



Curriculum Intent, Implementation and Impact Statement

English

Intent

At St Charles Borromeo we have designed a curriculum which we believe will prepare our children for life beyond primary school. Everything we do is underpinned by our Gospel values and ethos, with 4 key words highlighting our learning journey through school, namely:

Grow, Learn, Work, Follow

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish, and with those both near and far, to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Our aim is for all of our children to:

- **Grow** to be confident, inquisitive and reflective learners who take risks and persevere
- **Learn** to be respectful and tolerant children who are kind to themselves and others, so that they can be the best that they can be
- **Work** independently and collaboratively with self-discipline and resilience
- **Follow** the example of Jesus to live out our faith and values in an ever changing world

At St Charles Borromeo we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year 1 to ensure children become fluent readers. Training ensures that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading.

In KS2 children develop deeper reading skills through whole class reading texts and online reading tools, e.g. Read Theory. Each class's timetable is organised to enable weekly access to the library, with an up to date selection of books to provide quality reading materials for all children to promote reading for enjoyment. Annual visits by some classes are made to the local library as well as promotion of and participation in the Surrey Libraries Summer Reading Challenge. We also host an annual Book Fair where children can purchase books and provides the school with an opportunity to purchase up to date titles for the library and curriculum from the commission.

When planning English lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences themselves build progressively towards an extended piece of writing. Handwriting is also taught within literacy lessons, and outcomes are recorded in literacy books to promote a high level of pride and presentation across all written outcomes.

To enrich the English curriculum, the school takes part in regular writing workshops. This ensures that children have access to writers and book illustrators from the local and wider community as positive role models, as well as working with children from other schools.



Children also successfully take part in poetry and creative writing competitions, which are celebrated in whole school assemblies and locally.

Assessment for Learning and editing is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Impact

The organisation of the English curriculum has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and RE/topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Attainment at the end of EYFS, KS1 and KS2 is above that of Surrey and the National Average. Children also achieve highly in the phonics screening check.