

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| English Curriculum Design | | | | | |
| Curriculum Intent | | | | | |
| At S.S John and Monica we share an understanding that mastery of the English language, both written and spoken, is central to improving a child’s life chances. We understand that the skills of reading, writing and spoken communication are integral to the achievement of all children, not only in their English lessons but across the wider curriculum. Skills they develop in their English lessons during their formative years will provide the spring board for the achievements we hope they will enjoy in their adult lives. We recognise that careers in the media, journalism, television, education, advertising, law and many more require mastery of communication skills. We aim to provide a high-quality education in English with a mastery approach so that all children:   * Achieve and enjoy English and are able to use the skills they have acquired in a range of contexts. * Can communicate clearly, imaginatively and confidently in spoken and written form. * Have access to rich texts and develop a love of reading. * Have teachers who use inspirational ideas to engage children in work; providing memorable experiences and opportunities to succeed.   It is our intent to provide children with a high-quality, broad and challenging English curriculum with the development of children’s reading, writing and speaking and listening skills at the heart of what we do. We believe that all pupils can succeed in English. A creative teacher mind-set and strong subject knowledge are key to student success in English. By building confidence, resilience and a love of language, we can believe that we can provide children with the key communication skills that they will benefit from, throughout the rest of their lives.  “Writers love words. If children do not love words, then why should they spend time loitering over reading and writing? A good teacher brings words alive. In some ways, teachers are the guardians of our language – the well-turned phrase, the beautifully constructed argument, the story that will stay in the mind for ever.” Pie Corbett (National Strategy 2008) | | | | | |
| Curriculum Implementation | | | | | |
| When implementing our English policy at SS John and Monica, we are incorporating elements of the Talk for Writing approach when planning our delivery of the National Curriculum. Recognising the diverse and multi lingual nature of our school community, has lead us to place speaking and listening at the heart of our English lessons. “If you can’t say it, you can’t write it.” (Pie Corbett 2017) We understand that if children are able to re-tell a story orally, they will also be able to tell us one of their own. It follows then, that they will be able to write their ideas into stories, reports, opinions, letters, diaries, blogs…..the possibilities are endless!  Each year group covers a balance of Narrative, Non-Fiction and Poetry text types. We use the National curriculum 2014 to support our coverage of the English skills. The springboard for their writing is a rich diet of carefully chosen texts that cover a variety of narrative types as well as traditional tales, fables, myths and heritage literature. This is planned for and delivered using principles taken from Talk for Writing which supports us in engaging the children in dynamic and stimulating lessons. The children develop an approach to writing that enables them to understand the processes and thinking involved in composing a variety of writing of all different genre types. This approach also develops oral fluency so that children internalise stories and language before applying the skills to their own writing. Furthermore, over the course of time, children are taught the skills to encourage them to proof read and edit their own writing and that of their peers.  We endeavour to incorporate into our English lessons:   * Book-talk - the extended opportunity to use talk to explore children’s personal and collective responses to a text as readers. * Writer-talk - the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one). Teachers model writing to show children how to be effective writers. * Storytelling and story making - This involves the learning and repeating of oral stories, building children’s confidence to develop them through telling and then extending that development into writing; later creating ‘new’ stories orally as a preparation and rehearsal for writing. * Role-play and drama are used- ‘hot seating’, ‘thought tracking’, miming, debating etc. * Planning and “box ups” help children to create structures and shape for their written pieces. They learn to use the stories they have read to support them in creating their own ideas. * Editing, proof-reading and publishing writing using our “purple polishing pens”.   We understand that children develop and acquire communication skills at different rates and in different ways. Those that need further support to speak, listen, read or write will access the same lesson objectives as everyone else but small groups needing targeted interventions will work with the class teacher within lessons or in intervention groups to close gaps and catch up quickly. Likewise, our children who need a challenge are further encouraged through wider reading and more carefully structured writing tasks. Regular teacher assessment helps us to identify where children need extra support.  Here at SS John and Monica’s we start every day with a Shared Reading session where we read a core text as a class. Children enjoy these sessions and are encouraged to develop the skills of Predicting, Clarifying, Summarising and Questioning as well as taking part in a range of engaging activities designed to deepen their understanding. These daily opportunities to read are also supplemented with time for the children to pursue their own reading journeys by choosing books from their class and school libraries. We aim for our children to read for pleasure. English lessons take place daily and children write regularly for a range of purposes. Children are taught the value of grammatical accuracy through Spelling and Punctuation activities and we employ a range of strategies to enable them to become adept at using the challenging terminology of grammar.  Through variety, creativity and an imaginative approach, we aim for the children to take part in a range of stimulating and engaging lessons that enable them to see their own progress as they improve all aspects of their reading, writing and speaking and listening. | | | | | |
| Curriculum Impact | | | | | |
| We aim for all children to achieve age related expectations at the end of each year group and use both formative and summative assessment each term to help use determine if this is the case. This ‘data’ is shared with senior leaders during pupil progress meetings each term. Children who are not meeting either age related expectations or prior attainment are targeted to help them to succeed.  The central impact of our English curriculum here at SS John and Monica’s is reflected in the children’s attitudes and approach to reading, writing and speaking and listening. We aim for our children to have the confidence to take part in role-plays, drama and debating activities, to read widely and for pleasure and to write stories that reveal imaginative minds rich with a sound grasp of the English language. | | | | | |