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| **Intent**  It is our intention that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to prepare them for the next step in their education and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We believe that English is a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us and therefore the teaching of all aspects of English is given a high priority within our school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond. We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. |

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| **Implementation** |

At St Margaret Clitherow, we want all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. We are a Talk for Writing school and the principles of this approach underpin our teaching of English, developing pupils’ spoken language, reading, writing, grammar and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. We know the value of developing pupils’ vocabulary and this is a key feature across our curriculum. We use Talk for Writing to encourage pupils to express their ideas, discuss their ideas and to develop more sophisticated vocabulary. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme, Accelerated Reader and school library. We use a Read, Write Inc approach to teach phonics which is followed by the RWInc Spelling progamme in KS2. Phonic awareness helps the development of reading by segmenting and blending sounds and the children are taught to read through whole class reading, guided reading and individual reading. We support the Three Read Approach whch gives children the opportunity to practise and apply ther phonics whilst also developing their comprehension. “Drop Everything and Read’ at KS2 ensures dedicated opportunities for reading. Our guided reading sessions cover a wide variety of both fiction and non-fiction books and help to advance the children’s comprehension skills. Parents are given reading guidance and clear expectations about reading at home and quality texts are read by each class teacher daily. We develop writing skills so that our children have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide stimulating hooks and through modelled, shared and guided writing, peer assessment and discussion, develop them as writers. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as ‘proud authors’. We promote the importance of written work by providing opportunities for children’s writing to be shared with an audience through an online writing platform called Pobble. Handwriting sessions are regularly incorporated into the English lessons and cursive script is taught from Reception, carefully linking phonemes and graphemes. We regularly provide a range of extra activities which are used to promote English within the school including World Book Day, Pobble Authors awards, Proud Authors’ board, author visits and the regular use of Devon Library Services to keep our book stock up to date.

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| **Impact** |

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using both ongoing formative assessment which informs next steps and more formal assessments including half-termly Accelerated Reader Star Assessments and phonics tracking, quizzing and termly PIRA tests, whilst always considering the expectations for each year group.

Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Reception. Our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. We believe that through the Talk for Writing approach used at St Margaret Clitherow alongside our clear Early Reading/Phonics Strategy, that pupils will foster a love for reading and writing. We also strive to ensure that pupils work hard to ensure they will be able to produce written work in all areas of the curriculum of a similar standard which evidences good progress from their last point of statutory assessment point or their starting point in Reception.