



Our Vision

The vision for St. Matthew's is encapsulated in our school motto: **'Let Your Light Shine'**.

We are always working to build a community in which everyone is empowered to know the best of themselves and to have the confidence to use their talents for the good of themselves and their communities. We help all members of our community to become resilient to the challenges that they face and to live a life that is rooted in the values of the Gospels.



Statement of Curriculum Intent

The curriculum is focused on growing the whole person, through a broad range of high-quality reading and writing opportunities. Its intent is to empower pupils through exposure to the best in literature in English and beyond; to facilitate efficient acquisition of knowledge and to provide clear steps for progression and to develop a rich cultural capital. Through high-quality texts, resources and experiences, it aims to inspire our pupils to develop inquiring minds and to have a world view that is full of hope, with a knowledge of the love of Jesus.

Our English curriculum design is rooted in our core values:

Succeed – Hope – Inspire – Nurture – Empower
SHINE

Developing Language Capability

The curriculum incorporates meaningful speaking and listening activities that focus on language exploration and development.

Purposeful activities include:

- reading books aloud and discussing them;
- activities that extend pupils' vocabulary, e.g word games and morphemic knowledge to extend vocabulary from known words;
- collaborative learning opportunities where pupils can share their thought processes;
- structured questioning to develop comprehension skills;
- teacher modelling of key reading skills, e.g. inference-making by thinking out loud;
- pupils articulating verbally before writing.

Drama and active learning strategies are key tools for teaching and learning in this area. Teachers use explicit teaching of new vocabulary and create a language rich environment where pupils are exposed hear and confidently experiment with new words.

Reading: Fluency

The curriculum aims to support pupils to develop pace, accuracy and intonation in reading. Fluency in reading supports more complex comprehension skills.

Strategies used to support reading fluency include:

- focused work on decoding and phonological awareness;
- whole class reading activities where the teacher models reading aloud and the pupils read with the same level of intonation;
- repeated reading of the same passage until suitable fluency is reached;
- individual and small group reading activities with a focus on fluency.

Reading: Comprehension

Teachers explicitly model and describe specific comprehension strategies:

- prediction;
- questioning;
- clarifying;
- summarising;
- inference;
- activating prior knowledge.

For definitions, see EEF Improving Literacy in KS2, p.13

Texts are carefully selected to support the teaching of reading comprehension skills.

<p style="text-align: center;">Phonics and Spelling</p> <p>Phonics at St. Matthew's is taught through the <i>Monster Phonics</i> programme, which is closely linked to <i>Letters and Sounds</i>. Pupils are taught age-appropriate phonic knowledge. Gaps in pupils' phonic knowledge are addressed through individual and small group intervention work. Adaptions are made to phonic learning for pupils who are progressing through the programme at accelerated rates. Lessons are engaging and promote a love of language play and acquisition. Spelling sessions are taught through <i>No Nonsense Spelling</i>. This programme provides a clear programme for progression through spelling knowledge and skills used to learn new words from Year 2 to Year 6. The programme focuses on the teaching of spelling through conventions and rules, but also on learning spellings, including statutory words, common exceptions and personal spellings.</p>	<p style="text-align: center;">Assessment</p> <p>High-quality assessments are used to enable pupils and teachers to understand current attainment and to diagnose areas to be targeted and developed through adapting teaching to pupils' needs.</p> <p>Ongoing teacher assessment enables teachers to adapt lessons and sequences of lessons to facilitate pupil progress.</p> <p>Summative assessments such as teacher assessments, spelling tests and NFER reading and grammar assessments enable teachers to identify adaptations to the curriculum and pupils that require specific interventions.</p> <p>Moderation of writing assessments is supported by the use of comparative judgements. Each class will take part in at least one externally-moderated assessed writing task during the school year.</p>
<p style="text-align: center;">Writing</p> <p>The writing process describes clear progression through a unit of work to produce an independent piece of extended writing. When planning and delivering an English unit, teachers think about how they will teach writing composition through modelling and supported practice and how to develop pupils' skills in transcription and sentence construction.</p> <p>Writing Composition</p> <p>Purpose and audience are central to pupils creating effective and meaningful written work. The writing process involves several key processes, including:</p> <ul style="list-style-type: none"> • planning • drafting • sharing • evaluating • revising • editing • publishing. <p>Teachers describe and model each of these processes. Over time, pupils will be able to apply them increasingly independently.</p> <p>Transcription and Sentence Construction</p> <p>Practising handwriting and sentence construction through word and grammar play enable pupils to become more fluent in the process of writing, enabling greater focus on composition and the development of writing style.</p>	<p style="text-align: center;">Intervention</p> <p>In the first instance, the school focuses on ensuring high-quality teaching practice enabling the whole class to improve in English skills. Some pupils will require additional support to address specific aspects of learning. Diagnostic assessments are used to identify specific areas in which to support pupils and well-planned, structured interventions are match to individual pupil needs.</p> <p style="text-align: center;">Principles of Curriculum Design</p> <p>The English curriculum at St. Matthew's Church of England Primary School is constructed in accordance with agreed Principles of Curriculum Design.</p> <p>Contextual: Learning is matched to our pupils needs. We aim to enhance pupils' existing knowledge and skills through a curriculum rich in cultural capital.</p> <p>Sequenced: There are clear, sequenced steps of progression in learning.</p> <p>Excellence: High-quality sources and resources enable pupils to develop a love of literature.</p> <p>Balanced: Pupils develop spiritually, morally and creatively through reading and writing in a range of contexts.</p> <p>Inclusive: Regular reading of challenging texts and opportunities to practise basic skills enable pupils from disadvantaged backgrounds and pupils with SEND to gain the knowledge and cultural capital they need.</p> <p>Coherent: Explicit and meaningful links are made within and between texts and how English learning links to the wider world.</p>