fluent readers, with a love of literacy, to communicate effectively both orally and in writing, to have an excellent understanding of mathematics. Children will be knowledgeable across each of the subject areas through rich and varied curricular provision, which is personalised to their needs. Our curriculum has clear end points that the curriculum is building towards and is planned and sequenced so that new knowledge is built upon. This is sequential and progression from our Nursery right through to Year 6. We encourage our children to have high aspirations, to believe in themselves as learners and in doing so be successful at every stage of their education and beyond.

We will achieve our vision by living out our Mission Statement-

'Do Everything with Love.' St Paul's to the Corinthians

The curriculum at St Paul's firmly underpins our vision and mission statement, from which a culture and ethos is generated that supports the spiritual, moral, social and cultural development of the whole school community. In the daily living of our Catholic faith, we aim to ensure that Religious Education and spiritual development will permeate every aspect of our curriculum so that it is explicit and implicit within our community. Rooted in prayer and lived out in the daily life of the school, pupils and staff are supported to grow in faith and deepen their relationships with God and each other.

The 7 areas of Catholic Social teaching are:

- Care for God's Creation
- Call to Family, Community and Participation
- Life and Dignity of the Human Person
- Option for the Poor and Vulnerable
- Rights and Responsibilities and the Dignity of Work and Rights of Workers
- Solidarity

Our English Curriculum aims to:

- Ensure there is a systematic synthetic phonics programme from YR into Key Stage 2 for those pupils who still need it
- Provide sufficient time for reading and writing in our daily timetables including phonics and spelling
- Use accurate assessments of pupils reading and writing abilities so the pupils who are falling behind are identified quickly
- Encourage ALL pupils to read for pleasure and KS1 children to enjoy listening to a book being read aloud
- Ensure that writing tasks focus on sentence structure and spelling
- Use dictation exercises to consolidate spelling, handwriting and punctuation
- Ensure ALL pupils are given regular handwriting practice to increase legibility, fluency and quality

IMPLEMENTATION

- The 7 areas of CST have been redesigned into 6 areas whereby each one of the six becomes our focus for each half term. They are child- friendly topic titles.
Autumn 1- God's Creation
Autumn 2- We are One
Spring 1- We all matter
Spring 2- That's not fair!
Summer 1- I am responsible
Summer 2 – A powerful world
- Each year group has a curriculum jigsaw where ALL subjects are linked (where possible) to the CST theme.
- There is a reading spine document and each year group have been given approximately 1 core text per half term (2 in KS1) These included recommended and high quality titles.
- A writing journey is then planned around these core text and CST themes. It usually lasts around 3 weeks with a final extended writing task which is unaided and is assessed using the Portsmouth writing checklists

Learning Journey

Hook - plan an engaging hook to introduce the unit/core text. Use extracts, films, music, video clips.

Stage 1: Immersion - speaking and listening activities, drama, exploration of the text, unpicking grammar skills used in the text, discussion about why the author has used particular skills, discuss purpose and effect

Stage 2: Practise -children given the opportunity to meaningfully practise the grammar objectives using the core text.

Stage 3: Composition 1 - chn to create their own piece using the core text a stimulus. Evidence of planning, drafting, editing needed. Ensure audience and purpose are clearly identified. When writing children to only write on the right hand side of the page to allow room for pupil editing and teacher feedback.

Stage 4: Composition 2 - chn to create their own piece using the core text a stimulus. Evidence of planning, drafting, editing needed. Ensure audience and purpose are clearly identified. When writing children to only write on the right hand side of the page to allow room for pupil editing and teacher feedback.

Stage 5: Publishing - chn to be given the opportunity to publish their writing for a meaningful purpose.

- Reading is prioritised. It is sequential, developing pupils' fluency and enjoyment of reading. It is promoted in all subjects.
- In EY and KS1 the Read Write Inc programme is delivered effectively (RWI) and Destination Reader (DR) is delivered effectively in KS2 (see separate Intents for these) This will be rigorously monitored to ensure this is being delivered effectively and professional development meetings will reflect the training need in these areas.
- As a new RWI and DR school, these programmes will be fully embedded by Spring 2022 and in Nursery by Summer 2022.
- The reading lead, DR lead and RWI lead will have the opportunity to coach members of staff when these sessions are not effective.
- RWI and DR is 45 minutes daily- this includes Phonics/ spellings and reading. This is then followed by a 45 minute writing session.
- KS1 have a timetabled 15 minute session for whole class shared story and KS2 have an opportunity for reading for pleasure at least three times a week.
- Each class is allotted a slot at both the school library and Paulsgrove Public Library to widen their everyday experiences.
- Reading and phonics is assessed through RWI or DR with clear gaps identified and flexible groupings across year groups/ phases
- Every 6 weeks RWI assessments are carried out and groupings are adapted to reflect these assessments
- PIXL is used accurately to input and assess pupils in reading throughout the year (see assessment calendar)
- Whole staff training in RWI and DR
- Named staff to lead, deliver and monitor RWI and DR

IMPACT

We use rigorous triangulated monitoring throughout the year to gauge the impact of our curriculum design for English.

Alongside senior leaders we monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. This is identified through half-termly monitoring schedules on key priorities throughout the year.

The impact of our English curriculum is seen in:

- Accurate use of assessment
- High standards and High expectations across the curriculum and work is of good quality
- Pupils achieve well in national tests – PIXL, SATS and Phonics screening
- Pupils handwriting and presentation skills are of a high standard and published writing can be seen around the school
- Pupils spelling is of a high standard
- Pupils are ready for the next stage in their education
- Progress which build incrementally year-on-year at a pace and momentum appropriate to the learner. Pupils know more, remember more and can do more.
- Pupils read widely and often with fluency, comprehension and passion
- Reading and phonics is regarded highly by all staff, parents and children