

Spiritual Development in English

Spiritual development is about supporting the children to be able to develop the language to talk about life: its great times, its difficult times and times that are happening right now. To help these discussions, we have introduced to the children the language of ‘wows’ (the great times), ‘ows’ (the difficult times) and ‘nows’ (the times that are happening right now).

Spiritual development is promoted throughout the teaching and learning of English at Holy Trinity Primary School. The English curriculum is filled with different aspects of spiritual development and many books and units are chosen with this in mind. Children at Holy Trinity Primary School are encouraged to express their spirituality through personal reading, creative writing and drama. Children have the opportunity to:

- develop an understanding of the creative process and experiment through writing
- develop the skills to express themselves accurately and fluently in a range of styles and situations
- develop their ability to reflect on and discuss their own beliefs and morals through themes raised in the literature that they study and be open to the views of others
- learn about respecting others through the study of literature from other cultures and books that reflect diversity, inclusion and equality.
- foster empathy and understanding of others through reading and discussing the experiences and emotions and characters
- explore the values being displayed through the characters and reflect on how these can be applied to their own lives.
- experience a range of cultures and experiences through the written world
- reflect on the meaning of life and their place in the world through literature
- develop a love of reading
- develop an ability to ask and respond to ‘I wonder’ questions

Opportunities to explore Wows and Ows in English could include:

	Wows	Ows
All subjects	<ul style="list-style-type: none"> • Celebration of success • Learning from a mistake 	<ul style="list-style-type: none"> • Disappointments / failures and mistakes • Struggling – finding something hard
Phonics	<ul style="list-style-type: none"> • The life skills and confidence that comes from independently reading and writing • Being able to decode the world you • Discover reading for pleasure 	<ul style="list-style-type: none"> • The complexity of the English language e.g. confusing spelling rules • You can’t decode the undecodable • Nonsense/aliens words
Reading	<ul style="list-style-type: none"> • Stories with a ‘twist’ e.g. The Island • Being able to finish and understand a more complex story and appreciating the resolution • Making definite links to other curriculum areas and their own experiences 	<ul style="list-style-type: none"> • Struggling to understand more challenging vocabulary • Not having the life experiences to understand stories in certain contexts • Problems faced by characters in stories can be uncomfortable

	<ul style="list-style-type: none"> • Opportunities to access classics by a range of authors including Shakespeare • Having opportunities to read books by a wide range of diverse authors • Becoming a millionaire on Accelerated Reader. 	<ul style="list-style-type: none"> • Struggling to apply their phonics to read with more fluency and losing comprehension • Hardships faced by people in non-fiction texts e.g. Hidden Figures
Writing	<ul style="list-style-type: none"> • Transferring thoughts and ideas through mark making - pictures through to own stories, diaries etc. • Using their imagination and creativity into the writing • Linking ideas from different subjects into their writing • Able to place themselves in a character's shoes 	<ul style="list-style-type: none"> • Difficulty in expressing my thoughts • My writing often needs editing and this reflection is challenging • Comparing quantity written with others' writing • Struggling with spelling which is demotivating • Difficulty in understanding different structure of writing such as newsletter / reports etc • Struggle reading work back if they struggle with phonics and spellings