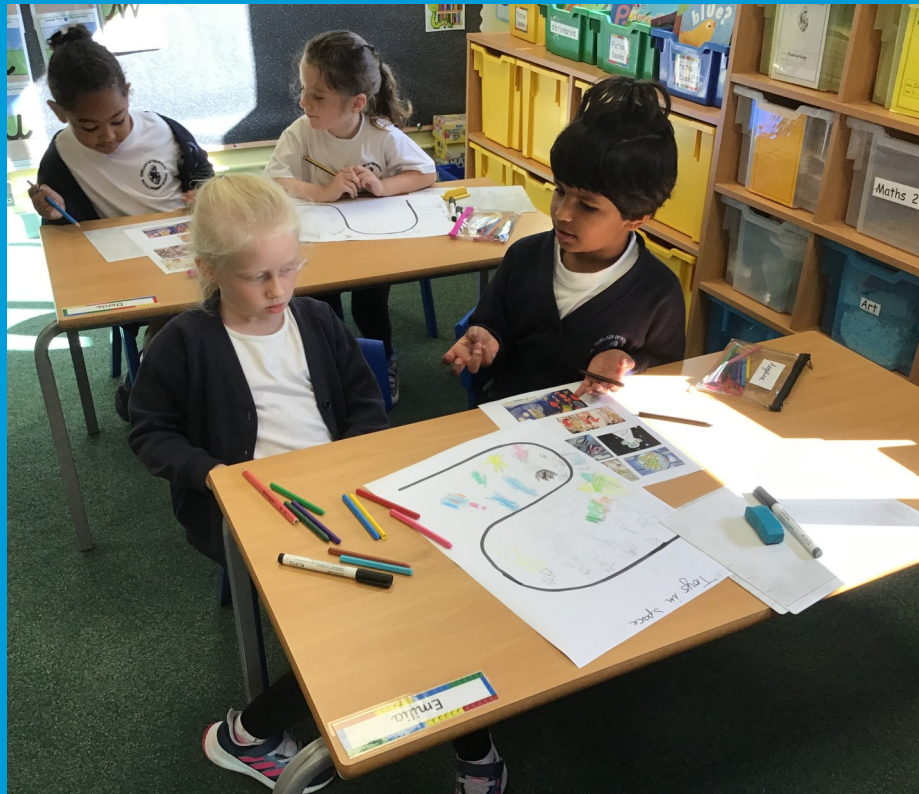




English

Curriculum Statement

At Our Lady, we intend to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. We have a focus on oracy to develop pupils' spoken skills. We aim to equip our pupils with a strong command of the spoken and written word through exposure to high-quality texts, and a curriculum that develops their love and understanding of language, literature and mastery of grammar. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Our Key aims

- We promote a love for reading by providing children with engaging classic and modern literature. Children will have access to a range of fiction and non-fiction texts in their classroom and in the school library.
- ♦ We ensure children have a secure understanding of narrative sense, leading to high-quality written and verbal communication skills.
- ♦ The English curriculum is taught in a cross-curricular way to immerse children in meaningful and memorable learning leading to achievement for all.
- ♦ Through exposure to a variety of high-quality texts, children will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ♦ We give children opportunities for class discussions and debates to help them gain confidence in contributing.





Key characteristics of English at Our Lady

- ◆ Each term children learn how to write a fiction and non-fiction text. Children learn about one text for approximately three weeks. The text is called a 'model text'. It is typed and recorded in every child's book so they can refer to this throughout the unit. Upper KS2 may cover more text types depending on the term.
- ◆ Using a *Talk for Writing* style, children learn parts of the model text off by heart and revisit the model text each day. Children unpick and discuss the vocabulary and features within the text. Children use the examples of sentence structure, grammar and vocabulary to inspire and support their own writing and ideas. At the end of the unit, children will create their own version of the text.
- ◆ Children are explicitly taught the skills of reading through two whole class reading sessions per week. Children have at least one Comprehension lesson a fortnight where children read a longer text and answer questions about the text in full sentences. Where possible, we try to select texts that develop children's knowledge in other subject areas, including science, history, geography and RE. Teachers use a range texts and teaching strategies to engage the children and help foster a love of reading from a young age.
- ◆ Children progress through the Oxford Reading Tree Book Bands. Children take two books home a week to read at home. Children regularly read with an adult in school each week.

