

St Joseph's Mission Statement

Our school is proud to be part of the Roman Catholic Church in the parish of St Joseph. Our mission is to serve God, uphold the worth and dignity of every person and enable them to develop their talents. Everything we do is rooted in the values of the Gospel, as we seek to deepen faith, strengthen hope and grow in love in a respectful, safe and happy environment.

Our School

Our Mission Statement is supported by the following aims and how we expect to fulfil them:

- Together as adults and children, we respect, value and cherish each other as unique individuals.
- Everyone has something special to give; we look for ways to recognise, nurture and celebrate each other's talents. We shall strive to offer a broad and differentiated curriculum.
- Our community is a partnership between home, school and Parish.
- We provide a welcoming, well maintained, safe and happy environment.
- Our Faith life is an integral part of our community.
- We will strive to be living witnesses of Christ's teaching within the world community.

Power of Reading- Implementation

This whole school initiative uses high quality children's literature and proven creative teaching approaches to engage teachers and children in the literacy curriculum and develop a whole school love of reading and writing.

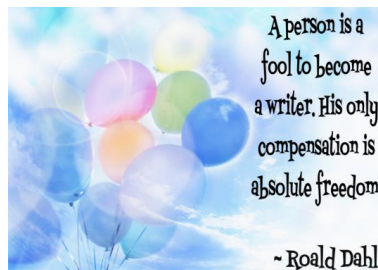
Now in its 14th year, the Power of Reading has raised achievement in over 4000 schools and worked with 5600 teachers nationally.

SPAG- Implementation

Each class teach a stand-alone SPAG lesson when needed from Year 2 onwards. Year 2, 3 and 4 use Read, Write Inc spellings to teach spelling rules. The Government set programme of study for SPAG can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

English- Writing

There are 3 things that last: Faith, Hope and Love.



English is the medium which unites learning in all areas of the curriculum and as such forms the basis of effective learning. It is through language that children develop the ability to communicate, relate to others and express their individuality.

Intent- Aims

The National Curriculum for English aims to ensure that all pupils:

1. read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

These non- negotiables are followed by staff throughout the year:

1. English work should be evidenced at least 4 times a week in KS1 (including RWI) and 5 times in KS2 (including SPAG)- written work, photos and videos on seesaw- reference in books with WALT, voice notes etc
2. WALTs should be clear (written in KS2 and printed in KS1) and underlined at the top of a new page with the date clearly shown (for work cont over one day also), marking next to the WALT
3. At least one deep mark every week, giving the children something to work on/improve/challenge
4. Children given enough time each week to correct green time
5. Writing assessment task based around PoR book- one per Half Term and inputted on trackers with evidence of drafting and editing
6. Handwriting to be taught as a stand-alone lesson every day. (cursive joins from EYFS) using Letterjoin. Staff to model cursive handwriting throughout school
7. Word of the Week using letterjoin to be used from Year 1 upwards, once a week
8. Pen license to be used in KS2
9. SPAG to be taught as a stand-alone lesson every week from Yr2 upwards- Yr2, 3, 4 and 5 to use RWI spellings scheme at least twice weekly
10. Writing display in corridor to be updated regularly to improve enjoyment of writing.

Intent-Our English Vision

At St. Joseph's we aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading, Writing, Phonics and Spelling. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce English skills.

At St. Joseph's RC Primary school we strive for children to be a 'Primary Literate Pupil'. By the end of Year 6 we aim for a child to be able to:-

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- be developing the powers of imagination, inventiveness and critical awareness

Interventions- Implementation

There are many writing interventions that take place across school for writing, including letter formation, handwriting groups, spelling game groups, IDL spelling groups and 'Writing Legends' groups.

Data- Impact

Reading and Writing data from across school are checked by the English Coordinator throughout the year. Internal moderation takes place throughout the school year, where teachers share data and books. External moderation takes place for the end of EYFS, KS1, and KS2.

Data from the academic year 2020/21 in writing:

EYFS- 76% GLD

Year 1-	32% EXS	32% GDS
Year 2-	57% EXS	7% GDS
Year 3-	54% EXS	4% GDS
Year 4-	67% EXS	7% GDS
Year 5-	63% EXP	17% GDS
Year 6-	61% EXS	3% GDS

Handwriting

At St Joseph's, we use Letterjoin handwriting scheme. Children in the EYFS learn to write using a pre-cursive style, when they move to Year 1, they begin to join 'special friends' (digraphs/trigraphs) and by Year 2, most children are joining the majority of their writing. From Year 2 upwards, handwriting is taught as a standalone lesson at least 3 times a week.