

English Intent

Reading

At St. Cuthbert's Catholic Primary School, we believe that reading is the key for academic success. We value reading as a key life skill and are dedicated to enabling pupils to become lifelong readers with a respect for the power of the written word. All children, including those with SEND needs will access quality first teaching and support with an adaptive curriculum to meet their needs. We nurture the virtues of self-belief that all children are writers.

We intend for children to:

- to be enthusiastic and motivated readers
- read fluently with a good understanding
- read often for both pleasure and information
- acquire a wide knowledge and vocabulary from a range of genres and text types
- use reading to provoke thought

Writing

At St. Cuthbert's Catholic Primary School, all children, including those with SEND needs will access quality first teaching and support with a differentiated curriculum to meet their needs.

We intend for children to:

- foster the virtues of resilience and confidence to communicate and explore their ideas and thoughts
- develop a love for writing as a lifelong means for communication and expressing themselves
- write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences with self-belief
- appreciate a rich and varied literary heritage

Phonics

At St. Cuthbert's Catholic Primary School, we intend for all children to become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. The teaching of phonics is of the highest priority. All children, including those with SEND needs will access quality first teaching and support. This fosters the virtues of self-belief and confidence in the children and creates a have a go atmosphere.

Implementation

Speaking and Listening

Developing strong speaking and listening skills is fundamental to the teaching of English at St. Cuthbert's Catholic Primary School. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to allow them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this, teachers provide authentic contexts giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role-play, drama and discussions. The strong emphasis on spoken language is evident in the Early Years and continues throughout the school; Key Stage 1 develop speech using role play and drama and Key Stage Two take part in debates and discussions. Teachers model the use of Standard English, increasing children's repertoire of vocabulary and sophistication of spoken English. The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10)

Phonics and Reading

Early reading is supported through Read Write Inc., as systematic, synthetic phonics programme. Children have daily phonics sessions and are taught to apply their phonics skills and achieve affective blending through the RWInc. story books. Children's progress in phonics is closely tracked and children are regularly assessed and re-grouped as appropriate. Home reading books are phonics based and matched to the children's levels using the RWI assessment. When the children are able to decode and begin to read with some fluency, their comprehension skills are developed through daily whole class reading sessions. Our children are also encouraged to read for pleasure and to read widely. Throughout the year, we provide many enrichment opportunities including themed days, author visits and reading competitions. Every class has access to our central library area which provides quality reading materials for all children. Classes also have their own box of books specific to that year group to be use during daily ready time.

Writing

Early writing is taught through early mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. EYFS children have the opportunity to write independently during continuous provision. We use the same phonics program across the school providing continuity and progression.

Across all year groups, we teach writing using a variety of stimuli; including high-quality texts (ranging from picture books to Shakespeare), artefacts, film clips, immersive real-life experiences (such as school trips, visitors and drama groups in school) and through subjects in the wider curriculum.

Throughout the Early Years and Key Stage 1, children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. An emphasis is placed on

developing clear handwriting with 'finger spaces' between in each word. Children are taught to apply their knowledge of phonics to help them spell accurately. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. All teachers model the writing process and demonstrate writing to a high standard. All genres begin with a WAGOLL to identify the features and reactivate prior knowledge and explicit sentence types are taught within each year group (Alan Peat).

By the end of Key Stage 1, children have been taught the fundamentals of punctuation and grammar. This process continues into Key Stage 2, by which time children have mastered simple sentence structure enabling them to develop their writing style. As they progress towards Year 6, children are taught to write for a range of purposes – to entertain, inform, explain, persuade and discuss – with a continuation of explicit sentence models and ambitious vocabulary. They learn to shape these sentences into coherent paragraphs before planning, drafting and editing their own original works of fiction and non-fiction. Children begin with mark making and patterns in Early Years and progress through Key Stage 1 and 2 to develop legible, joined handwriting. When a child is deemed to have legible, joined writing they are awarded a pen licence. Spellings are taught from Reception through to Year 6, following the National Curriculum's statutory word lists as well as explicitly teaching spelling rules. Spellings are sent home as part of homework and children are assessed through dictation.

Impact

Children leave St Cuthbert's Catholic Academy as enthusiastic and motivated readers, who are confident and enjoy reading a wide variety of genres and text types. Through the careful teaching of phonics and comprehension skills, the children develop skills to decode words in order to be able to read fluently with a secure understanding of what they have read and enjoy reading for pleasure and purposes, whilst also recognising that reading and the acquisition of new vocabulary continues beyond a reading scheme. There are high levels of engagement in the books that the children read and children respond to the school's fostering of reading for pleasure. Children develop the ability to read across a range of subjects. They demonstrate high levels of comprehension and vocabulary development. The vast majority of pupils have a secure foundation in phonics to support decoding and to aid the development of fluency in their reading Y1 Phonic Screening Check. Children's progress in Phonics is continually reviewed through Phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be readdressed and interventions to accommodate this. National Phonics Screening Checks are undertaken to confirm that the children have learned to decode to an age-appropriate standard and determines what level of provision they will require the following year

From book looks, monitoring of plans and lesson observations, it will be clear that writing is taught in a systematic and progressive way, where prior teaching and learning is considered, and that learning is memorable. Children enjoy talking about their writing – about its construction, purpose, and effect on the reader. As a result of the clear teaching of writing skills, children can apply these skills in cross-curricular writing. All writing is planned with a strong intention and audience and editing ensures that writing is presented to a high standard. Children leave St Cuthbert's Catholic Prima with a secure understanding of writing, giving them the tools they need to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects