

St. Clare's **Catholic Primary School**

English Policy



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The Intent of our English Curriculum

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

At St Clare's Catholic Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing and speaking and listening (Oracy) by the time they leave our school in Year 6. Staff at St Clare's recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at St Clare's will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At St Clare's, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.

At St Clare's we aim to:

- produce a positive attitude towards all aspects of English, including spoken language and have a passion for the English language in all classes
- acquire a wide vocabulary, an understanding of phonics, grammar and knowledge of linguistic conventions for reading, writing and spoken language and appreciate our rich and varied literary heritage
- develop the ability to read fluently, with good understanding and develop the habit of reading widely and often, for both pleasure and information
- encourage a passion to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop a skill to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- develop the ability to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- encourage the confidence to work with growing independence in the different areas of English and the competence to produce a high standard of work, with our children meeting age related expectations or above
- ensure children are fully prepared for national assessments by sitting low stakes tests, which will not only increase knowledge retention, but also improve pupils' confidence in reading, writing and Spelling, Punctuation and Grammar (SPAG).

The Implementation of our English Curriculum

Oracy and Spoken Language Development

At St Clare's, we recognise that spoken language underpins the development of reading, writing and learning across the curriculum. Oracy is central to our English curriculum and is developed progressively from EYFS through to Year 6. We believe that children who can communicate effectively are better equipped to succeed academically, socially and emotionally, both during their time at St Clare's and throughout their future lives.

We are committed to creating a language-rich environment where pupils are encouraged to speak confidently, listen attentively, express ideas clearly and engage respectfully with others. Through high-quality interactions, discussion and purposeful talk, children develop the vocabulary, confidence and communication skills needed to become effective learners and thoughtful members of society.

Oracy is embedded across all areas of the curriculum and is planned for intentionally within lessons. Opportunities for spoken language are provided daily through partner talk, group discussion, questioning, performance, collaborative learning and presentation activities. Teachers model ambitious vocabulary and effective communication, supporting pupils to articulate their thinking with increasing clarity and precision.

Progression of Oracy Skills

From the Early Years Foundation Stage, children begin to develop the foundations of communication and language through play-based learning, storytelling, songs, role play and structured talk. Pupils are encouraged to listen carefully, take turns in conversation, build vocabulary and express their needs, ideas and feelings confidently.

As pupils move through Key Stage 1, they develop their ability to speak audibly, retell stories, answer questions in full sentences and participate in discussions. They begin to explain their thinking, justify opinions and perform aloud with growing confidence.

In Key Stage 2, pupils continue to refine their spoken language skills through debate, drama, presentations, collaborative problem solving and formal discussion. They learn to adapt their language for different audiences and purposes, speak confidently in a range of contexts and build upon the ideas of others respectfully.

Oracy Across the Curriculum

Oracy is not taught in isolation but is an integral part of teaching and learning across the curriculum. Opportunities for purposeful talk support pupils in developing understanding, reasoning and confidence in all subjects. Examples include:

- Storytelling, role play and retelling in English lessons
- Book discussions and guided reading conversations
- Drama activities to explore characters, themes and vocabulary
- Debates, persuasive speeches and presentations
- Partner and group discussions to develop ideas before writing
- Explaining methods and reasoning in Mathematics
- Scientific enquiry discussions and presentations of findings
- Historical debates and discussions around evidence and interpretation
- Collaborative learning tasks across foundation subjects
- Class assemblies, performances and collective worship opportunities

Links Between Oracy, Reading and Writing

Strong oracy skills are closely linked to success in reading and writing. Through talk, children rehearse ideas, develop vocabulary and deepen comprehension. Discussion allows pupils to explore texts critically, make connections and articulate responses to reading.

In writing, spoken language supports children in organising thoughts, experimenting with vocabulary and composing sentences orally before recording them. Opportunities for discussion and verbal rehearsal enable pupils to write with greater confidence, structure and creativity.

By prioritising oracy, we support pupils in becoming fluent readers, articulate speakers and confident writers.

Preparing Children for Life Beyond St Clare's

At St Clare's, we believe communication is a vital life skill. Developing confident speakers and effective listeners prepares children not only for future education, but also for life beyond the classroom. Oracy supports self-esteem, resilience, teamwork, leadership and the ability to express opinions thoughtfully and respectfully.

We aim to ensure that all pupils leave St Clare's with the confidence and communication skills needed to thrive in secondary education and in the wider world.

English within our EYFS (Rowan and Little Saplings)

Phonics and Early Reading

At St Clare's Catholic Primary School, we recognise that high-quality phonics teaching is essential in developing confident, fluent readers and writers. Phonics provides children with the foundations needed to decode, read accurately and spell effectively, enabling them to access the wider curriculum successfully.

Phonics teaching begins in the Early Years Foundation Stage and continues throughout Key Stage 1, following the Lancashire Red Rose Phonics Scheme. The programme provides a clear and progressive structure which ensures that children systematically develop their phonic knowledge and skills in a consistent and engaging way.

Phonics is taught daily through carefully planned sessions which are tailored to meet the needs of all learners. Children are taught in small groups to ensure that teaching is closely matched to their stage of development and that targeted support and challenge can be provided where necessary. Regular assessment informs groupings and next steps in learning, ensuring that all children make sustained progress.

At St Clare's, all staff delivering phonics are trained to ensure consistency in approach, accurate subject knowledge and effective delivery of lessons. Staff regularly model correct pronunciation, blending and segmenting skills, helping children to develop confidence and fluency in early reading and spelling.

Progression of Reading Skills

The development of early reading skills is closely linked to the progression of phonics teaching from EYFS to Year 2. As children acquire phonic knowledge, they are taught to apply these skills directly to reading through a structured and progressive approach.

In EYFS, children begin by developing listening skills, sound discrimination and oral blending through songs, rhymes, stories and language-rich activities. As phonic knowledge develops, children are taught to recognise graphemes, blend sounds to read words and begin to read simple sentences with increasing confidence.

In Year 1, children build fluency and accuracy in decoding by applying a growing knowledge of phonemes and graphemes. They are taught to blend automatically, recognise common exception words and develop confidence when reading aloud. Explicit teaching focuses on decoding, fluency, expression and early comprehension skills.

By Year 2, pupils are encouraged to read with greater independence and fluency, applying phonics confidently whilst developing wider comprehension skills such as prediction, retrieval, inference and discussion of vocabulary and author choices. As decoding becomes increasingly automatic, greater emphasis is placed on understanding and enjoyment of texts.

Teaching of Early Reading

Reading skills are taught explicitly and systematically across EYFS and KS1. Staff model fluent reading, demonstrate decoding strategies and provide immediate support and correction where needed. Teachers carefully scaffold learning to ensure that children develop confidence, accuracy and understanding as readers.

Children read fully decodable books that are closely matched to their current phonic knowledge and the Lancashire Red Rose Phonics progression. This ensures that pupils can apply taught sounds successfully and experience success in reading, helping to build fluency and confidence.

Reading practice sessions provide opportunities for children to rehearse and consolidate taught phonics skills through repeated reading and discussion. Staff use assessment information to identify next steps quickly and provide additional support where required.

At the end of Year 1, pupils complete the statutory Phonics Screening Check. This assessment provides valuable information about children's decoding skills and helps identify any pupils requiring additional support. Children who do not meet the expected standard continue to receive targeted phonics intervention and will retake the assessment in Year 2.

Effective transition arrangements are in place to ensure continuity and progression in phonics teaching and early reading. Detailed information regarding each child's phonic development, reading attainment and next steps is passed on to the next class teacher, ensuring that learning builds progressively and that no child misses key content or support as they move through school.

Through high-quality teaching, early identification of need and a consistent whole-school approach, we aim to ensure that all children develop the phonics knowledge and reading skills necessary to become successful, lifelong readers.

Early Writing

We understand that learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to make connections between spoken and written words.

At St Clare's we teach early writing taking into consideration the following factors:

- Motivation and purpose in early writing - at St Clare's we believe that to write meaningfully, children must have the motivation and inspiration to write in the first place.
- Texts as multimodal constructs - early writing will often combine pictures, words, and symbols all in one text. Children may talk to themselves or others as they draw and write and will use symbolic representations alongside or in place of alphabetic code.
- Exploratory and intentional mark making - at first, very young children's mark making experiences will have more of a sensory aspect to them as they learn to handle mark making materials and notice the marks and traces their actions leave behind. As children's mark making becomes more deliberate, they will start to attribute their own meaning to their marks by talking to themselves or others as they make marks or share their creations and tell others about their mark making to which they attribute specific meaning.
- Physical skills of writing - the physical skills of writing are dependent on the development of a range of gross and fine motor skills.
- Symbolic marks - Young children will often make and give meaning to marks which do not match the alphabetic code for English. Early writing often occurs spontaneously in play contexts, such as children writing a shopping list during role play or creating a sign or label for a play area.
- Using phonic knowledge to write - using phonics is a key strategy for early writing which is part of a range of skills and dispositions that young children need to become writers. Using phonics refers to the skill of using letter/sound knowledge in order to write.

English across St Clare's

Reading

Guided Reading

All children take part in guided reading sessions at least once each week as part of a small group. Guided reading provides opportunities for teachers to explicitly teach reading strategies and comprehension skills in a focused and supportive environment.

During guided reading sessions, pupils are encouraged to:

- Decode unfamiliar words using phonic knowledge
- Read with increasing fluency and expression
- Discuss vocabulary and word meanings
- Answer comprehension questions
- Predict, infer and explain ideas from texts
- Develop confidence when discussing books and sharing opinions

Texts used in guided reading are carefully selected to match pupils' reading ability whilst also promoting engagement and enjoyment.

Reading for Pleasure

At St Clare's, we believe that developing a love of reading is fundamental to children's success and lifelong learning. We aim to foster positive attitudes towards books by creating a rich reading culture throughout the school.

Children are exposed to a wide range of high-quality texts, stories, poems and non-fiction books from EYFS onwards. Daily story time, class novels, library visits, reading celebrations and opportunities to share and discuss books help children to develop enthusiasm and enjoyment for reading.

We encourage children to view reading as both a valuable skill and a source of pleasure, imagination and knowledge. Through nurturing confident and enthusiastic readers, we aim to inspire a lifelong love of books and reading in all pupils.

Writing



At St Clare's we aim for children to acquire a deep, secure and transferable understanding of the subject. We believe that children should not only be taught English skills such as grammar, composition and reading in isolation from each other, but they should also see all language elements as feeding into one another, learning to analyse, practice then create effective communication for the given purpose.

The best way to teach English in this way is to follow the process shown (see left).

Genre coverage

At St Clare's we have developed our own bespoke whole school English curriculum overview, using units from a number of different sources, including those provided by the Lancashire Literacy team at Lancashire. We have ensured that the children experience a broad range of genres and have the opportunity to incorporate the key skills for each year group, as well as develop on these year after year. Within each year group, the teacher carefully sequences learning, in order to build on understanding and revisit key concepts.

The coverage of non-fiction genres is mapped out across the school so that children get opportunities to develop, master, then embed them so that they can use them for any subject. As they re-visit previously mastered genres they

can develop further techniques to add to this genre. Fiction genres have been carefully planned to ensure that children have opportunities to read, analyse and to write many types of stories throughout their time at school. Poetry is also mapped out across the school. Children have many opportunities to perform poetry to their class and others. They learn to annotate and plan their delivery.

Children first begin by being immersed in a certain text type or genre to hook their interest and motivate further learning. The children read many examples of the specific genre being taught, responding in many different ways to the text to develop their reading skills. Deep analysis of each text type allows children to gain depth and understanding of the Purpose, Audience, Language and Structure (PALS) which is used later for their writing. It allows them to develop a growing appreciation for the techniques which authors use to affect their audience and meet their purpose. The gathering content stage involves collecting together a wealth of ideas and language, to prepare children for the next stage - planning and writing. During this stage, children use a writing model to innovate and create their own piece of writing that is highly scaffolded by the teacher (outcome 1). Alongside opportunities for short writes, the children learn how to write a particular genre by the teacher modelling through shared writing. Throughout this process children will then receive feedback and advice on how to improve specific skills pertinent to that genre (refer to The Feedback Policy). Children know to edit their work (with a purple pen) when they have finished. This begins in KS1 so children do this as a matter of course as they progress in to KS2.

