



## **The Intent, implementation and Impact of our Curriculum – English.**

### **Intent**

At Holy Trinity Primary School, English and the teaching of English is the part of the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

Staff at Holy Trinity feel it is important to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at Holy Trinity will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Holy Trinity will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening. At Holy Trinity, our vision is for the creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.

### **Implementation**

Reading is not only celebrated in classrooms at Holy Trinity, around school you will find displays which celebrate authors, children's favourite books and cross-curricular reading. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

As we believe consistency and well-taught English is the foundation of a valuable education, at Holy Trinity we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with

the national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation, spelling objectives and other non-negotiables required for that age groups. (Parents are given a copy of the non-negotiables booklet when their child enters each Year group.) As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child. All children have an independent creative writing book which embeds the skills they have been learning in their lessons.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.