



Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow.'

English at Our Lady of Peace Catholic Primary & Nursery School

Intent

At Our Lady of Peace Catholic Primary and Nursery School, we believe that a quality English curriculum should develop children's love of writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We aim to develop the children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all good writers refine and edit their writing, so we want children to develop the independence to identify their own areas for improvement in all writing, editing their work effectively throughout the writing process. Children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

At OLOP, our teaching is based on the National Curriculum for English. Its aims being to ensure all pupils:

- read easily, 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 explain clearly their understanding and ideas

- are competent in the arts of speaking and listening and making formal presentations.

Throughout their time at Our Lady of Peace Catholic Primary and Nursery School, children develop their skills by exploring a range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Progression in the children's writing skills:

- Over time, children learn how to work within, and contribute to, a community of writers.
- As their knowledge surrounding the purposes of writing increases, so does their skill in combining, manipulating and subverting them.
- Children become more self-regulating and adaptable in their use of the different writing processes, including how they plan, draft, revise, edit, publish and perform the writing intentions.
- Children are able to apply author's techniques and become skilful appropriate applicators.
- Children's ability and skill to proof read, use a dictionary, and use other spell-checking devices increases over time resulting in fewer errors in their final drafts.
- Children's ability to use a thesaurus skilfully increases which in turn broadens their vocabulary. Preparing children for life after school and tackling social disadvantage
- Children learn about the different ways in which we are moved to write and by developing as writers, they can fully engage with society in a variety of ways.
- They learn how to share their knowledge, opinion, imaginative creativity and artistry. They also learn how to influence and to be persuasive using their own thoughts.

- By developing independent writers, we ensure children can discuss, independently research and explore their own ideas, develop their own writing projects and have an independent response, through writing, to material and subjects taught.
- Children are keen and able to write in personal response to what they are reading.
- We appreciate that business leaders, the job market and academic disciplines require strong writers and so we develop them.



Cultural Capital

- We believe that, by teaching children to become life-long independent motivated writers, we are providing them with the ability to turn their thoughts, knowledge, opinions and artistry into powerful writing.
- Within the community of writers, children have the opportunity to learn from others' cultural capital.
- We teach children how writing is a powerful tool for understanding new knowledge, reorganising it and having a personal response to it.

Implementation

Early writing is taught through early mark making, then when the children begin Letters and Sounds phonics, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) CVC words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision. We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression. Teaching is very precise and tailored to the needs of each child irrespective of year group. We teach writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum.

Our English curriculum intent is that children will:

- Develop a wider vocabulary so that they can select the most appropriate turn of phrase to put across their point;
- Become competent in the arts of speaking and listening, so that are able to communicate effectively and
- Master the craft of writing.

We use the **Talk for Writing** approach to teach English. The end goal of a unit of work is the independent application of language patterns and text features and mastery of the knowledge of and effective use of language to create a desired effect on the reader.

Baseline assessment and planning – the cold task

Teaching is focused by an initial assessment of what the children can already do in the form of a cold task. The aim is to see what children can do independently at the start of a unit so the teacher can work out what to plan to teach the whole class.

Imitation stage

The internalisation of vocabulary, language and sentence patterns and whole texts in the imitation stage serves as a scaffold for writing later on. Children develop their word and general knowledge to enable them to talk knowledgeable and articulately. Armed with the knowledge of the expected written outcomes, teachers plan opportunities for children to hear and rehearse those language patterns and sentences, for children can only write what they know a lot about and can say. The internalisation of patterns through oral rehearsal of text using prosody is an important scaffold to ensure that children talk in a way that they are expected to write. Of at least equal importance though is structured talk around the text and not simply retelling. This gives children a broader frame of reference from which to draw on and in doing so sets them up to make decisions about language choice – an important developmental process for mastering the craft of writing. Detailed text maps provide more of a scaffold – some children may need that in order to perfect speaking grammatically accurately. Children also internalise generic story structure and writers' tool kits for achieving a desired effect so that they can apply these ideas to wider contexts later on.



Innovation stage

If the imitation stage is where children develop the word and general knowledge needed for independent application as well as underlying language patterns, then the innovation stage is where that knowledge is applied to another context. Children are supported to write well using the scaffold of the work done in the imitation stage. That scaffold can be heavy if children hug an internalised model text closely, or it can be light if children begin to distil the generalisable patterns and rely more on their wider reading to create a new version. Moving away from the use of the scaffold means moving towards mastery of writing: drawing on a range of vocabulary, patterns and ideas to achieve the desired effect.

Independent application stage

During the innovation stage, the focus text provides a scaffold for successful writing but if children are to master the craft of writing, they need to be able to let go of the scaffold and instead draw on more generalisable knowledge of story structure and success criteria for achieving a certain effect. If children have this knowledge to mind, they will begin to be able to independently apply it to new contexts. It is important that children are given further opportunities to write across the curriculum connecting learning across disciplines to deepen understanding.

