



Ss Peter and Paul Catholic Primary School

English Curriculum

At Ss Peter and Paul, we aim to motivate children and teachers as readers and writers, deepening understanding and refining skills so that children make accelerated progress and standards are raised.

Children will gain confidence and pleasure as a reader and writer. Our practice is based in the sharing of quality first texts and exemplars of high quality writing across all genres. There is a systematic focus on securing the basics of handwriting, phonics, spelling and grammar in relation to what children need to make progress in the text type being taught. It is also founded on the principle that children should read and be read to often, both at school and at home.

Intent

To enable our pupils to have a thirst for knowledge, a toolkit of skills which links all of the curriculum and an aspirational approach to the future, all of which are underpinned by Gospel Values.

We value reading and writing as life skills and as a school community we are fully committed to enabling our children to become competent and life-long readers and writers. We place reading and books at the core of our whole curriculum, recognising the important role it plays in extending vocabulary and developing comprehension skills both in English and across other subjects. For this reason, our intent is to increase our children's access to high quality texts, extend vocabulary, challenge children to become more confident, engaged and discerning readers, as well as high-quality writers, but most of all- promote greater enjoyment of books! We understand that these elements are all intertwined, each relies on the other if our children are to develop life-long skills and confidence in English.

Our school serves an area of high deprivation in our local context. We have a small proportion of EAL children. The proportion of pupils eligible for support from the pupil premium is well above national and pupils who have special educational needs, is also above national average.

We are aware that access to books and high-quality literature can be limited in our community, however we acknowledge that children need access to a range of books to become fluent engaged readers and writers. Whilst local library services are in operation, we know that many children and families do not access such services independently. Therefore, as a school, we are best placed to support children and families with exposure to high quality books and literature.

These challenges underpin our rigorous approach to English. Without reading fluency, which is underpinned by oral language and decoding ability, our children will struggle to access a wider curriculum and to become skilled and confident writers. As research shows that there is a strong relationship between children's attainment and a school's culture toward reading, it is essential that our structured approach, aims to overcome these barriers and enable all of our children to move on from our school, as engaged and competent readers and writers.

In summary, our curriculum intent is:

- To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.
- To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.
- To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more.

Implementation

At Ss Peter and Paul, English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. However, whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary based on the context of our school and children's access to wider experiences in the world.

Phonics

As a school, we believe that there are six cornerstones to reading:

- Phonemic awareness
- Phonic Knowledge
- Fluency
- Oral Language
- Vocabulary
- Comprehension

In order to develop all of these areas fully, we follow the Sounds Write phonics scheme. This scheme focuses on moving from sounds and our understanding of sounds, to how we represent these with symbols and the different ways sounds can be represented with spellings (graphemes). The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 where phonics is taught daily. For those children who need it or who did not pass the phonics screening in Year 2, regular phonics intervention takes place in KS2. To enable learners to make the best progress, children are grouped according to their phonics attainment for intervention. Reading books are also provided in connection with our phonics scheme to enable children to use the code they are familiar with and to be able to access reading materials as independently as possible, as quickly as possible.

Reading

Throughout school, reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. All teachers follow a carefully constructed text genre map, which incorporates a range of challenging class books as well as a range of text types from which to link writing. This whole-school, cohesive approach, from Nursery to Year 6, means that children will access a comprehensive range of texts both in reading and writing, enabling them to experience an inclusive curriculum.

Texts are carefully mapped out across the year to ensure all children are exposed to a range of high-quality texts and varied genres such as:

- Non-fiction texts
- Poetry
- Archaic Texts
- Non-Linear Time Sequences

- Narratively Complex
- Figurative/ Symbolic Texts
- Resistant Texts
- Play Scripts

Class books are shared with learners in an engaging way through hooks into learning, allowing them to become fully immersed in the text and invested in the characters. This is carefully linked to the Model Texts (WAGOLLS/ What a Good One Looks Like) used in writing lessons, giving children the opportunity to understand their class book in even more depth through their writing too. Teachers from KS1 and KS2 plan “Text Detectives” reading comprehension activities based on the class book to enable learners to develop comprehension skills and understanding. Comprehension skills are developed orally in EYFS, allowing children to fully understand what they are reading and build the skills they will need to succeed in subsequent years.