Once work has been improved they are then ready to create an independent piece of writing (outcome 2). At St Clare's we give a purpose for writing eg. Writing a letter to David Attenborough in Year 6, Writing WWI poetry that is published into a class poem book in Year 5 and writing a school newspaper in Year 4.

Children will have further opportunities to write in this genre, across the curriculum (outcome 3) later on in the year. We are firm believers that the children should be writing frequently, and about things that are engaging and meaningful. Therefore, a large amount of the writing that the children complete is cross-curricular, linking to the learning being covered in other subjects such as geography, science, history and R.E. This embeds their skills and further demonstrates the purposes of the genre. It often allows children to develop a greater depth of understanding.

Running alongside this process are various essential skills which need to be developed and linked to the main genre: Grammar, which is relevant to the unit, is taught and practised until children are able to innovate and use the grammar confidently. Where possible, children may learn off by heart a simple version of the text type, with actions, in order to embed the appropriate language patterns and structure, enabling the children to hear them, say them, read them and explore them so they really know the patterns well (Pie Corbett). There will be many opportunities throughout the unit for children to complete short independent writing opportunities, which practise their skills and further develop the genre.

We have high expectations for handwriting at St Clare's, and believe it is important that a high level of pride in the presentation of written work is promoted for the children. Handwriting is taught in discrete sessions, where letter formation and cursive joins are modelled and taught by the class teacher and practiced by the children in their handwriting books.

Spelling patterns are taught in class, within the appropriate year groups, along with the age related 'common exception' words. These will also be reflected in the weekly spelling lists that are sent home to learn at home ready for the weekly spelling tests.

At St Clare's, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore pupils are regularly taught new vocabulary in all areas of the curriculum.

Developing vocabulary occurs in two ways:

- Through indirect instruction; using rich reading experiences to grow vocabulary 'naturally.' Paying attention to context to work out meaning and using background knowledge.
- Through direct 'robust' instruction. Good vocabulary instruction involves decisions about which words to teach and decisions and expertise around how to teach these words.

Teachers' subject knowledge is developed through regular CPD and senior leaders provide effective support for teachers and support staff who need additional development. We continuously strive to better ourselves and frequently share ideas and things that have been particularly effective.

Spelling and Handwriting

At St Clare's Catholic Primary School, we recognise that accurate spelling and fluent handwriting are essential components of effective written communication. Through a consistent and progressive approach, we aim to develop children's confidence, presentation skills and ability to communicate clearly across the curriculum. Our teaching of spelling and handwriting follows National Curriculum expectations, government guidance and the writing framework to ensure progression and consistency throughout the school.

Spelling

Spelling is taught explicitly and progressively across all year groups to enable children to become confident and accurate writers.

In EYFS and Year 1, spelling is taught discreetly alongside the Lancashire Red Rose Phonics Programme. Children develop early spelling skills through segmenting sounds, recognising graphemes and applying their growing phonic knowledge to spell words and simple sentences. Staff model spelling strategies and provide regular opportunities for children to practise and apply taught phonics within meaningful reading and writing activities.

From Year 2 through to Year 6, the school follows the Lancashire Red Rose Spelling Programme. This provides a clear progression of spelling patterns, rules and statutory word lists in line with National Curriculum expectations.

Spelling lessons include:

- Explicit teaching of spelling rules and patterns
- Investigation of word families, prefixes, suffixes and morphology
- Opportunities to apply spelling knowledge within writing
- Rehearsal and retrieval of previously taught spelling patterns
- Strategies to support spelling accuracy and independence
- Regular assessment and revision to secure long-term understanding

Children are encouraged to develop an understanding of how words are constructed and to apply their spelling knowledge confidently across all areas of the curriculum.

Handwriting

Handwriting is taught consistently across the school to ensure that pupils develop legible, fluent and well-presented writing. We recognise that strong handwriting skills support children in writing efficiently and confidently across all subjects.

In EYFS and Year 1, children are taught correct letter formation, pencil control and orientation through carefully planned fine motor activities and explicit modelling. Correct pencil grip is taught and reinforced as soon as children are developmentally ready.

Cursive handwriting is introduced in Year 2 once children have secured accurate letter formation. From this point onwards, pupils are taught to join handwriting fluently and consistently, developing increased speed, stamina and presentation skills as they progress through the school.