The teaching of writing will include:

- Writing in various forms to ensure familiarity with the structure and language of these forms, e.g. letters, invitations, lists, stories, etc;
- Writing for a range of purposes, e.g. to amuse, inform, persuade, etc;
- Writing for a range of audiences, e.g. themselves, their peers, the school or wider community;
- Modelling of writing;
- Shared writing;
- Revising and redrafting;
- Collaborative writing in groups or pairs;
- Making explicit the link with speaking and listening through the Talk 4 Writing approach;
- Discrete teaching of handwriting, grammar, spelling and punctuation.

Vocabulary

In line with the disciplinary literacy approach, we are working hard to ensure that children build a wide repertoire of vocabulary. A range of engaging activities are used to develop children's word knowledge. In Years 1-6, subject specific words are displayed on topic walls through different subject areas. Spelling sessions are also used to explore and develop vocabulary and how words relate to each other. Vocabulary experienced through English lessons is developed through displaying on vocabulary walls in classrooms and references made to word classes where relevant. Children are encouraged to use and adapt these lists into their writing. To develop a sense of achievement and promote pride in the children's work, there are opportunities for children's work to be displayed on the English WAGOLL (what a good one looks like) working wall.

Spellings

At OLOP, spelling is taught weekly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use a National Curriculum aligned spelling scheme to support with the teaching of the different spelling rules and this can then often be used as homework for children when applicable. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught through English writing lessons and also as stand-alone sessions. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Presentation

Handwriting is not only taught discretely in Reception to Year 6; it is an integral part to any lesson and is reinforced daily. Children are expected to use joined, legible handwriting by the end of Key Stage Two and work towards achieving their pen licence, where they can then write in a handwriting pen.

Supporting SEND children as developing writers Children with SEND are supported in the following ways:

- They start with a simplified writing process of planning, drafting and publishing.
- They are provided with word banks of vocabulary and have the opportunity to develop these with their own ideas.
- They are encouraged to plan using storytelling, drawing and talk.
- Over time, they are moved towards a more formal structure for planning, revising and basic editing.
- They write alongside an adult who models writing.
 - They have a range of resources to support writing.
- They are provided with writing frames to support the structure and organisation of their writing.

Supporting advanced and highly experienced writers Advanced writers are supported in the following ways:

- They are encouraged to write and learn from one another.
- Regular opportunities to 'deepen the moment' within English lessons through application of previously taught concepts.
- They are encouraged to collect words, sentences and other writing devices which they can apply to their writing in magpie books.
 - Read for pleasure a wide variety of texts including those which present a challenge.
- Adopt advanced writerly techniques across the curriculum. Ensuring key knowledge and skills about being a writer become part of children's long-term memory. Our commitment to a reassuringly consistent writing approach means children repeatedly practise the craft of writing, are repeatedly moved to write in a variety of genres, and because the genres are repeated and built upon throughout the school, children begin to place this knowledge into their long-term memory. Children become experts in the writing processes as they move through the school. The repetition of the writing processes and the self-regulated writing strategies enables children to undertake their writing efficiently, effectively, and mostly independently.

Topic Map

OLOP - English Curriculum Long Term Map													
Year 1 and 2													
		Advent Term 1		Advent Term 2		Lenten Term 1		Lenten Term 2		Pentecost Term 1		Pentecost Term 2	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Year 1	Genre	Traditional tales	Instruction writing	Poetry	Narrative	Narrative	Non-Fiction Report	Narrative	Recount	Narrative	Poetry	Narrative	Recount
	Text	The Three Little Pigs	How to make a jam sandwich	Monster Poem by Nathan Thomas Tayler	Grumpy Badger's Christmas – by Paul Bright	Little Polar Bear by Hans de Beer	Polar Bears by Laura F Marsh	Dear Greenpeace by Simon James	Rainforest at Night by Nic Bishop	Hansel and Gretel by Brothers Grimm	My senses Poem By unknown author	Peter Rabbit by Beatrix Potter	Our Trip to Look Out
	Focus	Character	Instructions	Descriptive Poems	Dilemma story	Adventure Story	Non- Chron Report	Fantasy	Non-chronological report	Traditional Tale	Sensory poetry	Suspense Story	Report Writing (chronological)
Year 2	Genre	Traditional Tales	Instructions	Narrative - Quest	Information Text	Poetry	Recounts	Fables	Explanation	Narrative	Recounts	Fantasy	Persuasive letter
	Text	Jack and the Beanstalk	How to trap a dragon	The Owl who was afraid of the Dark	Castles	Tell me a Dragon	The Wright Brothers	The Greedy Fox	How Bees Make Honey	Toby and the Great Fire of London	The Great Fire of London	Where the Wild Things are	The day the Crayons Quit
	Focus	Creating plots and paragraph types		Writing a sequel	Non-Chron Report – Windsor Castle Trip		Newspaper Report	Character		Historical Adventure	Diary Entry	Creating Settings	Writing a letter to persuade

