



**St Thomas of Canterbury**

Catholic Primary School



## English Subject Statement

### INTENT

“The overarching aim for English in the national curriculum is 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.”

*National Curriculum, 2014*

By the end of their time at St Thomas of Canterbury, we want pupils to be able to:

- speak fluently and confidently with a good range of vocabulary
- read and appreciate a variety of age-appropriate texts
- express their ideas accurately in writing
- write for a range of purposes, making use of appropriate grammar and punctuation

### IMPLEMENTATION

#### Speaking and Listening

Developing pupils' speech and vocabulary begins in our Reception class. Children are provided with engaging and exciting activities and opportunities, which promote talk and interaction. Visuals and adult modelling support vocabulary building, and this continues throughout the school. Across the year groups, Colourful Semantics resources are used to help children structure and organise their ideas and speech; this then supports writing further up the school. Opportunities for children to use their speaking and listening skills are planned into the curriculum – these include participating in worship and drama performances such as Nativity plays.

#### Reading

We believe reading is central to children's success in education. Each class has their own class library with year-group appropriate books and every class has a daily story time; both signalling the priority reading has in our curriculum. In the Reception class, adults get children 'ready for reading' by exposing them to a wide range of stories, songs and rhymes, developing their listening comprehension and phonological awareness, before introducing our school phonics programme, 'Read,



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*Write Inc'*. Daily phonics sessions continue into Key Stage One. By Key Stage Two, most children should have the word-reading skills they need to decode age-appropriate texts. Children who need more support to catch up attend intervention phonics sessions and have 1-to-1 reading with an adult.

As well as teaching decoding strategies, we place great importance on teaching strategies to comprehend texts and make meaning. Through our reading sessions, we develop skills in the comprehension domains of retrieval, inference, clarifying meaning and vocabulary, summarizing, responding and explaining, language for effect, and themes and conventions. These strategies are taught in a variety of ways: whole-class shared reading and teacher modelling, guided group work, and 1-to-1 reading and discussion.

Across their time at St Thomas of Canterbury, we endeavour to expose the children to a wide range of texts from different genres, times and cultural traditions. This is monitored through our year group text maps.

### Writing

At St Thomas of Canterbury, writing is taught through well-planned learning journeys, which culminate in a written outcome with a clear purpose and audience. Wherever possible, these learning journeys should be based on a rich text stimulus, which provides a model for writing. The learning journeys follow three stages:

- *stimulate and generate* – the children are immersed in the text through shared reading, drama activities, a 'hook' or experience, discussion and vocabulary building/generation
- *capture, sift and sort* – identifying features of the writing genre, teaching and practise of specific grammar and punctuation skills, and planning and mapping of ideas
- *create, refine and evaluate* – shared/modelled writing, drafting writing, editing and evaluating, publishing a final piece

Across the year, teachers will plan tasks that allow children to apply their writing skills for different purposes and in different contexts. Teachers will plan tasks that provide opportunities for children to be taught or to practise the grammar and punctuation content for their year group. This can be seen on our year group text maps.



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### IMPACT

*The impact of our strategies will be evaluated through monitoring by the subject leader and the head teacher to include learning walks, book looks, pupil conferencing and data analysis.*

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