



"Literacy is a bridge from misery to hope." Kofi Anan

What is the intent of our KS2 English curriculum?

At St Osmund's CE Middle School, the intent of our KS2 English curriculum is to develop fluent readers with rich vocabularies who fully comprehend a variety of texts whilst at the same time instilling a life-long thirst for reading.

Similarly, in writing we aim to cultivate communicators with a love of language and an understanding of how texts (and the language within them) work. As well as developing, fluent writers and accurate spellers with a clear understanding of how grammatical structures can be adapted to a wide variety of writing purposes. We use inspirational and challenging texts, both written and visual, to discover the tools needed to produce our own high-quality compositions.

The school's Christian values of respect, hope, community and love are embodied through our English curriculum in the themes of the carefully chosen texts we use as class novels, within whole class guided reading extracts and within English writing stimuli. These form the basis for discussion of our values.

Texts are deliberately chosen to provide pupils with knowledge and experience of a range of cultures and ways of life. Visual literacy resources and writing stimuli celebrate the diverse make-up of the UK and the world, teaching pupils empathy and compassion. These are reviewed regularly (at least annually) in order to assess their suitability and ensure the pupils receive a rich diet of culture and world views.

READING

"I read for pleasure and that is the moment I learn the most." Margaret Atwood

How do we implement our reading curriculum?

The teaching of reading at St Osmund's is approached in a number of ways:

- (1) Every tutor group shares **reading and reflection time daily**. The texts explored within these sessions are specifically chosen to offer challenge and to inspire a love of reading through the teachers' modelling of expert reading. They are also used to elicit discussion. Independent reading can also happen during these sessions.
- (2) Within the weekly series of seven/eight English lessons, two are focussed on reading. Our **whole class guided reading approach** uses a series of three linked texts. These lessons explore different themes in each unit (often linked to the writing stimuli or subject matter being studied **across the curriculum**). Session one is focussed on vocabulary fluency through choral and echo reading as well as text marking. Session two each

week focusses on comprehension using a range of skills: vocabulary, inference, prediction, explanation, retrieval and summarising.

- (3) During **the initial stages of each writing unit**, there is also significant opportunity for pupils to practise the above reading skills when exploring the features of each genre in model texts.
- (4) Finally, we partner with families to ensure that a passion for reading is instilled at home too. The optimum minimum reading time each day to make progress in personal reading is 20 minutes per day. Pupils and parents take ownership of **reading at home** and record home reading in reading records. These are checked weekly by English teachers. Regular home reading is rewarded with merits and our vending machine initiative. Lack of home reading is promptly acted upon by English teachers in conjunction with class tutors.

Where pupils are working below the age-related expectation in reading and/or struggling to progress, intervention takes the following forms:

- All pupils working below the age-related expectation for reading, read books from our banded reading scheme which correlate to their reading age as well as books of interest from the library. These pupils receive **individual reading sessions a minimum of weekly with our teaching assistants and trained volunteers**.
- All pupils working below the age-related expectation are supported by the class teacher and/or teaching assistant to **access texts** and are identified **on seating plans** so cover staff are aware.
- Pupils working significantly below the age-related expectation for reading receive **phonics intervention (Fresh Start)** either 1:1 or small group 4 times weekly informed by assessment of gaps in their phonic knowledge. They use reading books which are **phonetically decodable**.
- Pupils in receipt of **pupil premium** are prioritised for these interventions where appropriate.
- The progress of these pupils is tracked using the **NGRT** (new group reading test) to ensure that provision is having **positive impact**.

Reading across the curriculum:

- Teachers of subjects which are reading heavy, have been supported to carefully consider the texts selected for use with pupils and have received training led by the English department on effective reading strategies. Examples of this being the strategies advocated by Alex Quigley in Literacy Essentials for Every Teacher, the **interactive reading** approach suggested by Doug Lemov and Tim Rasinski's **reading fluency development** techniques. Wherever possible, whole class guided reading texts in English are linked to the wider curriculum. Across the school, pupils are expected to use reading rulers when reading extended pieces.

How do we measure the impact of our reading curriculum?