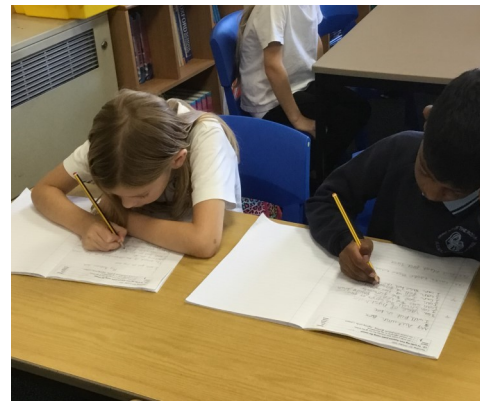
What does this look like?

Our children:

- ♦ Learn to say parts of the model text and key phrases off by heart.
- ♦ Contribute their ideas for shared writing. Their ideas are valued but also challenged. Children write everyday.
- ♦ Retell stories verbally, through story mapping and writing.
- ♦ Write everyday and plan their writing using story mapping and boxing up.
- ♦ Listen to a wide range of literature each day, during whole class reading sessions and end of days reads..

Our children's books:

- ♦ Children learn to join their writing using a cursive style.
- ♦ Children have a Learning objection of Learning question each lesson. This includes 'Steps to success' so children know how to achieve the objective and 'Key vocabulary' for children to refer to.
- ♦ Children use purple editing pens or pencils to edit and make changes to their work.

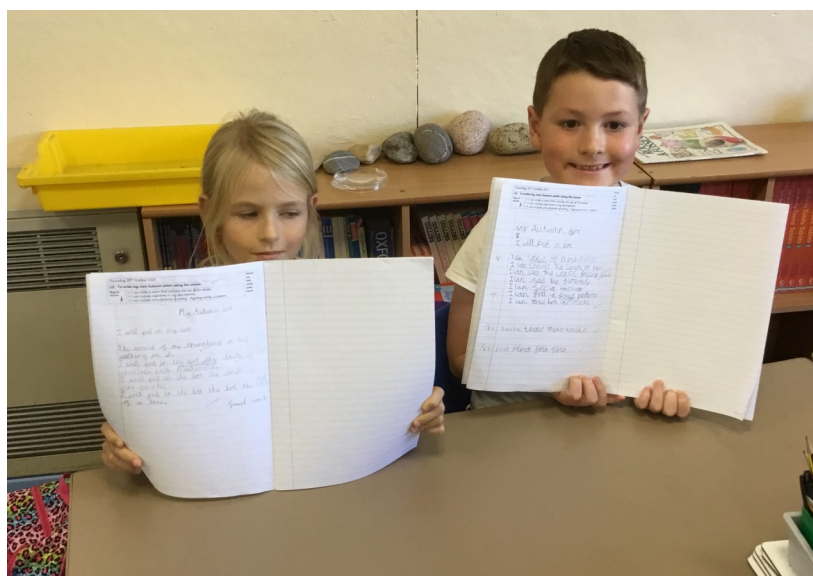


Our learning environment:

- ♦ Working walls display story maps, modelled writing, shared writing and key vocabulary.
- ♦ Resources, phonic mats, word mats and editing resources are made available so children can access these independently.
- ♦ A range of fiction and non-fiction books are in every classrooms for quiet reading time and reading for pleasure.

