

English Intent

(From the National Curriculum)

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken 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.

Vision

At our school we believe that English extends to all areas of a child's life. For a child to become a fully developed and fulfilled individual, a knowledge and enjoyment of both the English language and literature is essential. We want pupils to leave our school as young people with the confidence to:

Express themselves clearly and confidently.
Listen to and consider the views of others.
Read for information and enjoyment.
Write confidently and clearly for a range of purposes.

Mission Statement

At English Martyrs' we provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community we will work towards success.



To provide a curriculum which is varied, stimulating and challenging for all children.

To provide a richly stimulating learning environment
To prepare children for their future, ensuring all meet their full potential through academic excellence and strong personal values.

To develop strong links with home, the parish and the wider community.

To create a culture of learning where children are motivated to develop lively, enquiring minds.
To encourage the personal, social, moral, spiritual and cultural development of children within the context of the Catholic ethos, whilst nurturing a respect and understanding of other cultures and beliefs.
To provide a welcoming, caring and safe environment which enriches the spirit.

Early Years

ELG – Communication and Language Listening -
Attention and Understanding,
Communication and Language – Speaking,
Literacy – Comprehension,
Literacy - Word Reading,
Literacy – Writing.

Engagement - Playing and Exploring.
Motivation - Active Learning.
Thinking - Creative and Critical Thinking.




Intent Key English Concepts Developed over Time

Beginning in EYFS, we build upon children's interests and their starting points, laying the foundations for further study within the discipline of English across school. From Y1—Y6, we then use the National Curriculum as a basis to continue to focus on ...

Reading	Writing
Phonics Phonics awareness Vocabulary Fluency Reading Comprehension	Handwriting Spelling Sentence structure Word
Spoken Language	Grammar
Listen Ask Questions Speak audibly and fluently in Standard English Articulate and justify viewpoints Speculate, hypothesize, imagine and explore Participate in discussions Select and use appropriate registers for effective communication	Nouns Pronouns Adjectives Verbs Adverbs Prepositions Conjunctions Prefixes Suffixes

Cultural Experiences

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society. Through our English Curriculum we build cultural capital with: exposure to a range of texts and genres, author visits, library visits and competition entries.

<p style="text-align: center;"><u>English Progression</u></p> <p>We encourage our children to ‘think like a speaker, reader, author’ by demonstrating a growing understanding of the following progressive areas of disciplinary knowledge:</p> <p>Signpost to separate progression documents for Reading and Writing:</p> <p style="text-align: center;">See Reading progression Document.</p> <p style="text-align: center;">See Writing Progression document.</p> <p>We also ensure progression in transferrable concepts progressing through our units across school.</p>	<p style="text-align: center;"><u>How We Teach English.</u></p>  <p>PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE) including but not limited to ‘My Turn, Our Turn, Your Turn’ and ‘Teach, Task, Teach, Task’ strategy to encourage children to ‘think harder’.</p> <p><u>EYFS.</u> Daily, discrete Phonics sessions (RWI). Planned activities through Enhanced and Continuous provision.</p> <p><u>Key Stage One:</u> Literacy lesson, daily. Daily, discrete Phonics sessions. (RWI) Discrete Story Time sessions. Discrete handwriting sessions.</p> <p><u>Key Stage Two.</u> UKS2 - Reading lesson, daily Writing lesson, daily. LKS2 - Literacy lesson, daily. Reading Session, 3 x per week. Daily, discrete Phonics sessions where necessary. Discrete Story Time session. Discrete handwriting sessions</p>	<p style="text-align: center;"><u>Staff Development</u></p>  <p>Collaborative approach to planning and sequencing the curriculum to build progression.</p> <p>English Leads have access to National College Training prior to developing, reviewing and updating our Curriculum at English Martyrs’.</p> <p>English Lead has Leading from the Middle qualification. Staff have attended training with Lacey Green, Read, Write Inc, The Literacy Company to ensure our curriculum had coherence and challenge.</p> <p>English Lead is part of ‘The Challengers Network’ and meet to disseminate good practice.</p> <p>Staff have had Training in The Write Stuff.</p> <p>Staff training using Mary Myatt subscription to English Leads film and webinars.</p> <p>Two English Leads are part of the St Helens Moderation Team.</p>
<p style="text-align: center;"><u>Assessing English</u></p> <p>Formal assessment Points take place in Early Years – Reception Baseline and ELG.</p> <p>Key Stage 1 – Phonics Screening Check (Y1) National curriculum Key Stage 1 tests (Y2)</p> <p>Key Stage 2 – National Curriculum Key Stage 2 tests (Y6) Read, Write, Inc is assessed every half term to inform new groupings. Writing is assessed termly with teacher judgements. Reading is assessed termly using NFER and teacher judgements. Judgements are as (WTS) working towards standard, (EXP) expected or (GDS) working above standard each year.</p> <p>On-going assessments include - retrieval based learning techniques with tasks designed to reveal knowledge and understanding. Master Learning Recap Strategy to deepen learning and long- term memory.</p> <div style="text-align: center;">  <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #FFD700; padding: 2px 5px; margin-bottom: 2px;">Last lesson:</div> <div style="background-color: #FFA500; padding: 2px 5px; margin-bottom: 2px;">Last term:</div> <div style="background-color: #FF4500; padding: 2px 5px;">Last year:</div> </div> </div> <p>Subject monitoring and next steps provided using whole school ‘Tell Me Time’ strategy.</p>	<p style="text-align: center;"><u>Meeting the Needs of All</u></p> <p>The planning that we use allows children to improve their own metacognition and access the lesson at their level. Children are encouraged to deepen their own understanding with use of our writing jotters for pupil support. Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of English Key Skills for all learners. This knowledge is the pre-determined essential knowledge that children require to progress to the next stage of their learning.</p>	<p style="text-align: center;"><u>Impact of the English Curriculum</u></p> <p>The Impact of our English Curriculum is that: Children are engaged within spoken language and the reading and writing of literature, being curious to discover, learn and remember more. Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Pupil’s work demonstrates that English is taught at an age- appropriate standard across each year group with opportunities planned in to engage all pupils. Children are able to become authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout school and beyond.</p> <p>Pupils will make progress from their starting points, they will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Pupils refine their writing over time and develop independence in re-reading, editing and improving their work effectively during and after the writing process.</p>