

Vision – The St Nicholas C of E Primary School curriculum provides a **hands on, investigative approach** with **memorable moments** and **challenge for all**. Through this, children develop **high expectations** and **aspirations** for themselves, **curiosity** and a passion to drive their own learning. Our values and moral code underpin an **ethos of care** within our **safe, nurturing environment**.

We provide a **journey of learning** whilst developing each child holistically and recognising the uniqueness of every individual learner. This vision is summed up by our school motto: Dream Big, Shine Bright.

INTENT:

“Read to Succeed” is the overall name for our literacy strategy at St. Nicholas C.E. Primary, which encompasses the teaching and learning of reading, writing, speaking and listening skills. Effective literacy skills open the doors to more educational and employment opportunities. They are key to learning across all subjects in school and a strong predictor of outcomes in later life. Reflecting our school vision, our approach to literacy is multi-faceted, incorporating oracy, drama and role-play, real contexts and high- quality literature which values and celebrates diversity in culture and language. Our priority is to create fluent, motivated readers and writers with a command of the spoken and written word and all the skills they need to be confidently literate in life.

We want all children to leave St. Nicholas’s with a life-long reading habit and a love of books, because reading will improve their vocabulary, inspire them creatively and improve their ability to write well. Editorial skills needed for writing (spelling, punctuation, grammar and handwriting) are taught within real context through our English curriculum wherever possible and teachers plan creative and relevant links to their class topics and/ or chosen English text as a stimulus for writing. A range of inspiring, quality texts form a spine for our English curriculum, which incorporates all the key aspects of literacy as detailed in the 2014 Primary National Curriculum.



IMPLEMENTATION: The Teaching of Speaking and Listening:

At St. Nicholas, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning (especially writing). Questioning forms the basis of our teaching, and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

IMPACT:

Through oracy (including drama, PSHE, Thrive and other cross-curricular opportunities), children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, how to work together to solve problems and develop a wider and more varied vocabulary.



IMPLEMENTATION: The Teaching of Reading:

We believe that all children can learn to read, regardless of their background, needs or abilities, and we are dedicated to enabling this to happen. Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often for pleasure.

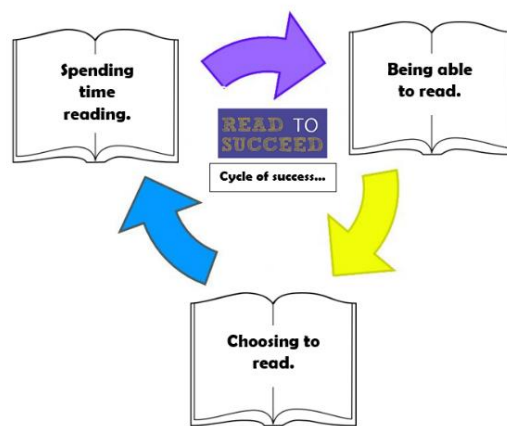
We use a rigorous, systematic phonics programme (Rocket Phonics) and high-quality resources to teach phonics and for phonics intervention. As children begin to read, we focus on decoding, primarily through phonics, in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction through the use of the Reading VIPERS acronym: Vocabulary, Infer, Predict, Explain, Retrieve and Sequence (KS1) or Summarise (KS2).

We believe that a range of high-quality literature is key to motivating children to read and instilling in children a love of reading and we also use texts to develop vocabulary and cultural capital linked to the wider curriculum. Children access our school library at least fortnightly and participate in “Book Talk”, including listening to and discussing books regularly.

At St. Nicholas’s, we promote and encourage reading for enjoyment, using a wide range of interesting and meaningful reading materials (E.g: fiction, non-fiction, poetry, graphic novels, comics, newspapers etc.) which are regularly updated and refreshed. Key Stage 1 use a range of banded reading books alongside Rocket Phonics decodable phonics books linked to the current phonics focus of the class. Children are rewarded with reading-specific stickers in their planners. Key Stage 2 use Accelerated Reader to monitor, assess and encourage reading. Targets are set and bronze, silver, gold and platinum bookmarks are given in Lower KS2; and bronze, silver and gold badges in Upper KS2 as rewards for positive attitudes to reading, regular reading at home and quiz/ target progress.

IMPACT:

We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often for pleasure so that our children become lifelong, confident readers. Children can read with fluency, accuracy and comprehension appropriate to their age, which enables them to access their learning in school more effectively. They have a strong foundation in reading which maximises their quality of life and opportunities, ensuring that each child can reach their potential.



IMPLEMENTATION: The teaching of Writing:

We strive to create a culture and environment which promotes both reading and writing, where children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills (SPaG) explicitly and systematically. SPaG skills are practised and applied in shorter focused writing tasks and activities as part of stimulating sequences of lessons which hook learners in. These build towards a longer writing outcome that is linked to reading, drama and/ or other key skills.

We use Rocket Phonics for handwriting in FKS and KS1, which uses segmenting from the phonics being covered; and move onto Penpals for focused handwriting in Years 3 & 4 (and intervention in Years 5 & 6 as required). Spelling is taught from Reception, using key words, into Year 1 and Year 2 where spelling links to the Rocket Phonics scheme. From Year 3 we use Scode spelling, which enables phonic knowledge and understanding to be built upon, but also covers etymology, vocabulary enrichment and cultural capital in a systematic way.

Wherever possible, writing is linked to the termly class topic and/ or the class spine text for English, often incorporating the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets.

IMPACT:

Children are confident and expressive writers who are able to write effectively for a range of purposes. They are equipped with the writing skills they need to move onto the next stage in their education, forming a strong foundation in literacy. Our pupils with SEND achieve the best possible outcomes and children take pride and enjoyment in their written work.