Handwriting is explicitly taught and practised regularly across all year groups. Staff model high expectations for presentation and provide opportunities for children to apply their handwriting skills across the curriculum. Additional support and intervention are provided where necessary to ensure that all pupils develop confidence and fluency in handwriting.

Through consistent teaching and high expectations, we aim for all pupils at St Clare's to take pride in the presentation of their work and to develop the spelling and handwriting skills necessary for successful written communication throughout their education and beyond.

Assessment and Target Setting

“Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to get to and how best to get there.”

Assessment Reform Group

At St Clare’s Catholic Primary School, we recognise that effective assessment is central to high-quality teaching and learning in English. Assessment for Learning (AfL) is embedded throughout our practice and is used to inform teaching, support progress and raise standards of attainment for all pupils. We believe that assessment should be purposeful, responsive and used effectively to ensure that every child is supported to achieve their full potential.

Assessment is an ongoing process and takes place through daily teaching, observation, discussion and feedback. Teachers continually assess pupils’ understanding and use this information to adapt teaching, address misconceptions and provide appropriate support and challenge. Through adaptive teaching approaches and a “keep up, not catch up” ethos, pupils are supported promptly to ensure that gaps in learning are identified and addressed at the earliest opportunity.

The assessment procedures within our school include:

- Ongoing formative assessment during daily teaching and learning activities
- Live marking and immediate verbal feedback to address misconceptions and move learning forward
- Use of immediate intervention and responsive teaching to support pupils within lessons
- Continuous reference to year group objectives, progression documents and curriculum expectations
- Teacher assessment informed by observations, questioning, written work and pupil discussion
- Adjustment of planning and teaching in response to pupils’ needs and attainment
- Regular assessment of reading, writing, phonics and spelling to monitor progress and identify next steps
- Use of statutory and non-statutory assessments, including the Year 1 Phonics Screening Check and end of Key Stage assessments where appropriate
- Analysis of assessment information to monitor the attainment and progress of individuals, groups and cohorts
- Tracking the progress of different groups of pupils, including disadvantaged pupils, pupils with SEND, pupils with English as an Additional Language (EAL) and higher attaining pupils
- Identification of strengths and areas for development to inform future teaching and curriculum planning

Children’s progress is monitored carefully through the school’s assessment and tracking systems. Teachers use assessment information to set ambitious yet achievable targets and to ensure that appropriate support and intervention are implemented where necessary.

Termly Pupil Progress Meetings take place between class teachers and members of the Senior Leadership Team. During these meetings, attainment, progress, barriers to learning and next steps are discussed to ensure that all pupils continue to make strong progress in English.

Assessment outcomes at the end of Key Stage 2, alongside internal assessment information, are reviewed and analysed to support school improvement and ensure continued high standards within English teaching and learning.

Special Educational Needs and Disabilities (SEND)

At St Clare’s Catholic Primary School, we are committed to providing an inclusive, broad and balanced English curriculum which enables all pupils to achieve their full potential. We believe that Quality First Teaching is an entitlement for every child and that all pupils should have access to high-quality learning opportunities within a supportive and nurturing environment.

Through effective assessment and pupil tracking, teachers are able to identify children who may benefit from additional support or early intervention. Appropriate provision is then carefully planned to ensure that barriers to learning are reduced and that all pupils are able to make progress from their individual starting points.

Within English lessons, all children are viewed as capable learners and are provided with equal opportunities to participate, succeed and achieve. Teaching is carefully adapted through adaptive teaching approaches to meet the varying needs of pupils. This may include scaffolding, modelling, targeted questioning, adapted resources, visual supports, pre-teaching vocabulary and additional adult guidance to ensure all children can access learning successfully.

At St Clare's, we believe in a "keep up, not catch up" approach. Early identification and timely intervention ensure that pupils are supported promptly so that gaps in learning do not widen over time. Support is carefully planned to enable children to continue learning alongside their peers and to remain fully engaged within the curriculum.

Children with SEND are fully included within daily English lessons and learn alongside their peers wherever possible. Additional small group or one-to-one support may be provided when this is identified as the most effective approach to meet individual needs. Interventions are carefully monitored to ensure they support progress whilst maintaining inclusion within the wider curriculum.

