

Our Lady's Bishop Eton Primary School



ENGLISH Policy

Our Lady's Bishop Eton Curriculum Vision and Intent

At Our Lady's Bishop Eton Catholic Primary School we have a broad and balanced curriculum that supports our pupils to learn, grow and develop into **Citizens of the World**. We have carefully mapped out our curriculum, experiences and responsibilities so that we offer all our children the opportunity to develop personally and academically regardless of a pupil's starting point. We prepare pupils for their futures whilst always learning from the past and what came before. Our inclusive curriculum is underpinned by a shared set of values and beliefs, which promote equality and diversity, including the Gospel Values. We offer a curriculum in which our values are not limited to the explicit teaching of PSHE and Religious Education lessons but instead offer additional opportunities throughout our Core and Foundation subjects to reflect upon our attitudes and beliefs.

At Our Lady's Bishop Eton our curriculum intention is for all pupils to receive a high-quality, sequenced curriculum which engages and challenges learners. Through building upon National Curriculum aims, we have a bespoke curriculum offer which reflects our locality and culture as well as offering an opportunity to familiarise learners with cultures and viewpoints that may differ from their own. We have placed significant emphasis on making our curriculum broad and balanced; all National Curriculum subject areas have equal importance, however we understand that success in these subjects is often underpinned by basic Literacy and Numeracy knowledge. We challenge all pupils to succeed in all areas of their academic journey and therefore we do not narrow our curriculum; our success is rooted in our pupil's exposure to wider progressive knowledge, vocabulary, conceptual understanding and the schemas they develop.

English: Intent

Through English we enable children to grow into responsible **citizens of the world**. All the skills of language are essential to participating fully as a member of society.

We believe pupils must have the ability 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. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Our Curriculum enables pupils to develop their speaking, reading and writing abilities. It facilitates pupils to gain an enthusiasm for all component areas of English. Through Literacy Counts: Ready Steady Write we offer a progressive, sequenced, ambitious curriculum, that places quality literature at its core. The units have been carefully mapped out to match the entire statutory curriculum for writing.

Additional focus areas, such as: School Shakespeare Week and World Book Day contribute to our school-wide approach to developing an appreciation of English as an essential subject.

Children will:

- Speak clearly and confidently and develop and sustain ideas orally.
- Be active and critical listeners.
- Systematically acquire phonic skills and a secure knowledge of the letter sounds and spelling system of the English language.
- Become competent readers who are able to read a variety of texts and text types for their own pleasure, for information and to audiences.
- Have the best opportunity to develop a lifelong love of literature and reading.
- Write competently and with enjoyment on a range of text types.
- Feel confident with regards to speaking, listening, reading and writing.
- Be prepared to be responsible citizens of the world.

English Long Term (available on website)

Implementation

We provide a sequenced, ambitious curriculum that places quality literature at its core. The units have been carefully mapped out to match the entire statutory curriculum for writing. Our English curriculum offers a consistent approach to learning which is overseen by SLT to ensure that all learning is progressive, connected and sequenced.

Speaking and listening opportunities are provided through each unit. These will include sharing responses to the text, paired and group work, drama opportunities and sharing planning ideas and final pieces with peers. The pupils have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Some drama activities will be accessed by whole year groups. Pupils participate in discussions, presentations, performances, role play, improvisations and debates. Children are given opportunities to voice their opinions and listen to the thoughts of others. They are given a chance to build their vocabulary through the reading of the vehicle texts and example texts where new vocabulary is introduced and also through experiencing technical vocabulary from other subjects. Classroom environments are a safe place where children can feel confident in asking questions and sharing ideas. Speaking and listening is further experienced through additional sessions such as drama activities for Shakespeare Week and World Book Day.

Sentence Accuracy

All lessons have a focus on sentence accuracy. Daily Sentence Accuracy encompasses word, sentence, and punctuation from the statutory National Curriculum. This daily practice, underpinned by teacher modelling, helps build fluency and stamina for writing. This process begins with teachers of younger children dictating sentences and as pupils progress greater independence is achieved through the curriculum.

The writing process

Each unit begins with a high quality vehicle text which immerses the children in the theme. This then develops following the four step process as shown below. Lessons incorporate a high standard of modelled writing and vocabulary to engage and challenge all learners whilst ensuring consistency across a year group. Grammar opportunities are embedded within each unit of work.

Teaching Sequence Counts



	Immerse	3-4 days	<ul style="list-style-type: none"> Immersion in Vehicle Text Enjoy, explore and respond Determine purpose, audience and form Share Example Text
	Analyse	3 days	<ul style="list-style-type: none"> Familiarisation with text structures Familiarisation with language features Knowledge for the writer
	Plan	3-2 days	<ul style="list-style-type: none"> Gather ideas Plan
	Write	7 days	<ul style="list-style-type: none"> Modelled and Guided writing Application of writers' skills and knowledge Independent writing & draft, revise, edit