- Pupils' progression through the **banded reading book levels** is reviewed by the teaching assistant in conjunction with the English teacher on an ongoing basis and at least once a term more formally by their English teacher. **Tim Rasinski's Fluency Rubric** is used to measure this and determine whether the pupil is ready to change band. Similarly, pupils working below their chronological age for reading are cross checked annually by an assigned member of SLT to double check the pitch of texts is correct.
- Pupils complete **the NGRT (new group reading test)**, in order to track progress and support the identification of pupils for intervention as well as its impact.
- For **Years 5 and 6 pupils, standardised assessments/mock SATs papers** are used at regular intervals throughout the year to monitor progress, attainment and inform

teaching. Following these assessment points – where needed, practise is adapted to the needs of the cohort.




- **Ongoing assessment** of pupil attainment and progress is informed by live marking within whole class guided reading lessons as well as through whole class feedback and through the weekly notes made by those adults who read individually with pupils.
- We use the **DASP (Dorchester Area Schools Partnership) 5 band assessment system**, reporting these to parents three times a year.

WRITING

"If you want to change the world, pick up your pen and write." Martin Luther

How do we implement our writing curriculum?

The St Osmund's CE Middle school teaching sequence for writing is outlined below. The rationale behind this sequence is to explore and model explicitly what good writing looks like before children encounter tasks independently, focusing on high quality sentence construction using great models created by teachers or from published authors and writers. This draws on good practice from multiple schemes, tailored for our pupils and our Middle School system.

 Stimulate and generate	Our writing journey:	
	(1) Reading and understanding	We begin with a hook to engage our pupils – this might be a text, video, picture of experience. This step also involves whole class guided reading of high-quality texts linked to curriculum content and/or class novel. These texts are chosen for challenging vocabulary, their ability to promote higher level thinking/inference skills and ability to engage learners.
 Capture, sift and sort	(2) Reading as a Writer	Next, we look at texts as WAGOLLS (what a good one looks like), which may include revisiting texts from above. At this point, we offer struggling readers/writers a dual coded text as a scaffold. We annotate, identify and 'magpie' features from examples leading to the completion of boxed up success criteria.
	(3) Short Burst Writing	This stage involves discreet grammar and language teaching, followed by the opportunity to practise skills in short pieces of writing. Modelling of sentences is key and may involve 'sentence stacking' or slow writing. Where possible, direct live feedback is used as it is the most effective way to ensure progress. Pupils respond in purple pen. Struggling readers/writers are provided with a dual coded scaffold sheet when sentence stacking. Weekly CGP homework contributes to the mastery of grammar knowledge and skills.
 Create, refine, evaluate	(4) Apprentice Write	At this point, pupils compose a longer written piece using all they have learnt so far. This piece is similar in genre to the final written outcome of the unit but not the same. This piece is deep marked for spelling and punctuation errors as well as the features of the genre.
	(5) Planning for Writing	This step involves reflecting on the writing structure in the WAGOLLS and the pupils' replicating the structure in their own planning.
	(6) Extended Writing	We now compose our final writing outcome, using our boxed success criteria, planning, short burst writing skills and the knowledge organiser. For most pupils, this piece is independently produced.
	(7) Editing and improving	We use whole class feedback, peer conferencing and self-editing to improve final writing. Feedback is in line with the school's feedback policy, ensuring it facilitates progress independently. Pupils respond in purple pen. Extended work is NOT deep-marked unless necessary to support the child's needs but is reviewed using praise and a target. This target is written at the top of the next extended piece and a merit awarded if the target is achieved.

	(8) Publishing	Pupils are given the opportunity to write their pieces up in neat after editing.
Key aspects of our pedagogical approach		<p>This structure is supported by a daily 'Do it now' activity which focuses on grammar knowledge and skills recall. DIRT (Directed Independent Response Time) occurs at the beginning of lessons regularly and is used for pupils to reflect on and correct mistakes with a purple polishing pen. This is just one of the key times a visualiser is used to model accurate editing and reflection.</p> <p>Each unit of work has a Knowledge Organiser, outlining key vocabulary, text type features, spellings and grammar. These are used for reference and recall activities. There are designed to be accessible to all.</p>
<u>Spiralled Curriculum</u>		
<p>All writing purposes will be revisited in order to ensure pupils are experts in a range of writing styles by the time they need to produce evidence for writing assessment at the end of Year 6. Skills and knowledge are built upon year on year, with new grammar, vocabulary and text structure built into Year 6 in comparison to Year 5, which builds upon the knowledge acquired in First Schools. Selected texts progress in challenge between years 5 and 6 as does the level of inference expected of the pupils. KS2 and KS3 work closely together so that KS3 teaching continues to build on the learning that has taken place at KS2. This is illustrated in our curriculum overview documents as well as our KS2 programme of study document showing the development of skills from our main partner school(s).</p>		

