

## English at St Bede's Catholic Academy

At St Bede's Catholic Academy we recognise that English has a pivotal 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 at St Bede's will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature particularly has a key role in such development. Reading also enables our pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently will dramatically reduce their life chances.

### Aims

The English curriculum at St Bede's Catholic Academy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The curriculum we deliver 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.
- 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.

The expectation is that the majority of pupils will move through their year group's curriculum at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated opportunities to further develop their literacy skills before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, through timely and immediate interventions before moving on.