OLOP - English Curriculum Long Term Map

Year 3 and 4

		Advent Term 1		Advent Term 2		Lenten Term 1		Lenten Term 2		Pentecost Term 1		Pentecost Term 2	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Year 3	Genre	Narrative	Recounts	Narrative	Non- Chron Report	Narrative	Instructions	Narrative	Recounts	Narrative	Persuasive Writing	Poetry	Explanation Text
	Text	Elf Road	Elephants(Y4) - Grammarsaurus	The King of the Fishes	Oliver and the Seawigs	Cambury Park	How to train a dragon	The Canal	Little Red Riding Hood	Journey to Joburg	Incredible India!	St George and the Dragon	Life Cycle of a Flowering Plant
	Focus	Imaginary world/ Warning Story	Information Text	Traditional Story	Diary Entry	Mystery Story	Instruction Text	Warning Story	Newspaper Report	Setting Description	Persuasive Text	Rhyming poetry	Explanation
Year 4	Genre	Narrative	Information Text	Narrative	Persuasive	Fantasy	Explanation	Poems on a Theme (Wishes and Dreams)	Discussion	Myths and Legends	Biography	Stories about issues and dilemmas	Recounts
	Text	The Door (PWP)	Parents (Pie Corbett)	The Twits	Make Playstations available in school Pie Corbett pg.79	The Lion, The Witch and The Wardrobe	How a Spider traps its prey	If Only... (Pie Corbett pg. 6)	Should Children do Homework	Icarus (Pie Corbett)	Biography of King Kanute	Living on Ice	Tornado (Pie Corbett)
	Focus	Mystery	Informative report	Characterisation	Persuasion	Setting		Poetry	Balanced arguments	Adventure	Biography	Dilemma	Newspaper Writing



OLOP - English Curriculum Long Term Map

Year 5 and 6

		<u>Advent Term 1</u>		<u>Advent Term 2</u>		<u>Lenten Term 1</u>		<u>Lenten Term 2</u>		<u>Pentecost Term 1</u>		<u>Pentecost Term 2</u>	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Year 5	Genre	Narrative	Non- Chron report	Myths and Legends	Recounts	Senses Poetry	Explanation Text	Personal Recount	Recount	Classic Fiction	Discussion Text	Traditional Tale	Instructions
	Text	Door in the Mountain	Tip-Top trainer	Troy	Persuasive Letter to BBW (Pie Corbett Text)	The Magic of the Brain	Life Cycle of a Flowering Plant	Shackleton's diary	Shackleton sets sail	The Hobbit – Bilbo Baggins	Should children be allowed to eat chocolate for breakfast?	Muffaro's beautiful daughters	Rhubarb and Pear Crumble
	Focus	Stories set in an Imaginary World	Non-Chron Report	Character description	Writing for Real Purposes	Performance Poetry	Describe a process	Diary writing	Newspaper Report	Characterisation	Balanced argument	Stories from different cultures	Letter Writing
Year 6	Genre	Narrative – Classic Fiction	Persuasive Writing	Narrative - Mystery	Report Writing	Narrative	Discussion Text	Narrative	Recount - Journalistic Writing	SATS	Explanation Text	Narrative	Non- Chron Report
	Text	Goodnight Mr. Tom	Letter from the Prime minister	Mystery at Hawful House	Ebenezer Scrooge	Space Holiday	Should Burnham Library be Closed?	The Red Slipper	Discovery of Tutankhamun's Tomb	SATS	How to Care for Your Teeth	Alma	The Berkshire Ridge-back course
	Focus	Characterisation	Persuasive Letters	Mystery	Biography	Sci-Fi		Stories from a different culture	Newspaper Report	SATS	Science link	Suspense	Information Text

Impact

We measure the effectiveness and impact of our English Writing, Grammar and Spelling curriculum in a variety of different ways. We use National and summative testing to assess pupils' outcomes for Grammar, Punctuation and Spelling as part of the Statutory Assessment Tests (SATs for Year 6 pupils) and through termly summative assessments across school which enables pupils' progress and attainment in the subject to be evaluated. The impact of the curriculum can be seen through pupils' national assessment results. Through lesson and pupils' book monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge in order to become established and confident writers and work monitored in books demonstrates that the curriculum is taught at an age-appropriate standard across each year group, with additional opportunities planned for pupils to demonstrate their ability to work at a higher standard. Lesson observations demonstrate that learning is being broken down into appropriate learning chunks and modelling supports pupils in the writing process – ensuring that the subject as a whole is regularly being reviewed to ensure learning is being embedded into pupils' long-term memory.

More formal records for each pupil will consist of:

- Teachers carry out ongoing teacher assessment. This is recorded on Target Tracker.
- We moderate pupils' work, as a phase, at least termly. Levels are agreed between professionals.
- Work is assessed via marking and improvements encouraged through highlighting.
- Spelling Tests are carried out weekly. Children's spellings are based on the National Curriculum year group lists.
- Optional SATS are carried out each May in Year 2 and Year 6.
- Pupils on the SEN Provision Map are identified and monitored. Progress towards targets in school support plans is analysed by teachers and the SEND Coordinator