Children have access to a wide-range of books both in class and through our school library. School uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Dandelion Readers, Soundwrite, Oxford Reading Tree, Tree tops, Bug Club, Comics for Phonics, Project X, Graphic Novels and real books. All books, whether in class, home reading or library books, are book-banded in order to ensure progression and challenge for all children. Reading is promoted through the use of reading displays in class to show age-appropriate books, subject specific books and to allow children to access a range of books in class.

We believe that it is important to challenge children as readers and to prepare them to be able to independent read a range of texts and so all children will have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in EYFS and KS1 to established classic novels in KS2. This exposure to archaic language and historical writing will allow children to become well-rounded readers.



Classroom displays are used to fully explore both Class Books and Model texts

As well as time to read as a class, through English lesson activities and at home, children take part in paired-reading. This allows children to listen to, assess and support each other in their reading development and to become more independent.

All children from Year 3 onwards complete the Salford reading test termly to ensure they read appropriately challenging books. In order to further support reading, all children read individually to a trained adult each week. Throughout school, a minority of children will also read 1:1 with an adult as a form of intervention.

Home Reading

Our approach to reading also extends to home reading, where children are expected to read at home each day with an adult and staff rigorously check this and work with parents to develop this practice where necessary.

Each child in **Nursery** takes a 'reading for pleasure' book home for parents to share with them each week. In school, staff will read with children throughout the week.

Each child in **Reception and KS1** takes home a phonics reading book that is perfectly matched to their stage in phonic development. We encourage them to read this book each night in order to increase their fluency so that they do not need to rely on sounding out words. They also take home a 'Reading for pleasure' book which an adult can read to them (or with them) home. To support understanding, the children are also given some questions parents can ask them when reading together to help build their comprehension.

Each child in **KS2** takes home a stage book as appropriate and they will also bring home a 'Reading for pleasure' book which may be more challenging. This allows them to expand their reading skills and deepen their comprehension of a variety of texts. To support understanding, the children will also be given some questions you can use to ask them when reading together to help build their comprehension.

Oral Language

The promotion of a language rich curriculum is essential to successful acquisition across the curriculum. As a part of this, the development of speech and language is identified as one of the most important parts of our school's early years curriculum. ECAT screening is carried out as soon as children have settled into Nursery, BLAST intervention is used in small groups and staff are trained in NELI for Reception.

The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas and is a key part of our Knowledge Organisers. The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more.

Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum. Appropriate Talk for Writing strategies are also used across school, where they will aid and benefit the writing process.

Writing

Writing is a priority in our school and all children write daily. In order to allow children to gain a deep understanding of a range of text types throughout their school-life, all staff follow the whole-school genre map. This clearly lays out which text types will be covered and when and links them to the class book to ensure the connection between reading and writing stays at the forefront of learning.

Writing takes place over a three-week period where children gradually learn more about the text type they are covering, learn to write through modelled examples and then independently apply their learning. Text types are re-covered across years and phases to ensure consolidation of learning and key features such as archaic language are introduced at an early age to ensure all children have opportunities to develop their skills as writers.