Handwriting and spelling (including across the curriculum):

Pupils have the opportunity for **weekly handwriting modelling and practise** during morning tutor time. Handwriting and spelling are a key focus on entry to Year 5 – with a series of lessons taught which focus on key KS1 spelling misconceptions tackled whilst modelling handwriting expectations. We aim for the vast majority of our pupils to be using **joined handwriting** across the curriculum. High standards of presentation are expected and demonstrated through a WAGOLL (what a good one looks like) in the front of all subject books which involve extensive writing. Pupils are asked to rewrite pieces that are not of their highest standard. Pupils who need support can be given highlighted paper or handwriting paper and referred for handwriting intervention. This is identified on entry to year 5 through a baseline assessment which looks at the s factors of their handwriting. High expectations of handwriting are promoted daily and further emphasised through our handwriting heroes initiative.

Spelling is taught as a discreet lesson once weekly as well as being threaded through morning tutor time. The Sounds and Syllables scheme is used which adheres to the National Curriculum expectations for spelling in terms of both common exception words and spelling patterns to be taught. This is the five-step approach: say it in a spelling voice, snip into syllables, sound out and spell, target tricky spellings and link to similar words. We encourage pupils to adopt this approach when spelling unfamiliar words in all subjects. St Osmund's staff have added a handwriting and dictation focus to these lessons as well as recall of previous patterns taught through the 'Do it now' activity to support mastery of these skills for our pupils. Practise of spellings is reinforced at home through the use of **Spelling Shed homework**. This is set weekly. High expectations are upheld regarding spelling – up to three incorrect spellings are identified in each extended written piece (except independent writing) and corrected independently in DIRT time.

How do we measure the impact of our writing curriculum?

- Year 6 writing is assessed using the end of KS2 Writing Assessment Framework whilst Year 5 writing is assessed using The Primary Ed Teacher's Moderation Toolkit. This allows us to identify progress towards our 'end goal' over the two years that our pupils are in KS2 with us.
- Thrice yearly **quality assurance** by the head of English (who has moderated for Dorset over several years) and **annual external** (Wessex MAT) **moderation** helps us to verify the accuracy of these judgements.
- For **Year 5 and 6 pupils, standardised assessments/mock SATs papers** are used at regular intervals throughout the year to monitor progress, attainment and inform teaching. Following these assessment points – where needed, practise is adapted to the needs of the cohort. There is also baseline SPAG (spelling, punctuation and grammar) assessment available upon starting Year 5 to support the identification of cohort wide gaps in SPAG learning from years 1 to 4. This is complimented by the NGST (new group spelling test) which we use to track progress with spellings and ensure that provision is having **positive impact**.
- **Ongoing assessment** of pupil attainment and progress is informed by teacher marking as well as whole class feedback. Pupils' books are checked every three lessons with spelling and punctuation errors identified x 3 in all extended pieces (excluding independent writing). See extended write section above for protocol when marking longer pieces.
- Additionally, **Spelling Shed and phonics assessments (Fresh Start)** provides staff with an indication of spelling ability and progress as do twice yearly common exception word spelling tests.
- We use the **DASP (Dorchester Area Schools Partnership) 5 band assessment system**, reporting these to parents three times a year.

Supporting key groups in English:

Pupil Premium

As per the school policy, pupil premium pupils are identified on seating plans to ensure those pupils are uppermost in staff minds when teaching. The seating of these pupils is carefully considered. Their progress is closely monitored, and funding used to offer specific support if needed. English trips and opportunities prioritise pupil premium pupils. Book events are subsidised. Teaching of both tier 2 and tier 3 vocabulary has a high profile within our curriculum due to vocabulary size being highly correlated to academic success. Limited vocabulary size is a common barrier to learning for pupils in receipt of pupil premium funding hence our focus on this area.

SEN

All teachers are aware of the needs of their SEN pupils by reading their pupil passport. The seating of SEN pupils is planned for and clearly indicated on seating plans. The English department works closely with the SEN department to ensure English needs are supported and other learning needs planned for. Knowledge organisers are accessible for our SEND learners as are powerpoints with clearly chunked instructions, colour coding and dual coding (widgits). Where applicable, learners are given 25% extra time in more formal assessments as well as in day-to-day class work.

Reading-specific strategies utilised within English as appropriate in addition to those mentioned within the body of this policy:

- Movement breaks during long reading sessions.

