

Intent for our English Curriculum

Our vision for the school is: 'Aim high, let your light shine' Matthew 5:16

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

The vision for the school is one where everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where no one will or can be left behind.

At Holy Trinity we aim to provide all pupils with creative, inclusive and exciting opportunities for learning and to motivate and inspire them to achieve to the very best of their abilities. We provide all pupils with equal opportunities regardless of their age, gender, educational needs, disability, race, social or cultural backgrounds. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experience for all. We aim to ensure that all pupils from Foundation Stage to Year 6 have a full range of opportunities to develop their language skills across the curriculum. Learning opportunities are presented through oral, visual and kinaesthetic means.

We believe that reading is one of the most important skills we can teach children. It is important in allowing children to access the rest of the curriculum and an essential life skill in itself. Pupils will have access to a wide range of reading materials and the school will work in partnership with children and parents to foster a lifelong love of reading. The direct and systematic teaching of phonics is a key part in children's ability to become confident readers.

'As of 10th July 2021 Little Wandle Letters and Sounds Revised became a phonics programme validated by the Department for Education.'

<https://www.littlewandlelettersandsounds.org.uk/faqs/>

Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.

We transitioned to this programme in 2021 and it is now embedded into our daily practice. Phonics is taught daily in Foundation Stage and Key Stage 1. In addition to this, keep-up and catch-up sessions are taught to targeted children to ensure we fulfil our vision of a fully inclusive school where no one will or can be left behind. Therefore, the teaching of phonics does not stop in Key Stage 1. Regular planned interventions using the Little Wandle programme is delivered to pupils in years 3 – 6 by trained practitioners. This enables the teaching of early reading to children with differing needs including those new to our country. It also helps to secure phonics knowledge for spelling when writing.

The curriculum sequence and structure for teaching skills and knowledge aims to make pupils effective, confident communicators and good listeners. It ensures pupils are able to formulate well thought-out responses to a range of text types. The aim is for pupils to be able to write skilfully and confidently in a variety of styles and forms, showing an awareness of audience and purpose. The structure of the curriculum enables pupils to enjoy writing and recognise its value to themselves and others. Pupils become confident, independent readers through an appropriate focus on word, sentence and whole text level knowledge. We share high order vocabulary with our children to equip them with the knowledge to become more adventurous with their writing. They become enthusiastic and reflective readers through contact with challenging texts. We believe reading and writing are the foundations for accessing the curriculum in all subject areas. Therefore, our children benefit from producing writing from reading during English lessons and across the curriculum.

The National Curriculum 2014 and the Early Learning Goals form the basis for planning of teaching and learning. Teaching will be carried out through a range of organisation (dependent upon the needs of the learners and the lesson being taught), including: whole class, small groups, large groups, paired, individual. Teachers will employ a range of teaching strategies: instructing; modelling/demonstrating; explaining; questioning; discussing; consolidating; summarising; evaluating and reflecting.

Our intent for the English curriculum is to foster a 'Love for Reading' and produce great 'Writing from Reading!'