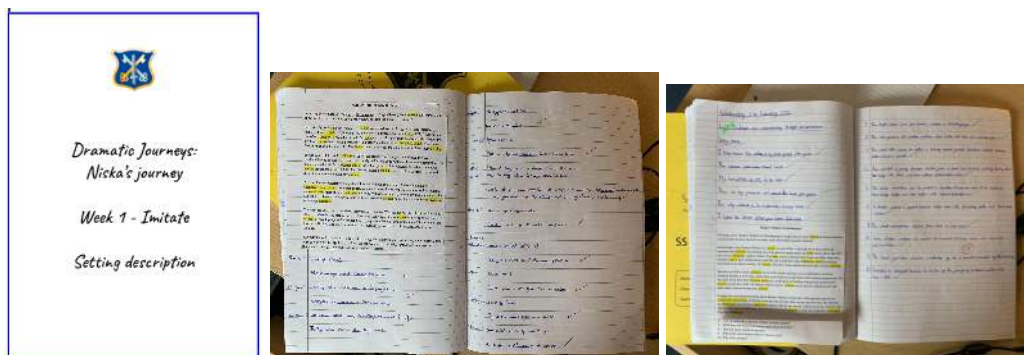
Model texts are used which highlight a range of high-quality, aspirational vocabulary. This is displayed in classrooms and taught explicitly so that children are able to reuse the words in their own writing. Spelling of both statutory words and ambitious vocabulary from texts are taught using Sounds Write methodology.

SPaG is taught through the writing genre map as discrete lessons and SPaG features are carefully linked to relevant text types in order to allow the meaningful and logical progression of skills.

Staff have high expectations of presentation and children take pride in their writing, working hard to earn their Pen Licence and taking ownership of their learning.

The three-week model runs as follows:

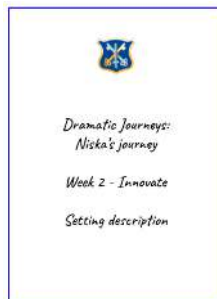
Week 1 - Imitate



During the first week, children learn their WAGOLL (a high quality model text based on their class book). They explore the ambitious vocabulary in the text through a range of activities, deepen their understanding through comprehension and learn a SPaG feature linked to the text. They then apply this through short-burst independent writing. Throughout the week, there is an emphasis on reading with several reading comprehension opportunities. During English lessons, children

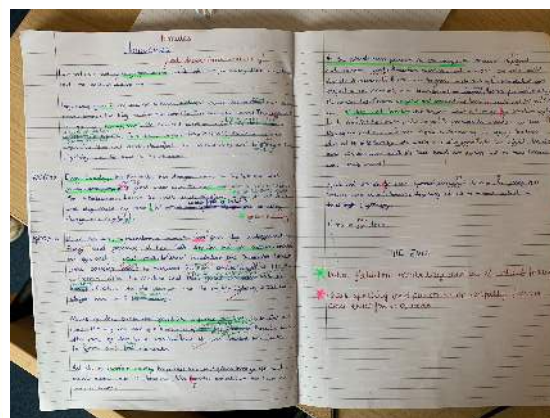
complete Text Detectives questions about their class book to sharpen and improve their comprehension skills.

Week 2 - Innovate



During the second week, children innovate on the model text through a class version. They create a text toolkit by analysing the features that have been included in the text type, they 'Box up' the key ideas of the model text and they then create a class idea with which to rewrite the model text.

Week 3 - Independent



In the final week, children use all of their learning to plan and write their own independent version of the model text type. They learn how to plan, write and edit a strong text.

Over the course of their school life, the children will cover all text types and genres of writing with the opportunity to re-cover these and build their understanding.

Impact

Children at Ss Peter and Paul, have a deep-rooted love of Reading and Writing. They are able to apply their attainment in all Curriculum areas, to enable them to

know more, remember more and understand more. All learners make good progress in Reading, Writing, Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery to be broadly in line with, and in some cases exceeding, the National Average.

Children use their skills of Reading, Writing and Spelling as key tools in helping them to learn, meaning they can be independent, resourceful learners in all subjects and can produce high quality written work in all areas of the Curriculum.

Children are prepared for the next phase of their learning and leave school as well-rounded, confident learners with a passion for English.

[Writing Genre Map Whole School Overview](#)

Each year group produces an overview of the texts and focus of their units. These can be viewed by clicking the links below.

[Nursery](#)

[Reception](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)