



# Book Based English Curriculum Policy

## Mission Statement

*This Mission Statement reflects the views of our pupils, staff and parents*

***'For I know the plans I have for you; plans to give you hope and a future.'***

Jeremiah 29:11

- I know that God made me and that he loves me very much.
- I want to grow in God's love and be the best that I can be.
- Every day I will get to know God better in prayer and meditation
- I will always follow the school rules because I know that they are there to help me and to make this a happy school where children can learn
- I will show care and respect for everyone I meet at all times
- I will always try my best, even when I find things difficult
- I will come to school every day unless I am really too ill to attend
- I will always tell the truth, even if I have done wrong
- I will take care of the school building, grounds and everything in it
- My parents and everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents

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### 1. Aims of our Book Based Curriculum

The Saint John Fisher curriculum is intended to overcome the religiously and linguistically poor context of many of our pupils by developing every child's understanding of their unique value as an individual made and loved unconditionally by God, regardless of race, creed, ability, gender or sexual orientation.

We seek to achieve this aim by:

- Reinforcing the link between our Mission Statement and fulfilment in their daily lives;
- Fostering the children's enthusiasm and love for learning;
- Developing a rich language that will enable them to explore and express their spirituality;
- Developing a sense of wonder and awe which in turn will lead to a higher level of thinking.



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Fundamental to our approach is a dialogic pedagogy which encourages our pupils to think and work independently.

In line with the national curriculum for English, our approach reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We therefore aim to ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

At St John Fisher, we believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. Reading for pleasure is central to our approach and we will encourage our children at St John Fisher to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Exploring a wide range of good quality texts is designed to open doors to wider experiences and provide pupils with the rich language essential to higher order thinking.

From these foundations, we aim to develop a community of writers where the children appreciate the writer's skill and feel that they themselves are authors. Fundamental to this is an emphasis on audience and purpose. To this end spelling and grammar, whilst taught discretely, also become an integral part of the reading and writing curriculum and of adults' conversation with children about their own reading and writing.

## 2. Essential Elements of our Book Based English Curriculum

- Enthusiasm for and enjoyment of the text for its own sake is always paramount;
- A *Stunning Starter* to motivate the children;
- Reading aloud to the children daily and as a top priority;
- High quality discussion across the curriculum based on the '5P's';
- Independent research across the curriculum;
- Purposeful, collaborative and individual writing across the curriculum, published or performed for a real audience;
- Teaching and using grammar and spelling knowledge to enable collaborative drafting, editing and perfecting writing;
- Learning Journey Working Walls, with '5 P key' phrase starters, modelled '5P' questions and phrases, which are accessible to children and include blank speech bubbles for children to write their own '5P' questions/phrases.



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## 3. Subject Organisation

### EYFS and KS1:

- daily phonics (30 mins)
- daily guided reading (20 mins)
- daily handwriting (10 mins)
- daily English (including grammar and punctuation)

### KS2:

- daily guided reading (20 mins)
- 4x week spelling (20 mins)
- 4x week English, including approx. 20 mins grammar & punctuation (60 mins)
- 4x week handwriting (10 mins)
- each week, one RE lesson should be used to apply Literacy skills

In addition, opportunities for reading and writing in the wider curriculum should be maximised in all phases.

## 4. Inclusion

Class teachers will meet the needs of all children through careful planning and differentiation of tasks and resources. Clear learning objectives should be broken down into very specific, colour-coded success criteria so that all pupils can succeed and progress within each lesson.

## 5. Assessment, recording and reporting

Assessment for learning strategies will be regularly used to assess progress and attainment in English. Teachers will use Assertive Mentoring assessment grids for reading and writing will as an ongoing assessment tool. Termly summative assessments for reading and SPaG (Cornerstones tests) will be used to support teacher assessment. Extended pieces of writing should be written into pupils' Writing Progress Books approximately once per half term, coming at the end of a story or book unit of work. Children's attainment against Age Related Expectations for reading and writing will be reported to parents through parent/teaching meetings and the end of year report.



# Book Based English Curriculum Policy

**This policy should be read in conjunction with:**

- Assessment Policy
- Guided Reading Policy
- Handwriting and Presentation Policy
- Marking & Feedback Policy
- Phonics Policy
- SEND Policy

## **Policy review**

This policy is reviewed every two years by the English Subject Leader and the Head Teacher.

The scheduled review date for this policy is July 2019.

Signed by:

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Chair of Directors

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Date