



English

INTENT

At St Augustine's Catholic Primary School, we believe that a quality English curriculum should develop children's reading, writing and oracy skills to enable them to listen, understand and communicate effectively. We want children to become fluent, expressive and accurate readers whose reading skills and knowledge helps them to access the world around them. Children's reading should inspire them to become confident writers who take pride in their work; write clearly and accurately for a range of purposes and adapt language and style to suit their audience. Developing children's speaking and listening skills is essential; children are taught how to listen and respond correctly to ensure they can communicate effectively in a range of situations and environments. We believe that children need to develop a secure knowledge-base in English and our teaching follows a clear pathway of progression as children advance through the primary curriculum. A secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to fulfil their potential.

IMPLEMENTATION

Children begin their English learning in Foundation Stage through the Communication and Language (specifically 'Listening, Attention & Understanding' and 'Speaking') and 'Literacy' (specifically 'Comprehension' 'Word Reading' and 'Writing') areas of learning. In Years 1-6, we use the National Curriculum to direct our teaching of reading, writing, grammar and speaking and listening.

The Little Wandle phonics programme was adopted in 2024 in Nursery, Reception and Year 1. This will continue in 2025 and be extended to Year 2. Whole class daily phonics sessions are delivered using the programme and our focus on high-quality synthetic phonics ensures children learn to decode, blend and read accurately and fluently. Children, who need further support in Key Stage 2, will receive intervention from the Little Wandle programme. This rigorous and carefully sequenced approach supports children with the aim that all children will be able to read fluently. Reading sessions, which are included within the Little Wandle programme, ensure that children have the opportunity to read a text three times with an adult before the text is sent home for children to read independently. Through this structured approach, children focus on decoding and applying phonic knowledge to word reading; prosody which teaches children to read with appropriate meaning, stress and intonation and finally, comprehension which ensures that children have a good understanding of the text. The sessions build children's confidence and understanding and enable them to share their skills and understanding when reading at home.

A reading scheme is established and used for children from Reception – Year 6 and includes various pathways. For children in Reception to Year 6, the Collins pathway is used which links directly with children's phonics teaching and progression. This programme will be extended into Key Stage 2 yearly from September 2026. In Key Stage 2, most children will follow the Reading Planet Rising Stars reading pathway. This scheme provides children with a breadth of fiction and non-fiction reading materials and its progressive content ensures texts are matched to children's ability. For children who need further support, consolidation or practise, other pathways are used including Project X and the Talisman book series.

As children progress through Key Stage 2, they move to 'free reads' whereby they choose their own text of choice which is monitored closely by staff. Reading for pleasure is an important part of school life and is encouraged through DEAR (Drop Everything and Read) sessions at the end of the school day. Teachers will choose texts to read to their class to model good reading skills and to provide opportunities for children to listen and enjoy a text being read to them. DEAR sessions also provided opportunities for children to read their own choice of books from home, the school or class library and to develop their love of reading. We encourage staff to spend time discussing reading with children and value its importance both inside and outside of the classroom.

Our writing curriculum is delivered through a text-based approach to engage and motivate children and provide them with an understanding of a wide range of different texts. Texts, which cover a range of genres and themes, are carefully selected to ensure they are good models for teaching including vocabulary, sentence structure and language use. In each unit of writing, a specific genre of writing is identified, and children will spend time understanding the purpose of this writing and in Key Stage 2, a suitable audience for their writing. This ensures that children understand that writing is used to inform, entertain, persuade and discuss. Through a carefully planned and sequenced build-up to writing, children from Years 1-6 will explore model texts and their organisational and language features to support

their understanding of the genre which they are writing. Speaking and listening opportunities are embedded in this approach to provide opportunities for drama, discussion, and performance. Our grammar curriculum is taught alongside writing, and where possible is taught in the context of the text, to ensure children understand key terminology and apply this to their writing. Spelling is taught through the Rising Stars scheme with weekly tests and dictation to ensure that children are combining their skills to write accurately and with confidence. The skills children develop should be embedded and applied to all writing in the curriculum.

IMPACT

Half termly assessments of phonics ensure children's progress is carefully monitored and any gaps in learning and understanding are addressed through interventions and teaching. Termly assessments of reading and SPAG highlight any areas of misconception or difficulty which can be addressed on a whole-class or individual level. Assessed writing is thoroughly marked by teachers to ensure children's progress in their knowledge, understanding, skills and application of writing is carefully tracked. Next steps are provided for children to close gaps, address misconceptions or provide further challenge. Teachers across the school track children progress carefully and thoroughly to inform judgments and plan their next steps in learning. This ensures that children are given the greatest opportunities to meet and exceed expectations in the English curriculum.