



**Teaching and Learning of English**  
**St. Joseph's Catholic Primary School, Dagenham**

### **English Curriculum Strands**

The following strands of the English curriculum are covered at St. Joseph's:

- Writing
- Grammar, Vocabulary and Punctuation
- Spelling
- Handwriting
- Spoken Language
- Phonics & Reading Comprehension

### **Writing**

In teaching writing, we at St. Joseph's follow a structured approach. All text types are linked to recommended books on Cornerstones Curriculum and Writing for Pleasure, to ensure a cohesive link exists. When beginning to study a new text type, children are shown examples of that text, written by others, centred on the book they are currently studying. They examine the example texts and analyse the language and structural features that are evident within it. This enables them to gain an insight into the texts they will themselves soon be writing. As the unit of work progresses, children will have the opportunity to see their teacher model examples, before then writing shared pieces of writing with their teacher and classmates. This culminates in the children then writing their own independent pieces of writing. Throughout the term children have a number of opportunities to produce extended pieces of writing in English lessons as well as across the curriculum.

### **Grammar, Vocabulary and Punctuation**

Grammar, Vocabulary and Punctuation are taught closely in line with our writing topics to ensure children learn all the relevant language skills linked to writing topics they are covering. In order to teach this, we use Nelson Grammar and CGP books.

### **Spelling & Handwriting**

At St. Joseph's, spelling is taught to link closely with Writing and Grammar, Vocabulary and Punctuation. We use the Schofield and Simms Scheme. For handwriting, we teach cursive script, using the Nelson Scheme, with a focus on

effective presentation. Lessons for both Spelling and Handwriting are taught at regular intervals each week.

### **Spoken Language**

Spoken Language skills are extremely important and form the foundation of a child's literacy skills base. Children at St. Joseph's are taught the difference between standard and non-standard English and the importance of formal and informal language. Staff encourage children to speak in full sentences, using grammatically correct sentences, as this aids them to write in a more effective manner. Oral skills are also developed through a variety of activities across the curriculum, including: Reading aloud in class; performing in class assemblies; expressing opinions; listening and responding to the views of others; and dramatic performances.

### **Reading**

Learning to read is a key skill that is taught to our children. We encourage reading across all subject areas, promoting the importance of reading both for pleasure and for necessity. Children are encouraged to regularly read independently, as well as be involved in shared reading with adults. Children study several texts in depth over the course of the year linked to their Cornerstones topic work. The teacher models reading to encourage good intonation and expression.

In Year 1 & 2, we have daily Guided Reading Sessions, where children have the opportunity to read to an adult, discuss the content of the texts and complete a range of activities relevant to their reading ability. In Year 3 - 6, we have daily Reciprocal Reading Sessions, which run similarly to Year 1 & 2 sessions, with the addition of more extensive questioning.

Additionally, children are expected to read for 20 minutes per night to an adult and record this in their reading record book. For children who have passed their Phonics Screening Check in Year 1, a variety of books are available to read.

### **Phonics**

In Reception and Year 1 we follow All Aboard Phonics. Children learn initial sounds before they learn to blend and segment. To assist parents, we hold an annual Phonics meeting where they are shown the types of games and activities that we play. To support our phonics lessons, we have Big Cat Collins Phonics books. Any children who do not pass the Phonics Screening check in Year 1 will continue to receive phonics interventions in Year 2 and beyond, if necessary.