



Agreed by Govenors
Spring 2021

Due for Review
Spring 2024

ENGLISH

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs J Morrell



'for wisdom is more precious than rubies, and nothing you desire can compare with her.' Proverbs 8:13

Vision

Holy Trinity's curriculum is rooted in our Christian vision. Every subject in our curriculum has a vital part to play in making our vision a reality. Our curriculum vision or intent statement was devised in consultation with parents, children, staff and governors, with support from Liverpool Diocese. This policy aims to show how our curriculum intent is promoted through our teaching of English.

Curriculum Intent Statement

Our curriculum intent statement below forms the basis of all our curriculum planning so that our children flourish academically, personally and spiritually.

Curriculum Intent Statement

'for wisdom is more precious than rubies, and nothing you desire can compare with her.' Proverbs 8:13

Vision Statement						
At Holy Trinity our vision is to be the best we can be: for God, for others and for ourselves. Through our hard work we want our children to acquire the very best in wisdom, knowledge and skills to raise their aspirations, enabling them to grow and flourish as unique and precious children of God. We want to provide a safe and welcoming space where our children learn from our Christian values, live well together and experience 'life in all its fullness' (John 10:10).						
Christian Values						
Love	Hope	Forgiveness	Trust	Peace	Reverence	Justice
Strand 1 In educating to develop wisdom, knowledge and skills we intend to:						

a) meet the academic needs of all of our pupils through our curriculum by

- i) having a strongly agreed consensus of the knowledge and skills our pupils need in order to take advantage of opportunities later in later life and through this powerfully address social disadvantage
- ii) teach our children to read, write and use mathematical knowledge confidently by the end of key stage 1 so they are able to access a broad and balanced curriculum at key stage 2
- iii) ensuring all our pupils are encouraged to develop a love of reading across the curriculum and read confidently, including aloud, at an age appropriate level
- iv) being clear what end points the curriculum is building towards and what pupils need to know to be able to reach those end points
- v) developing a curriculum that is carefully planned and sequenced logically so that new knowledge and skills build on what has been taught before and towards clearly defined end points
- vi) ensuring our curriculum meets the specific needs of our community, particularly widening vocabulary and broadening children's experiences and horizons through systematically extending their knowledge of the wider world
- vii) maintaining a healthy breadth and balance in our curriculum in all year groups
- viii) committing our time and resources to developing teachers and teaching assistants with a highly competent subject knowledge of the areas of the curriculum they teach
- ix) committing time and resources to high quality teaching materials that coherently support our ambitious intentions
- x) using assessment well to help pupils embed and use knowledge fluently, check understanding and inform teaching to address any gaps;

b) identify and support those who are more vulnerable and who may have additional learning and personal needs by

- i) having high expectations and ambition for **all** our pupils across the range of subjects
- ii) developing a curriculum that is successfully adapted to meet the needs of all our pupils, including those with special educational needs or disabilities and those whose first language is not English. This will enable them to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence;

c) support all pupils in their spiritual development, enabling all to flourish by

- i) equipping our pupils with the knowledge and cultural capital they need to succeed in life, introducing them to the best that has been thought and said to engender an appreciation of human creativity and achievement
- ii) enabling pupils to reflect and explore the spiritual and ethical dimensions of all subjects.

Strand 2 In educating for character development, including hope, aspiration and courageous advocacy we intend to:



To be the best we can be: for God, for others and for ourselves

a) support the character and moral development of all pupils, giving them aspiration and hope by

- i) building meaningful opportunities to enable pupils to make positive choices, developing ambition through perseverance to be the best they can be and embrace 'life in all its fullness'
- ii) developing curriculum opportunities that promote resilience to cope well when things are difficult

b) develop a curriculum that encourages pupils to engage in social action and be courageous advocates for change in our local, national and global communities including

- i) ensuring all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life
- ii) developing an understanding of disadvantage, deprivation and the exploitation of the natural world
- iii) engaging in global world links
- iv) promoting ethical and charitable activities through our curriculum, engaging in social action and challenging injustice.

Strand 3 In educating for community and living well together we intend to:

a) promote social and cultural development through a curriculum that encourages forgiveness and reconciliation, encouraging good mental health and enabling all to flourish and live well together. We will do this by

- i) ensuring our Christian values are woven through the curriculum and underpin teaching
- ii) planning curriculum opportunities that explore different points of view, enabling pupils to disagree well and practice forgiveness and reconciliation
- iii) building a curriculum that fosters a sense of belonging, embracing and celebrating difference.

Strand 4 In educating for dignity and respect we intend to:



To be the best we can be: for God, for others and for ourselves

a) plan curriculum opportunities that embrace difference and promote a culture of dignity and respect, thus enabling all pupils to flourish. We aim

to do this by

- i) ensuring that our curriculum upholds dignity and values all God's children so that we are successful in preventing rather than just reacting to stereotyping and prejudice
- ii) making sure that the people, events and issues we study enable pupils to understand, respect and celebrate difference and diversity
- iii) ensuring our curriculum enables children to cherish themselves as uniquely and wonderfully made, enabling them to form healthy relationships where they respect and offer dignity to others.

The purpose of English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. At Holy Trinity, all pupils are encouraged to read widely in order to widen their vocabulary and broaden their experiences, introducing them to the best that has been thought and said so that they appreciate human creativity and achievement. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aim of English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- implement targeted interventions to ensure that pupils who are not fluent readers and communicators by the end of Key Stage One are fully prepared to access reading opportunities across the balanced curriculum in Key Stage Two.



To be the best we can be: for God, for others and for ourselves

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Organisation of the teaching of English at Holy Trinity

English is a fundamental part of our curriculum at Holy Trinity. A significant part of each school day is dedicated to the teaching of English. Overall, this amounts to the following time in each key stage:

Early Years: one hour and fifty minutes - two hours daily

Key Stage 1: between one hour and forty minutes - one hour and fifty minutes a day

Key Stage 2: one hour and 30 minutes daily

The English curriculum comprises of the following subjects:

- Spoken English, including the development of vocabulary
- Reading, including phonics
- Writing
- English grammar, punctuation and spelling

As well as dedicated English lessons covering the above aspects, English is also taught within other subjects across the curriculum. This enables pupils to apply skills and knowledge within different contexts.

Although all aspects of English are interwoven and mutually dependent, for clarity, we have split the teaching of English into the following suite of policies:

1. English Policy A: Spoken English, including the development of vocabulary



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2. English Policy B: Reading, including phonics
3. English Policy C: Writing
4. English Policy D: English Grammar, Punctuation and Spelling