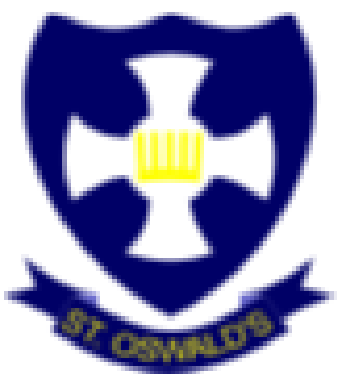


St Oswald's Catholic Primary School

CURRICULUM OVERVIEW



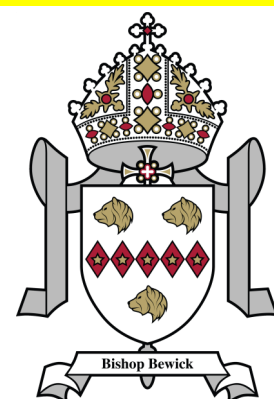
English



'Living, Learning and Loving Together with Christ'

Subject Lead: Katie Morris

Deputy Lead: Jen Gray



Overview

The foundations for teaching the National Curriculum English are begun in Early Years Foundation Stage, with the development of a high quality programme planned within Communication, Language and Literacy. The teaching of English at KS1 and 2 is underpinned by the expectations and programme of study set out by the DfE's National Curriculum (2014)



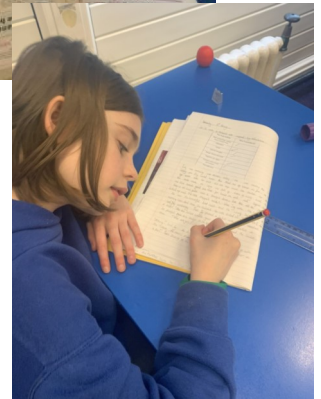
A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, 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. All the skills of language are essential to participating fully as a member of society.

Intent

To deliver an engaging, innovative and exciting Literacy curriculum which enables and empowers children's reading, written and oral communication and creativity.

The National Curriculum guidelines state that a primary curriculum should enable learners to;

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information • develop and use a wide vocabulary
- have a clear 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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Implementation

At St Oswald's reading, writing and communication are central to our curriculum. English at St Oswald's is not only a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening. We take every opportunity to immerse learners in engaging, high quality texts through drama, role play, story telling, art, music and discussion.

Reading

Reading is fully incorporated into daily routine for years from 1 to 6. We ensure children have reading time with their class teacher or teaching assistant in a guided reading format on at least a weekly basis. To further encourage and develop Early Reading, phonics sessions are ran on a daily basis in the Early Years and Key Stage 1 classes with targeted intervention in place to support all children in reaching age related expectation. Phonics lessons follow the Oxford University Press 'Essential Letters and Sounds' scheme to mirror the reading scheme used in school.



English lessons throughout the school are enhanced using key texts to support children's understanding of a variety of genres. Texts are discussed at length and in depth as a stimulus for writing and to deepen and enrich children's vocabulary.

In order to generate a love of reading for pleasure in our children each class shares a class reader at the end of each day which is read aloud to children by an adult. Initiatives such as 'Friday Favourites' in Key Stage 1, where children are invited to bring in a favourite book from home to discuss and read with the class, promote discussion and interest in a wide variety of texts. Our annual Book Week in the first half term of the year creates an enthusiasm for reading in school with competitions, reading challenges, author visits and a Book Fair all designed to pique the children's interest.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'



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Implementation

Writing

Our intention for children to become fluent and confident writers forms the cornerstone of our English curriculum.



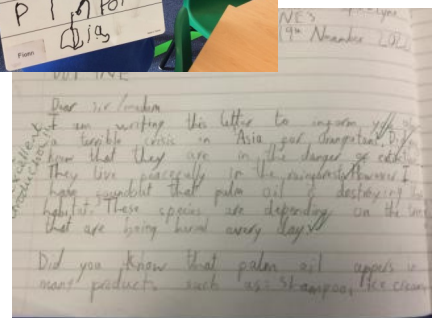
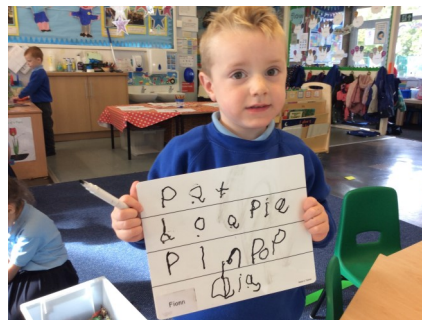
From beginning the EYFS children are given access to writing materials in every aspect of their learning and play to encourage early writing. Fine motor activities and interventions are planned to encourage good pencil control with activities such as Dough Disco and Finger Gym used regularly.

Hand writing and letter formation are of fundamental importance in the development of early writing with provision planned to promote mark making and accurate letter formation from an early age. Children across the key stages have intrinsic handwriting time built into the curriculum to ensure high standards of presentation in all areas of their studies. Children in Key Stage 1 are provided with guided lines in all exercise books to promote accurate letter sizing, with this visual support being gradually withdrawn as children become more confident writers.

'You can make anything by writing.'

-C.S Lewis

Teachers endeavour to give children a purpose for their writing in all genres and units covered with work regularly being published and shared across school, home and the local community. Having this clear purpose engages children and enables them to produce work to the best of their abilities. Cold written tasks are used to assess children's understanding of key curriculum objectives and to plan challenging lessons to embed and extend writing skills. Our marking policy encourages children to revisit written task and correct or further improve their work.



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Implementation

As a staff team we ensure that progression is clear in the English Curriculum we deliver, with core targets given to each year group. We monitor this process carefully and track the application of taught skills through assessed pieces of extended written work to create a clear picture of the attainment of individuals, cohorts and groups. This rigorous process is vital in informing planning and intervention to support our learners' needs.



To ensure accuracy in our judgements, writing moderation is a vital part of the CPD provided for staff. We regularly meet as a team and within our cluster schools partnership to look at writing in depth. This process is vital in ensuring accurate assessment and progression in the curriculum delivered to children.

Impact

Our reported data within English is above national average, with children often exceeding age related expectations at the end of each Key Stage. This is indicative of the high quality curriculum that is delivered at St Oswald's.

In addition to achieving a strong data picture, we also believe our intention within our English curriculum is achieved through the enjoyment and engagement of our children. Lesson observations, book scrutinies and pupil voice reviews indicate that children enjoy this core subject and are developing a love for reading and writing throughout their time in school.



'Reading is like breathing in, writing is like breathing out.'

-Pam Allyn



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