

How do we 'Love Our Neighbour' through our English Curriculum?	St Oswald's Christian Vision
- We have opportunities to write stories/texts with a focused 'Love your Neighbour' context (love, hope, courage) e.g., stories with a moral message, an explanation text on how to help/support elderly people living alone. - We read and have access to a range of texts from a range of authors e.g., BAME/No Outsiders. - We share ideas and answers through discussion and planning together, supporting all children of all abilities in writing. - We learn to support others through partner work in tasks during class work, shared reading, and group work. - We work as a team to present our work and ideas, valuing everyone's opinions, ideas and contributions.	'Love Your Neighbour as yourself' (Luke 10:27) <i>In God's family there are no outsiders as we nurture one another accepting all forms of diversity, whilst fostering a love of learning. Our Christian values, as expressed in the parable of the Good Samaritan, enable us to flourish together as we love selflessly, have eternal hope and walk in faith.</i> School Motto <i>'Safe in your hands Lord, we love, laugh, learn'</i>

	What do we envision?	Why do we do this?	How do we implement it?
Intent		In English, we aim to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written language, and developing their love of literature through widespread reading for enjoyment.	We aim to make our English teaching and learning enjoyable, purposeful and effective by giving children the opportunity to: - Learn, practice, apply and revisit key skills, with clear continuity and progression throughout the Key Stages - Link reading and writing within English lessons using high quality literary texts and additionally within their other curriculum areas such as history/geography - Read and write different genres in different contexts, for different purposes and for different audiences - Experience a variety of different teaching styles and approaches and use of interactive resources - Work independently but also collaboratively with partners and groups - Evaluate, edit and improve their own work and that of others - Read, experience and enjoy high quality literature
Implementation	How do we teach English at St Oswald's? At our school, we bring our vision for English to life through a carefully planned and engaging curriculum. Our approach ensures that every child develops the skills, confidence, and love of language they need to succeed. How We Implement Our Vision: Daily English Lessons – Every class takes part in a daily English lesson based on a high-quality text. Each unit focuses on a specific genre and develops speaking, listening, reading, and writing skills. Wherever possible, lessons include Spelling, Punctuation and Grammar (SPAG). Daily Phonics – In EYFS and Key Stage 1, children follow <i>Rocket Phonics</i>. In Key Stage 2, SPAG continues through regular, discrete or contextualised lessons, supported by <i>Grammarsaurus</i>.		

	• Comprehension Skills – Regular sessions focus on fluency, expression, and intonation, alongside key reading skills such as predicting, summarising, retrieval, clarifying vocabulary, deduction, and inference. • Daily Story Time – Every class enjoys quality literature together, helping foster a lifelong love of reading. • Reading at Home – We place strong emphasis on reading beyond the classroom, supported by a monitored reading diary. Our English Curriculum: Our English curriculum is rooted in high-quality literary texts. Teachers plan clear, sequential units of work, guided by the <i>Ready Steady Write</i> scheme and the National Curriculum. • Exploring Texts – Children read, share, and discuss texts, developing their vocabulary and deepening their understanding. • SPAG in Context – Spelling, grammar, and punctuation are taught explicitly and woven into work on the class text. • Writing Outcomes – Each unit has clear writing goals. Children explore specific genres, learning their language and structural features. Teachers model writing regularly, demonstrating both the creative and technical aspects of the process. • Cross-Curricular Links – Opportunities to develop reading and writing are taken across all areas of the curriculum. Handwriting: In EYFS and Key Stage 1, children are introduced to a pre-cursive script. By the end of Year 3, we aim for all pupils to join their handwriting. Throughout Key Stage 2, joined handwriting is practised to build neatness, fluency, and speed.
Impact	How do we monitor standards in English?
	We carefully monitor the impact of our English curriculum to ensure high standards of teaching and strong outcomes for all pupils. Teaching: The quality of English teaching is regularly reviewed by Subject Leaders, the Senior Leadership Team, and external assessors. This is done through lesson observations, book looks, analysis of assessment data, and pupil feedback. Learning: Pupil progress is measured against the National Curriculum objectives for each year group. This helps us identify whether pupils are working below, at, or above age-related expectations. To ensure accuracy and consistency writing is moderated within school and with partner schools, SATs are completed in Years 2 and 6 and the statutory Phonics Screening Check is carried out in Year 1.