Curriculum Coverage of texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Nursery rhymes The Little Red Hen Owl Babies Autumn Colours poem	Rama and Sita The Gingerbread man The Elves and the shoemaker The Nativity	The Naughty bus Whatever next / Mr Gumpy's outing	The gigantic turnip Titch World Book Day Text: Whatever next	What the Ladybird heard Dear zoo Giraffes can't dance	We're going on a bear hunt A Great Big Cuddle: Poems for the Very Young by Michael Rosen & Chris Riddell
Year 1	Toys in Space My Teddy Bear' by Margaret Hillert Model letter	Little Charlie How to wash a Woolly Mammoth	The Three Snow Bears Model diary text	The Koala who could Model information leaflet World Book Day Book: The Lonely Giant	The Story of Pirate Tom Model instruction text: How to plant sunflower seeds?	Jack and the Beanstalk Model information text Alone in the Grange by Gregory Harrison
Year 2	Tell me a dragon If I had a dragon by Tom and Amanda Ellery Model instruction text- The Dragon Machine	Cat, Bramble and Heron Model information text	Lila and the Secret of Rain Letter/ diary - Meerkat Mail	The Ocean meets the sky Model explanation text World Book Day Book: The Night Gardener	Gorilla The Rainbow Giant	The Papaya that spoke Model explanation text The Quangle Wangle's Hat by Edward Lear
Year 3	Lazy Jack Stone Age Boy The Schoolkids Rap by John Foster	The Tin Forest Nail Soup	The Tear Thief Information text - Why Bats Fly at night & Manchester Ridge Back Dragon	The Green Ship Model letter World Book Day: A wolf's tale, what really happened to Red Riding Hood	Remus and Romulus Why you Should Join the Roman Army?	Leon and the place between Poems by Liz Brownlee, (Snowy Egret, Sea Star, Emperor Penguin, Seal) Explanation text -How bees make honey
Year 4	Egyptian Cinderella How to mummify and Pharaoh Poetry: The Lonely Dragon by Zoe Saunders	Little Red Riding Hood Model information text: Howard Carter discovery of King Tutankhamen tomb	The Selkie Model explanation text: The Water Cycle	Journey to a lonely Mountain Tomador destroys local houses World Book Day Book: Hemelin	To the Edge of the World Should Mobile phones be allowed in schools?	The Poor Boy and the magical bird Poetry: The Owl and the Pussycat Newspaper report: Sutton Hoo
Year 5	How to train your dragon Poetry - Jabberwocky Persuasive - How to Train your Dragon	Non-chronological -Wild Cats Oliver Twist	Formal letter - School uniform Story writing - The viewer Diary - The viewer Biography - Harriet Tubman	Non-fiction - Paper helicopters Instructions- Neil Gaiman Fictional Instructions Non-chronological report - Planets	Non-chronological report - Pandora World Book Day - The Town by the Sea Explanation - Science focus	Poetry - The Listeners Story writing- Macbeth Non-fiction character analysis - Macbeth The Highway Man
Year 6	Kidnapped! Model explanation text - How can the Snoozatron help you sleep Poem: The Tyger by William Blake	The Tunnel - Pie Corbett Rose Blanche Diary Model autobiography text Biography of Anne Frank Model newspaper report - link to Christmas.	Odysseus Model information text - e.g. Greek Gods, Temples Model instruction text e.g. How to make a Greek artefact	Pig Heart Boy World Book Day Book - The Man who walked in between the two towers	Alien Landing (T4W) Model discussion text - balanced argument Model formal letter	Skellig Model explanation text Model Playscript Poetry: The Raven by Edgar Allen Poe Newspaper report



Using children's literature in the classroom

As well as the model texts children study in their writing lessons, children read and listen to a range of high-quality texts each day. Teachers have a selection of picture books, short stories, chapter books and poems that they share with the children at the end of each day. These also include books relating to our topics to further children's understanding.

PICTURE BOOKS



Picture books help our children explore complex and thought-provoking themes from Reception all the way up to Year 6. The relationship between the text and the illustrations is particularly important.

CLASS NOVELS



At Our Lady, we use class novels, from Year 2 up to Year 6, to help develop our children's narrative sense, build their vocabulary and inspire their writing.

