

English Policy

St John Fisher: Curriculum Rationale

Our vision and curriculum at St John Fisher strives to create a school community where children and adults reach their full potential and Shine.

Our curriculum is broad, creative and carefully planned so that progress can be made by all groups of children across the whole curriculum. Our children will know and remember more leading to greater comprehension and understanding of increasingly complex concepts.

We are committed to encouraging and developing creativity as well as academic mastery seeing both as essential for our children.

We will equip our children with skills for academic and social skills and intelligence ensuring they are ready for the next stage of the learning and life.

St John Fisher: English Rationale

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Therefore at St John Fisher, we have placed English and literature at the heart of the curriculum through the use of the FocusEnglish scheme of work. Our English curriculum uses high-quality texts as the driver for each unit to ensure we deliver the teaching and learning of English in a purposeful and engaging way. Across each year group, texts from classic to current authors have been selected as well as access to an additional reading spine to ensure that pupils experience a wide and rich reading curriculum to promote a life-long love of reading.

We believe it is vital that our children have the ability to read, write, speak and listen in a way that lets them communicate effectively and make sense of the world. To think, explore, organise, learn and communicate effectively means our children need high-level literacy skills.

Engagement

- Engage with the wider world- ask questions and being curious
- Are active learners invested in their own progress and development
- Develop the habit of reading widely and often, for both pleasure and information
- Through the use of high-quality core text be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts

High Expectations

- Are effective and confident communicators
- Are independent thinkers and learners
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Respect

- Respect for all, regardless of race, colour, culture or choices
- Use discussion in order to learn; to elaborate and explain clearly their understanding of ideas
- To have access to classic and current authors to enable an appreciation of our rich and varied literary heritage
- To be immersed in Respectful Talk which gives them the strategies to be competent speakers

Dignity

- Have and feel a sense of belonging and self-worth
- Have positive attitudes towards themselves and others, valuing and contributing to a diverse society
- Are self aware and can self regulate for positive emotional wellbeing and mental health
- Have high-level literacy skills so they are able to think, explore, learn and communicate effectively

How we will achieve this: Implementation

Key Theme	Rationale	Strategies
Reading, Communication and Vocabulary	<p>We use high-quality literature to ignite discussion and debate. We use sentence stems for our children so they are to elaborate and explain clearly their understanding and ideas. High emphasis is placed on acquiring and using the appropriate vocabulary to enable our children to communicate their thoughts, feelings respectfully and coherently. As well as core text, a reading spine of books is provided for each year group to extend the children's reading experiences.</p>	<p>Oracy Voice 21 Hub Vocabulary grids linking subjects and themes Talk Homework (ask me about...) Create places and purposes for talk Planned paired and shared talk Feedback encourages justification of opinions- written and verbal Respectful Talk strategies – sentence stems Golden Books Challenge Word banks</p>
Knowledge, Skills and Challenge	<p>Knowledge and skills are carefully and progressively planned throughout each year group so that there is a clear process in which children acquire, practise, apply and deepen learning. We have challenge in all areas for all groups of children, encouraging them to have high expectations of themselves. The use of high-quality text provides models and scaffolds so that children are challenged and enabled to make independent choices about how they write clearly and the effect they wish to create.</p>	<p>Tasks Big Questions Questioning Quizzes-Retrieval/ Review Termly presentation High-quality text Reading Spine Challenge Reading and Writing Process</p>
Teaching, Assessment and Feedback	<p>We teach using a variety of strategies including an inquiry approach and collaborative teaching which is underpinned our 4 strands of Teaching and Learning- High Expectations, Engagement, Feedback and Independence. We use assessment continuously to plan and intervene and give live feedback as well as written.</p>	<p>Quality first teaching Inquiry approach (T in role) Self/ peer assessment Feedback –verbal, immediate, next steps Pre teach Interventions Moderation</p>
Attitudes to Learning and Opportunities	<p>We are committed to building positive attitudes to learning, resilience and have developed and embedded a Learning Power approach. We reinforce positive behaviours through PHSCE, SRE, our Code of Conduct and classroom management techniques.</p>	<p>Learning Powers Code of Conduct Enrichment – yearly plan Extra-curricular programme Awards Home- School projects Positive behaviour management RULER approach</p>

Vision for our children: Impact

