

Our Lady of the Wayside's English Curriculum

General information	
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Link Governor	TBC
SLT Oversight	Mrs Debbie Enstone

Our aspirations and aims for English at Our Lady of the Wayside Catholic School Our curriculum intent

As Catholic Primary educators, we are passionate about English.

English forms the basis for our development, relationships and our understanding of the world around us. We believe the study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning. The ability to communicate effectively, confidently and with clarity is crucial in school, but also in becoming an effective participant in our wider society with skills of communication being key to accessing the world of work and in navigating adult life. In a fast paced, global world the importance of fluent written and spoken English is crucial and it is essential that we develop these skills through an effective English curriculum.

Reading is at the heart of our English. All grown-ups are enthusiastic about children's literature and recommend age-appropriate books in order to promote discussion and a love of reading in school. We not only promote reading for enjoyment to ignite a curiosity in children, but also as a way of acquiring knowledge and exploring the world in ways that develop a pupil's cultural and emotional intellect. We want our children to be able to engage with a range of texts with confidence and to develop their skills in decoding difficult texts, gathering carefully selected evidence, evaluating texts in detail and possessing the ability to explore multiple texts simultaneously to formulate and articulate personal viewpoints. The development of these skills feeds directly into their study of spoken language and the importance of verbal communication in accessing the world around them. Opportunities have been created for children to debate and discuss their ideas through a range of individual and group presentations, speeches, debates and reading aloud. We firmly believe that exposure to a range of opportunities builds a confidence in children and allows them to develop their life-long skills in verbal communication.

Confidence, control and accuracy in a range of writing is developed through frequent opportunities to write for a range of audiences and purposes. We believe it is important that children use writing as an opportunity to formulate and develop their ideas and as a way to think critically about a topic and express their point of view. This is why we always write with a purpose and an audience in mind because sharing the writing outcome with the intended audience is the child's goal. Across all writing activities, children are exposed to the importance of accuracy and the ability for children to construct and revise sentences for effect and impact is vital. In order to develop their skills, children are encouraged to expand their use of vocabulary in order to enhance their written expression and clarity.

English Curriculum Summary:

We believe that children deserve a broad and ambitious English curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our English curriculum will give children the opportunity to:

- read accurately, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an 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 clearly explain their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

When reading, writing and talking, we also believe that our children must explore and learn about the social, moral and cultural issues that affect human behaviour. To achieve this, we have threaded the 7 principles of Catholic Social Teaching through our curriculum:

1. Life and dignity of the Human Person
2. Call to family, Community and Participation
3. Rights and Responsibilities
4. Option for the poor and vulnerable
5. The Dignity of Work and the Rights of Workers:
6. Solidarity
7. Care for God's Creation

Writing Coverage

Our Lady of the Wayside Catholic Primary School – English Overview: Writing Outcomes



Year Group	Narrative Writing									Non-Narrative Writing							Poetry	
	Writing to Narrate Retell / Alt Perspective	Writing to Narrate: Adventure Story	Writing to Narrate: Suspense Story	Writing to Narrate: Dialogue	Writing to Narrate: Film Narrative	Writing to Narrate: Non-Linear Structure	Writing to Describe: Character	Writing to Describe: Setting	Writing to Perform: Playscript	Writing to Inform	Writing to Instruct	Writing to recount events: 1 st Person	Writing to Recount Events: Factual	Writing to Recount Events: Journalistic	Writing to Explain	Writing to Persuade	Writing to Present Arguments	Writing Poetry
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Step 1: Immerse and Analyse

Focus: Immerse children in the relevant literature or multimedia content and facilitate an understanding of the key features of the intended writing outcome.

1. Introduce children to the assigned relevant literature or multimedia content.
2. Introduce a modelled piece of writing (produced by teacher if needed to ensure quality) with the intended outcome.
3. Engage with the model, identifying and analysing text features appropriate to the outcome.
4. Ensure purpose and audience is fully understood. Why are you writing and who are you writing for?

Step 2: Develop Skills

Focus: Teach grammar and language features essential for the specified outcome and provide opportunities for application.

1. Deliver targeted grammar and language lessons aligned with the year group's requirements and specific outcome.
2. Offer practice exercises ensuring that children apply newly acquired skills in writing tasks directly linked to the writing outcome.

Step 3: Plan & Write

Focus: Guide children in planning and writing their own piece (the writing outcome)

1. Support children in the planning phase.
2. Children to write their piece using the grammar and features introduced during the 'Immerse and Analyse' and 'Develop Skills' step.
3. Provide guidance to ensure children confidently experiment with relevant features.

Step 4: Review and Share

Focus: Encourage self-assessment, reflection on the writing process, and audience sharing.

1. Facilitate independent editing and revision using the CUPS (Capitalisation, Understanding, Punctuation, Spelling) strategy for self-assessment. This will be using red pen if small edits are needed.
2. Provide opportunities for children to share their final pieces with their intended audience through reading, presenting, performing, sending, publishing or via other platforms.

Assessment:

Teachers will use the final outcome, alongside other termly writing from across the curriculum, to assess children's progress and writing skills. This comprehensive approach provides a holistic view of each child's development in a range of genres over time.