POETRY



We celebrate poetry week twice a year. Children in each class learn a poem off by heart and perform this to the whole school. Children identify the features in the poem and create their own.

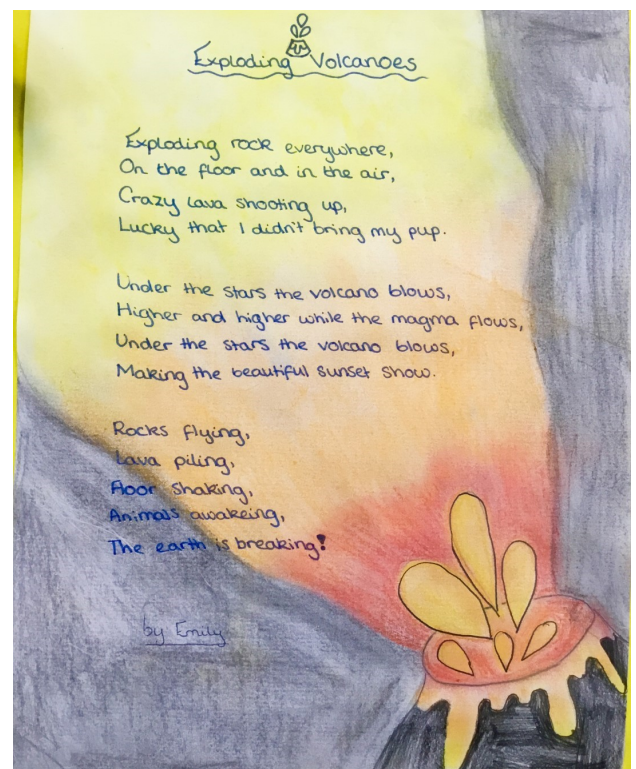
OTHER RESOURCES



We use carefully chosen resources, such as Nessy, to help children of all abilities read, write and spell. In Reception a programme called 'Letters and Sounds' is used to introduce synthetic phonics systematically. In the summer we encourage our children to visit their local library and take part in the Summer Reading Challenge.

Assessment, Monitoring & Evaluation

- ♦ Throughout each lesson formative assessment takes place through the use of differentiated questioning, mini and end-of-lesson plenaries, thereby providing opportunities throughout lessons to gauge individual and whole-class understanding. Teachers then use this information to provide next step marking and adapt following lessons.
- ♦ Where appropriate, subsequent marking after the lesson provides a next step for each child to link their learning from one day to the next and to move children's learning on. Children are given time to respond.
- ♦ When appropriate, children make use of self and peer assessment during and at the end of lessons to evaluate their writing and identify areas for improvement. Children will also achieve this by editing their work in dedicated lessons.
- ♦ Leaders complete regular English 'drop ins' each year, which include observations of the children at work and the impact the teaching has on their progress and enjoyment of maths. Part of this is to assess the learning for children with SEN and Pupil Premium.
- ♦ Once in autumn, Spring and Summer, children complete Reading summative 'NFER' assessments to monitor progress and attainment, inform planning and provision needs in Reading. In addition to this, children complete a 'Progress Write' where they write independently with no teacher support or input to evaluate their progress and attainment. These results are reported to parents at the end of each academic year using the descriptors: 'below', 'just below', 'on-track' and 'greater depth'. All class teachers complete an analysis of their class results during a pupil progress meeting and put into practice specific actions for the whole class and identified children.



Engaging with parents

We encourage parents to take an active interest in their children's English education by supporting them in the following ways:

Reading at home with your children for 15 minutes each day. Use the reading Vipers to help discuss the text.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Access to a range of books and online support at home via Oxford Reading Buddy or Read Theory.

Parent reading sessions in school for EYFS and KS1.

Encourage your child to write to a relative in a different place or keep a diary of their holidays.

Ask your children different questions when they are reading.

Can you make a prediction?

What do you think the character is feeling?

How do you know this?