Skills Practise for Sentence Accuracy

Teaching Sequence

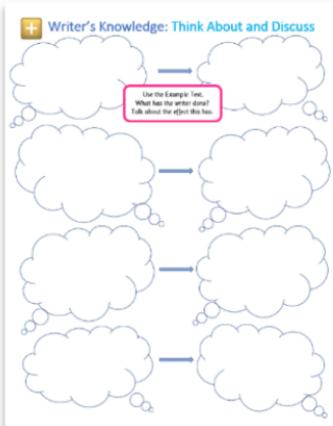


	In Week 1	Jump In	<ul style="list-style-type: none"> Immersion in text Determine purpose, audience and form Enjoy, explore and respond to text
	In Week 2	Look	<ul style="list-style-type: none"> Familiarisation with word, sentence and text structures Familiarisation with language features Knowledge for the writer
	In Week 2	Plan Sentence(s)	<ul style="list-style-type: none"> Sentence Planning Circular Planning
	In Week 3	Write Sentence(s)	<ul style="list-style-type: none"> Shared and guided writing Sentence application of writers' skills & knowledge Sentence quirky & edit Environmental Writing

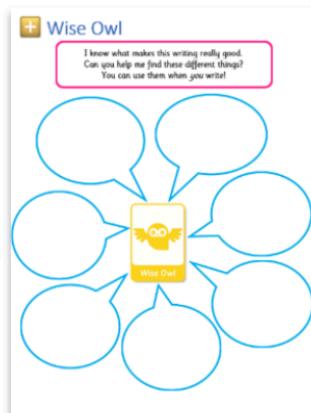
Skills Practise for Sentence Accuracy & Environmental Writing

Examples of analyse are shown below:

Editable Writer's Knowledge

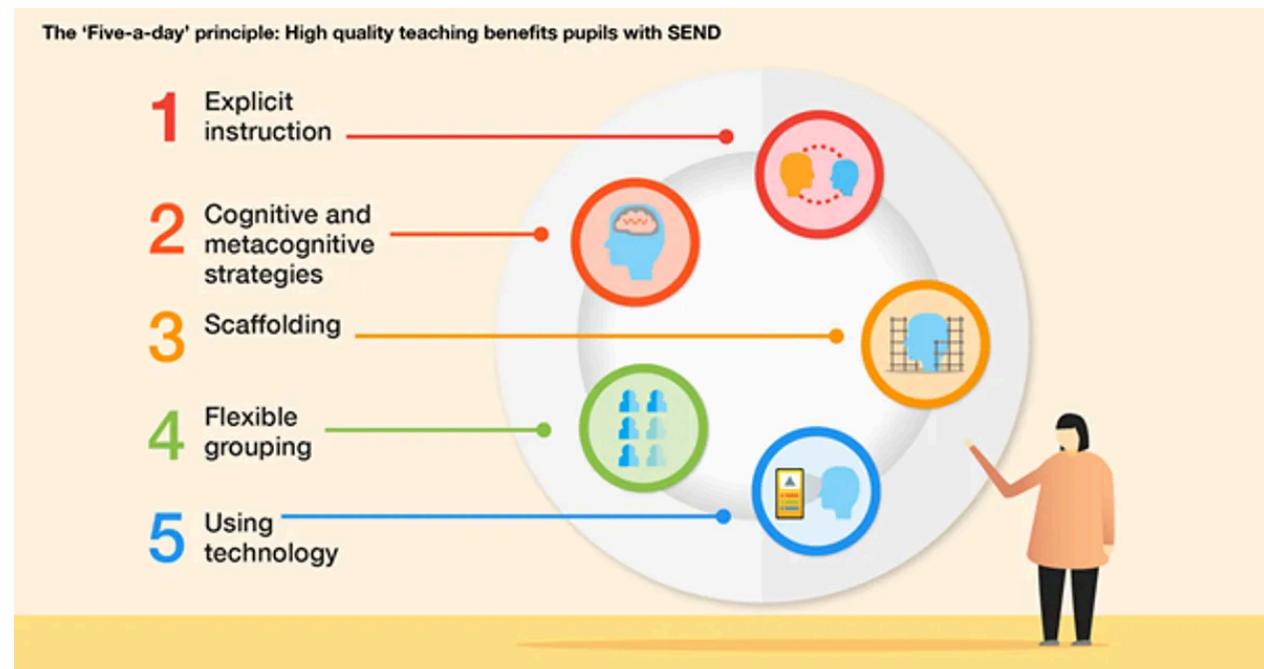


Editable Wise Owl



Working walls and classroom resources support the writing process and provide a scaffold for all children to achieve. Valuing work is an essential part of our curriculum. Children are encouraged to take responsibility for their own work. Drafting and editing is a central theme of making the children independent citizens. Children regularly read through their own work and the work of others. To further encourage this, children are given further opportunities to showcase their work. For example, work may be showcased in assembly, to another adult, or another class. Furthermore, children are given the opportunity to contribute to school displays and opportunities are given within lessons to present both orally and in writing.

Teachers share a collective understanding and adapt to the needs of pupils and our pedagogical approach is underpinned by the 5-a-day principles from the EEF.



Reading

Word reading – the ability to decode words- will be taught through the use of the systematic synthetic phonics scheme 'Twinkl Phonics.' Children are assessed to identify which level of books they should be reading and to ensure that they progress appropriately. In EYFS and KS1 our children read phonetically decodable reading books.