Where appropriate, pupils' individual targets and support plans are incorporated into classroom practice and planning. Teachers work closely with the SENDCo, support staff and parents to ensure that provision is tailored effectively and reviewed regularly.

A range of strategies may be used to support pupils with SEND in English, including:

- Adaptive teaching and scaffolded support
- Pre-teaching and overlearning of vocabulary
- Visual prompts and practical resources
- Adapted texts and differentiated tasks
- Targeted phonics and reading interventions
- Opportunities for repetition, rehearsal and consolidation
- Additional adult support and guided practice
- Use of technology and alternative methods of recording where appropriate

At St Clare's, we strive to create a positive and inclusive learning environment where all children feel valued, supported and confident in developing their communication, reading and writing skills.

Reporting to Parents and Communication

At St Clare's Catholic Primary School, we recognise the importance of strong partnerships between home and school in supporting children's progress and development in English. We value regular communication with parents and carers and aim to work collaboratively to ensure that all children are supported effectively both in school and at home.

Parents and carers are encouraged to speak with class teachers whenever advice, guidance or support is needed regarding their child's learning. Staff are approachable and committed to maintaining positive relationships with families in order to support pupils' academic and personal development.

Formal opportunities for parents to discuss their child's progress take place during Parents' Consultation Meetings held twice each academic year. In addition, a summer term drop-in session provides further opportunities for parents and carers to view children's work and discuss progress and attainment with teachers.

Written reports are shared with parents at the end of each term, providing information about pupils' attainment, progress, effort and next steps in learning.

To support parental understanding of the curriculum, termly "Meet the Teacher" meetings are held to share key information about learning expectations, curriculum content and approaches to teaching. Half-termly curriculum overviews are also provided to parents, outlining the key skills, objectives and areas of study for each year group.

The school website and English blog celebrate pupils' achievements and provide useful information about English teaching and learning across the school. These platforms also support communication between the school, parents and the wider community.

In addition, St Clare's uses a range of communication platforms, including the Arbor App and the school's social media accounts, such as X (formerly Twitter), Instagram and Facebook, to keep parents informed about school events, learning opportunities, celebrations and important updates.

The Impact of our English Curriculum

The English curriculum at St Clare's Catholic Primary School is designed to develop enthusiastic, confident and reflective readers, writers and communicators who are well prepared for the next stage of their education and for life beyond primary school.

Through high-quality teaching, rich vocabulary experiences and a language-rich environment, children develop a love of reading, writing and spoken language. Pupils are encouraged to take pride in their work, share their ideas confidently and take risks within their learning. They are able to discuss texts thoughtfully, articulate opinions clearly and apply their reading and writing skills effectively across the curriculum.

The impact of our English curriculum can be seen in the quality of work produced across all subject areas. Children are provided with a wide range of purposeful and cross-curricular writing opportunities which enable them to write for different audiences and purposes with increasing independence, accuracy and creativity. Pupils develop stamina in writing and are able to adapt their language and style appropriately across a range of genres.

Reading is prioritised throughout the school and children demonstrate positive attitudes towards books and reading for pleasure. Through the consistent teaching of phonics, guided reading, comprehension and vocabulary development, pupils become increasingly fluent and confident readers. Outcomes in phonics, reading and writing demonstrate strong progress and attainment across the school.

Children have a clear understanding of their strengths and next steps in English. Through effective feedback, responsive teaching and timely intervention, pupils are supported to continually improve and achieve their full potential. Our "keep up, not catch up" approach ensures that gaps in learning are identified early and addressed promptly.

English books across the school demonstrate:

- High expectations and pride in presentation
- Clear progression in skills and knowledge
- Consistent coverage of genres and writing outcomes
- Effective application of spelling, grammar and punctuation skills
- Opportunities for editing, improving and refining work
- Evidence of adaptive teaching and appropriate support and challenge

Assessment information, pupil voice, work scrutiny and moderation activities are used to monitor standards and ensure consistency across the school. Internal and external moderation processes support accurate teacher assessment and contribute to continued improvement in teaching and learning.

As a result of our English curriculum, pupils at St Clare's leave primary school as confident communicators, fluent readers and capable writers who are equipped with the literacy skills needed to succeed in secondary education and in the wider world.