



# St Mary's English Intent, Implementation and Impact

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## Intent

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At St Mary's, 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, whether this is in their English book, Maths book or foundation subject books. From mark making in EYFS to extended writing in Year 6, pupils are encouraged to explore the world through writing.

Throughout their time at St Mary's, our pupils are taught the skills to enable them to write clearly and accurately and adapt their language and style for a range of contexts and audiences. Additionally, we want to inspire children to be confident in the art of speaking and listening, cultivating pupils who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. 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. Therefore, our ambition is that all pupils leave St Mary's with:

- The ability to read easily, fluent and with good understanding
- The habit of reading widely and often, for both pleasure and information
- A wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- An appreciate our rich and varied literacy heritage
- The ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- The ability to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Speaking and listening skills, and the ability to make formal presentations, demonstrating to others and participating in debate.

## Implementation

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All of our writing centres around high-quality texts. Without good examples of writing to inspire pupils, we cannot expect such a thing in return. Teachers have carefully planned their long term plans around a variety of quality texts, which provide good examples of the range of writing, spelling and grammar outcomes, in both fiction and non-fiction writing, for each term. The long term plan is then expanded into a medium term plan and finally a further, more detailed weekly plan breaks down the day to day teaching. Generally, each unit is planned in three stages (imitation, innovation, invention), with the non-fiction and poetry units sometimes being shorter (imitation and invention). In KS1 elements of the Talk for Writing teaching structure complements our planning to support pupils to learn simple story/text structures for both Fiction and Non-Fiction writing. High quality writing is encouraged across the whole curriculum; our POP tasks in foundation subjects offer opportunities for cross curricular writing.

In addition to daily English lessons, handwriting practice is a daily focus for all year groups to ensure their handwriting is both fluent and legible while writing for sustained periods of time. Furthermore, children excel in early reading and spelling through the use of the Unlocking Letters and Sounds programme in reception – year 2 and continue to develop a range of reading skills, using Accelerated Reader.

## Impact

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As a result, we have a community of enthusiastic readers and writers, who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of KS1 and KS2 is above National and our proportion of greater depth writers at the end of KS2 has been consistently high.