

At St. Oswald's Primary school, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching of English 2023/2024

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| Intent | When our children leave St. Oswald's, we expect them to be fluent, avid readers, who are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of high quality text types, genres and authors in order for them to make informed choices and opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual style. We want our children to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat, joined handwriting style. A wider range of vocabulary is consistently and continually taught to children so that they can decipher new words and then use them when speaking. Our overall aim is then for our children to apply all the English skills taught to all areas of the curriculum. | | | |
| Underpinned by | High Expectations | Modelling | Fluency | Vocabulary |
| | All children are expected to succeed and make progress from their starting points. | All teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations. | Children apply English skills with ease throughout all of the curriculum. | Ambitious vocabulary is taught explicitly in all topics and reading. It is applied and modelled in everyday situations. |

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| Implementation | <p>The Writing Cycle</p> <p>Our writing cycle is based on elements of Pie Corbett’s ‘Talk for Writing’. We teach children a high quality model text, add subject specific vocabulary and then imitate it, then innovate it before children become independent writers with their own reading style.</p> | <p>ERIC time</p> <p>In all years, each class has a high quality text that is selected from a list of recommended texts. English work is planned and delivered through the context of this text. Once a day, the whole school reads their class text (Everyone a reader in class time). This is where teachers model how to teach reading skills at all levels, which are then practiced and applied independently. Questions are asked about the book and content discussed in class.</p> | <p>Reading lessons</p> <p>In each class, once a week in English time, there is a specific reading lesson where teachers model reading and children practise reading through choral reading and independent reading. The high quality texts chosen for this lesson are either linked to the class text or selected for cross curricular purposes. Children answer questions about the text, which are differentiated accordingly.</p> |
| | <p>Phonics</p> <p>Phonics is taught daily in small phonics levelled groups using the SSP Jolly Phonics scheme, including KS2 if phonics teaching is still required. All children accessing phonics teaching have a specific decodable phonics book at their level.</p> | <p>SPAG</p> <p>Spelling, punctuation and grammar is taught daily in each class. Spelling is taught following the No Nonsense Spelling programme from Year 2 to 6 and Reception and Year 1 follow the Jolly Phonics SSP scheme. These schemes set out a clear pathway for progression.</p> | <p>Class texts</p> <p>Every child in school from Year 2 – Year 6 has a reading for pleasure book. The class teacher will recommend reading books during Book Club and these books are chosen independently by the children and are for reading for pleasure. Reading for at least 15 minutes a day is recommended and parents sign a reading record to confirm that a child is doing this each day.</p> |

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| | <p>Cross curricular Everything that we do in St. Oswald's is cross curricular. Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.</p> | <p>Whole school events We celebrate National Poetry Day and World Book Day and organise reading and writing competitions. We celebrate all cross curricular writing on our displays and reward / share in our class assemblies. We have close links with the local library and promote reading challenges to entice a reader to join to access further reading material.</p> | <p>Reading for Pleasure Once a day, the whole school places value on reading a class story. This is where staff read to the children modelling the excitement, fluency, intonation, volume and expression that story telling brings. We encourage our children to visit the local library and share recommendations to others.</p> |
| <p>SEND / Lowest 20% As with all learners, at St. Oswald's we ensure high quality teaching and learning and progression. This includes: reviewing past learning, retrieval of past knowledge and learning in small steps. Where necessary, pupils in the lowest 20% of attainers will receive target and structured intervention e.g precision teaching. These pupils will require an emphasis on small steps with an abundance of scaffold and modelling to enable them to achieve the expected objective. All teaching and learning staff are aware of the lowest 20% of attainers and this is reviewed termly with to ensure the correct intervention is taking place.</p> | | | |

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| Impact | <p>Pupil Voice Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about (in presentation) books and authors that they have enjoyed and can make reading recommendations.</p> | <p>Evidence in knowledge Pupils can make links between texts and the different themes and genres within them. They can recognize similarities and differences. Children understand the reading and writing process.</p> | <p>Evidence in Skills Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge (which is regularly updated) ensures that skills are taught.</p> | <p>Outcomes At the end of each year we expect the children to have achieved Age Related Expectation for their year group. Each term, children are assessed for independent writing, sentence reading and comprehension. Some children will have progressed further and achieved Greater Depth. However, each term, children who have gaps in their knowledge receive appropriate intervention and support.</p> |
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