



The school's Christian vision

Our five core Christian values
Trust, Honesty, Compassion, Respect and Kindness
 are centred on

'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



St Michael's CE VA Primary School, Lyme Regis

Curriculum Statement for the teaching and learning of English

At St Michael's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.



At St Michael's we have designed our English curriculum with pupil's learning at the centre, with the purpose of ensuring that all pupils make progress. It is our intention that our pupils obtain the necessary knowledge, skills and understanding to become lifelong learners. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening. We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children take pride in their writing, write clearly and accurately and adapt their language and style for a range of contexts.

Staff at St Michael's feel it is seminal 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.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

We 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 St Michael's 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.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.



The implementation of using 'No Nonsense Literacy' and 'Talk for Writing' across the school ensures a consistent and systematic approach to teaching the skills of writing across all classes. These approaches are used and adapted across the school as a vehicle for teaching creative writing. We follow the Read Write Inc approach to teaching Reading and Phonics, supplemented with additional reading materials, in Key Stage 1, and 'No Nonsense Spelling' in Key Stage 2. Our approach is systematic, consistent and rigorous in order that all children become fluent readers as quickly as possible.

In order to expose children to a wide variety of genres which helps to utilise and embed their writing skills, our English curriculum is derived around a sequence of high-quality age-appropriate texts. Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from every child – these texts are selected to reflect a variety of writing genres. Each half term, it is expected that all children will produce an extended piece of writing in a fiction/poetry genre and in a non-fiction genre. A balance of fiction and non-fiction genres is planned both within and across every year group. We use each quality text to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

At St Michael's we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing. We firmly believe that if we support pupils in establishing a love for reading and expose them to high-quality vocabulary, this has a significant impact on pupils' ability to become authors and developing their own, individual style of writing. Each day we spend time enjoying reading for pleasure in our classrooms during dedicated reading for pleasure time (ERIC). When we read for pleasure, pupils are able to choose books they wish to read and enjoy, can choose to share a book with a peer, choose to read topic books related to our wider curriculum and can also bring in books from home that they wish to share with the class. Additionally, at 3.00pm every day, pupils end the school day by sharing a story in their classroom; adults read a class book aloud to the children to further promote a love for reading into every school day.

As well as in the classroom, reading and writing are celebrated around the school. There are displays of writing to encourage pride in work, give purpose and audience and to show that work is valued. We have inspiring reading corners and spaces, displays of children's favourite books, our classroom doors are decorated as our class text's book cover and we also display recommended reads. We offer a greater depth book club to Upper Key Stage 2 members, a termly whole school reading challenge, writing competition opportunities and reading reward schemes. In addition, throughout the school year, the importance of reading and writing are enhanced through World Book Day, reading cafes, parent reading workshops and a range of trips and visits which enrich and complement children's reading and writing learning.

Reading and writing are assessed consistently throughout the year. Assessment for learning takes place in all lessons to inform effective classroom practice. Planning and the delivery of lessons is informed and adapted by this assessment according to the children's needs. Individuals and groups not making sufficient progress are therefore identified quickly and interventions on specific areas of weakness are consequently carried out by the class teacher or teaching assistant in order to close attainment gaps. Formal summative assessments also take place at the end of each term and the school data is shared with all staff. This data is analysed to identify if children are on track to meet end of Key Stage 1 and Key Stage 2 expectations.



The impact on our children is clear: progress, sustained learning and transferable 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.

We intend the impact of our English curriculum will ensure that our pupils are academically prepared for life beyond St Michael's and throughout their education journey. We believe that our book-led approach we have developed will ensure that all pupils leave primary school with a love for reading and writing.

We also strive to ensure that pupils work hard to ensure that children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Reception. 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.

Half-termly, teachers moderate pupils' work in school to ensure accurate assessments are made. The quality of writing in English and topic books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinies. These inform future areas for improvement and the impact of new initiatives. The English subject leader provides an action plan for the subject and addresses areas for development and improvement which is then shared with all staff.