



## Trinity School Curriculum Statement for English

### INTENT

At Trinity Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

This document should be read alongside our Handwriting, Inclusion, Presentation, Feedback, Assessment Planning, and Learning and Teaching policies.

#### Oracy Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

#### Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopedias, posters
- To develop children's reading skills through using books graded according to challenge and difficulty
- To develop retrieval skills through a range of information texts, including those related to the class topic

#### Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that writing can be a collaborative effort
- To recognise that drafting and redrafting is an essential part of the writing process
- To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word

All English taught at Trinity School is underpinned by the Jersey Curriculum 2014.

### IMPLEMENTATION

#### FS/Phonics

Whole class phonic sessions start in the Spring term in Nursery and in the Autumn Term in Reception. Little Wandle (Letters and Sounds) is taught to the children in EYFS and KS1. Phonics teaching introduces the children to letter sounds and shapes. Oral blending is the first skill taught alongside the letter sounds in order for the children to become early phonetic readers. Children take 2 reading books home a week once they are confident at blending CVC words. Phonics teaching is fun and engages learners. (vests are used to help model and show children the segmentation and building of words).

Early mark making in encourage and is accessible across all the provision areas in the classrooms. Both EYFS classrooms have a finger gym in class to encourage the development of fine motor skills. Through following interests and hooks/themes children are given a lot of purposeful and meaningful reason to write. (evidence of a letter asking for help). Within the classrooms the continuous provision helps to support reading and writing skills.



#### Reading

All children in Reception, Year 1 and Year 2 read daily with an adult as part of our timetabled reading carousel. This ensures rapid and sustained progress in reading, giving children the best possible start for the KS2 curriculum. In KS2 children have a daily whole class reading lesson. All children in KS2 have access to Lexia which supports all learners with their reading progression at an individual level.

All classrooms and key spaces (including the playground) have reading areas which are linked to cohort interests and replenished/renewed regularly. This is overseen by the Bookwork TAG.

#### Writing

Our English curriculum follows a writing journey approach which puts texts at the heart of the writing. The punctuation and grammar elements of the curriculum are taught inherently through the writing journey.

All children Years 1-6 have weekly individualised spellings to practice as part of both classwork and home learning. Spelling patterns are taught in spelling lessons

#### Oracy

Spoken language is at the heart of every lesson and interaction at Trinity School.

Children are taught to:

- explain their understanding and ideas clearly;
- discuss with others to deepen their learning and understanding;
- be competent in speaking and listening;
- make formal presentations;
- demonstrate skills and information to others;
- and participate in debates.

Further detail can be found in the Trinity Oracy progression document here [Trinity Oracy.docx](#)

### **IMPACT**

In Early Years, the real life experiences develop meaningful reasons to write.

We measure impact through the triangulation of lesson observations, work scrutiny and pupil voice, as well as this we carry regular Curriculum Team discussions – where areas for development are discussed, and for which targets for the year are collaboratively developed. The outcome of this all goes together to form the coming years action plans.

By the time children leave Trinity School they will:

- Be resilient, independent learners that recognise how English is relevant to their future.
- Have developed a lifelong love of reading and an appreciation of a range of books.
- Have experienced an abundance of quality, engaging texts that stimulate them to write.
- Be confident, enthusiastic, lively writers who are able to write for many different purposes, using a wide range of vocabulary.
- Be secure and fluent in their application of skills and knowledge so that they can read, write and speak with regard to audience and purpose.
- Have actively contributed to discussions in all areas of the curriculum and will articulately elaborate on their ideas and explain them to others.

In English, pupils demonstrate their learning in every lesson.