Comprehension – Children's comprehension skills are taught through high quality discussions with teachers and teaching assistants, individual and group reading times and whole class reading activities. We follow a whole class reading approach.

KS1

Guided reading provides an opportunity to teach reading in relation to the differentiated needs of the pupil groups. Teachers work with a small group of children at a similar level of achievement-using individual copies of the same decodable text.

KS2

Guided reading provides an opportunity to teach reading as a whole class in relation to the differentiated needs of the pupils. Following an introduction of key vocabulary and context with the teacher facilitating, pupils read at appropriate levels of independence to themselves and others, then answer questions linked to the text. Pupils have question types modelled and apply their learning to similar question types. The final part of the process is a reading on session. Teachers assess these guided reading sessions formatively throughout lessons.

These reading sessions expose our pupils to a wide range of authors and their works. In addition, during the year we provide opportunities for children to meet real authors. We take part in The Liverpool Reading Festival, where every class has a session with an author. It is important to us that children have role models that they are able to aspire to.

Assessment

In English we assess pupils formatively and summatively. During lessons teachers will assess pupils against the key learning and skills required of the lesson. If there are misconceptions these will be addressed in the lesson or will inform a teaching point in the next lesson. Sentence accuracy allows staff to quickly check understanding within children's written work. Examples of great work are used as reference points for the children. Verbal feedback is used as a driver to improve work. Within the higher years of KS2, children will edit and improve their own work with green pen. Children have access to Sentence accuracy checkers as an aid to support this.

Extra Curricular:

The English curriculum is further developed through **extra-curricular** activities. In school we have many clubs which promote aspects of English. For example: Eco Council, Pupil Council, Librarians, BEAP (Drama club). We also have a successful debating team that each year takes part in the debates organised against local schools. Classes also put on class Collective Worship sessions involving parents. We also take part in events such as Shakespeare Week and World Book day which allow for drama activities based upon speaking and listening to encourage all children to take part. Furthermore, this allows the children to interact across their year groups. Further examples of this include positions of responsibility such as: Head Boy, Head Girl, Prefects, Student Council, Eco Councillors, Science ambassadors etc.

SMSC

Our English Curriculum contributes to the spiritual, moral, social and cultural development of our children.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> Respect for self and others Increasing ability to reflect Empathy, Concern & Compassion Expressive & creative development Awareness and understanding of their own and others beliefs Ability to think in terms of the whole Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism Courage and persistence in the defence of their aims, values, principles and beliefs Appreciation of the intangible Understanding of feelings and emotions and their likely impact Respect for insight as well as knowledge and reason 	<ul style="list-style-type: none"> Ability to distinguish right from wrong Confidence to act consistently in accordance with their own principles Respect for others' needs, interests and feelings as well as their own Desire to explore their own and others' views A commitment to personal values in areas which are considered right by some and wrong by others Ability to make responsible and reasoned judgements on moral dilemmas Ability to think through consequences of their own and others' actions Considerate style of life Understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> Works successfully as a member of a group or team Appreciates the right and responsibilities of individuals within the wider social setting Takes advice offered by those in authority or counselling roles Participates in activities relevant to the community Exercises responsibility Resolves conflict Adjusts to a range of social contexts by appropriate and sensitive behaviour Challenges, when necessary and in appropriate ways, the values of a group or wider community Understands how societies function and are organised in structures such as the family, the school and local and wider communities Shares values and opinions with others and works towards consensus Reflects on their own contribution to society Relates well to other peoples' social skills and personal qualities Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> Appreciation of the diversity and interdependence of cultures Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality Ability to recognise and understand their own cultural assumptions and values Understanding of the influences which have shaped their own cultural heritage Understanding of the dynamic, evolutionary nature of cultures Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures Regard for the rights of human achievement in all cultures and societies Openness to new ideas and a willingness to modify cultural values in the light of experience

Curriculum Impact

In order to ensure our English curriculum has the desired outcomes for our pupils, we regularly measure impact. We do this through:

- On-going formative and summative assessment of lessons and units
- Monitoring of work
- Internal and external moderation of work
- Lesson observations
- Pupil and parent voice
- Celebrating learning in lessons and at the end points of units
- Sampling and promoting work from across the school
- End of Key Stage Assessments and progress

As a result of our curriculum and regular opportunities to speak and listen, we succeed in creating confident children, who are willing to share their own views succinctly and challenge others. Children can go into the wider community and be young confident **citizens of the world**. Through the regular opportunities to write which encourage regular self editing, peer editing and feedback from adults, upon leaving our school, we have children who are able, confident writers, with a firm understanding of spelling, grammar and punctuation. As a result of our curriculum, our children develop their imagination, can express themselves in a succinct and assured way, and have a real love for the written word. As a result of our curriculum giving the children access to a broad range of authors and texts, we give them the best opportunities to appreciate a love of books. Our children are confident readers who love reading.

KS2 Sats 2023

We are above national average in Reading - 100% v 73% National

We are above the national average in Writing 87% v 71% National

We are above the national average in Maths 93% v 73% National

We are above the national average in GPS 95%