



'Treat other people as you would like to be treated'

We believe that children should be inquisitive, imaginative and resilient learners who are aspirational and flourish in the world that God has given us. Our Curriculum enables children to learn and to be able to articulate their learning, preparing them for their experience of learning at secondary school and creating a desire for lifelong learning.

Intent

At St Peter's Catholic Primary School, we strive for excellence in English achievement throughout our school. We believe that developing children's abilities within a cross-curricular programme of Reading, Writing and Speaking & Listening will aid them in developing into self-assured communicators. We place reading at the centre of our English curriculum to immerse and engage our pupils in a literature-rich environment. We believe that reading is the key to unlocking children's learning potential. We strive to promote a love for reading and provide the children with opportunities to read in English lessons and across the wider curriculum.

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context. Our English curriculum provides many purposeful opportunities for reading, writing and discussion.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Learn how to read easily, fluently and with good understanding
- develop a love of reading and to read for pleasure.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

	High expectations	Modelling	A vocabulary rich Learning environment	Fluency
Underpinned by	All children are expected to succeed and make progress from their starting points.	Teachers prepare children for writing by modelling the ideas, grammar or techniques for writing. Teachers model expressive reading, allow opportunities for echo reading, repeated re-reading and model comprehension skills through challenging text selection.	Through adopting the Write Stuff approach to writing we have created language rich environments, where the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses. Ambitious class texts for each year group with rich language to develop the children's vocabulary.	We believe fluency is important because it is the bridge between sounding out individual words and truly understanding them. It is the gateway to comprehension and understanding across the curriculum.

	The Write Stuff	Whole Class Reading	Reading for pleasure
Implementation	We have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', this approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and the impact of words and	At St Peter's, we have chosen to adopt 'Teaching Hub' in KS1 and Ashley Booth's whole class reading in KS2. This provides the children with a wide range of opportunities to read a breadth and depth of text covering high quality fiction, poetry and non fiction texts. During the whole class reading sessions, children work to develop and hone their key skills : vocabulary, inference, prediction, explanation, retrieval and summarising.	At St Peter's reading for pleasure is promoted throughout the school and dedicated time is allocated on every class timetable for provide opportunities for this. Reading for pleasure is promoted by: - Class novel/texts time, where the children are read aloud to by the class teacher on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Texts will be ambitious for each year group with rich language to develop the children's vocabulary. Teacher have carefully selected texts across the year to include different

	sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview in our Writing Progression Document. Within each writing lesson, pupils' learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable. We allow opportunities for Jane's Units to be followed by shorter writing units, which allow opportunities for the children to apply the skills previously taught (a blended approach).	We believe reading aloud, accurately and at reasonable pace, are important aspects of the reading. During whole class reading sessions the teacher will model accurate and fluent reading in order to maintain interest, add to the meaning of the text and build children's confidence. This will be followed by re-reading strategies to help children develop expression and fluency when reading.	cultures and text which show underrepresented groups. - DEAR time, time is set aside daily in every class for both children and their teachers to "drop everything and read." It gives the children the opportunity to read a book of their choice for pleasure. - A range of regular events to engage children with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure. Events include Mystery Readers, shared reading opportunities with parents and World Book Day. - Each class visits our school library each week for a dedicated time slot to exchange, share and discuss books and reading for pleasure; this is also modelled by the class teacher. All children take home a book for pleasure.
	Early Reading – Sounds – Write	SPaG	Handwriting
	At St Peter's we follow the Sounds – Write phonics scheme. This begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. See the Phonics Policy for further details. Throughout the school, all children read aloud daily during phonics, whole class reading and	At St Peter's spelling is taught using the Sounds and Syllables programme. This sets out a clear pathway for progression throughout all year groups. SPaG is taught as part of the English lesson and there is clear progression throughout the school.	At St Peter's we use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up

	whilst participating in other subjects. Where phonics is a primary focus in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), in Key Stage 2 (KS2), the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. Children take home a decodable reading practice book. We ensure that pupils practice books are closely matched to their increasing knowledge of phonics and the common exception words. Re-reading and discussing these books with the teacher and at home supports their increasingly fluent decoding.		handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.
	SEND/ Lowest 20%	Home School Link	Assessment
	At St Peter's, we believe all children are entitled to an English curriculum that meets their needs. We identify children who need support and provide intervention in the most effective and efficient way that we can. Our lowest 20% readers across the school are part of a reading fluency intervention, in addition to their usual reading practise.	At St Peter's we consider the relationship with parents to be an important factor in a pupil's success in learning to read and in fostering positive attitudes towards reading. Parents are encouraged to listen to their children read at home on a daily basis. Home reading is valued and rewarded.	At St Peter's the impact of our English curriculum is measured through the monitoring cycle in school: - Lesson observations, book monitoring and learning walks - Gathering pupil voice - to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English - Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made by tracking

		Every child has a reading record, that parents are asked to comment/sign each time their child reads at home. The reading records are checked on a weekly basis by the class teacher.	pupils' progress each half term in Reading, Writing, Spelling, Punctuation and Grammar using Primary Head start assessments/ Collins fluency This informs planning and any intervention needed
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	Pupils Voice	Evidence in knowledge	Evidence in skills	Outcomes
Impact	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences.	Children are taught reading and writing progressively and at a pace appropriate to each individual child.	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD).
	They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Children understand the reading and writing journeys.	Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.	Pupils falling into the lowest 20%category make progress from their starting point and as with all pupils are proud of the progress they have made.