- Chunking of longer texts.
- Pre-teaching of vocabulary.
- Support and clear organisation to navigate the library.

Writing-specific strategies utilised within English as appropriate in addition to those mentioned within the body of this policy:

- Movement breaks during long writing sessions.
- Using peers to think aloud during the planning to write process.
- Use of working walls and accessible word banks.
- Rehearsal and display of new/key vocabulary
- Identified students have access to laptops for sustained writing tasks.
- Being explicit with word class when offering feedback.

Higher prior attainers and potential higher attainers (HPAs and PHAs)

We acknowledge that there is no definition for Most Able by Ofsted or the DfE: "Schools should develop their own methods of identifying and assessing these pupils (DfE)" and so we have a number of identification processes that ensure all students with emerging potential are highlighted. HPA and PHA pupils are indicated on seating plans. The seating of these pupils is carefully considered.

Children will therefore be identified by a variety of ways in English including:

· Analysis of data including: CAT scores; Reading Age; Spelling Age and First School data. Any child with a CAT score of 120+ will be identified.

· Those children who show significant interest in the subject and those children who perform significantly above their peers regularly.

Careers

Within KS2 we make use of author visits to highlight the skills needed to become a successful writer. We also encourage exploration of the path to becoming a professional writer through our writing journeys, such as when we explore the features of an effective written text produced by an author. The editing stage of each writing journey places a focus on the need to edit and how this is very much part of any professional writer, editor and/or publisher's role. Within each year group (five and six) there is a scheme of work for writing which focuses on a key character and their occupation. In Year 5, this is Budi in Kick and the work he does in a factory to earn money for his family – this is an example of not having a fulfilling career. Within our Year 6 unit – The Undeclared – we learn about many different famous Black Americans in history and their occupations, including the skills needed for success. We also consider skills of the author and illustrator of this text in detail. Many of our reading comprehension texts look at occupations and the paths people have taken to those jobs, some examples are: air force service people, astronauts, professional sportspeople, activists and scientists. Many of these examples also challenge stereotypes of these roles in terms of ethnicity and/or gender.

Spirituality

Spirituality in English is apparent through carefully chosen texts, opportunities to write descriptively and for purpose to make a difference in the world, and moments of discussion in response to texts read and written in class. Spiritual moments in English can be pre-planned but are often spontaneous.

Examples of curriculum opportunities that have the potential to become moments that are bigger than ourselves reach far and wide throughout the curriculum. For example, reflecting on the plight of Alem in *Refugee Boy* or Felix in *Once* at KS3. Exploring the issue of plastic pollution in year 6 allows our students to think about the difference that they can make in their communities and take action through writing letters to our school governing body-this is a real 'doors' moment where we reflect on how our skills as writers can make a difference in the world and is linked to the Christian notion of stewardship. Cultural Diversity is explored in many texts, including the powerfully-written *Undefeated* by Kwame Alexander. Writing their own version of this allows our students to reflect on the persecution of people in Black British History. Moments of awe and wonder occur in units such as *La Luna*, where students reflect on the vastness of the moon and can consider creation and how the world began. The wonder of creation can also be seen in the traditional tale, *The Princess' Blankets* and the writing inspired by this.

A challenging curriculum for all:

In class, challenging curriculum content is delivered to all. Adaptation is then responsive according to needs at a point in time. Differentiated worksheets and specific tasks for individual groups are discouraged as these are limiting to a child's potential in the moment.

Questioning adheres to our school '**No Hands Up**' policy, which aims to ensure engagement by all. Teachers use their knowledge and discretion to target questions according to their knowledge of pupils' ability, progress and level of confidence. Teachers use the following questioning strategies daily: Cold calling, no opt out, think-pair-share, probing, say it again – better and whole class response.

All pupils are invited to '**deepen the moment**' if they have addressed a concept with ease.

Assessment is used to continually inform teaching and practice is adapted to the needs of the cohort on an ongoing basis.

How do we distribute our teaching hours?

Y5 (7hours)	Reading Vocabulary & Fluency	Reading Comprehension	Spelling (includes handwriting focus)	Homework & Discreet Grammar	Writing x 3	
	Library lesson and 1:1 reading simultaneously.					
Y6 (8 hours)	Reading Vocabulary & Fluency	Reading Comprehension	Spelling(includes handwriting focus)	Homework & Discreet Grammar	Writing x 4	
	Library lesson and 1:1 reading simultaneously.					