

St Peter's Church of England Primary School



Mission Statement

At St. Peter's CE Primary School, we aim to create a Christian community whereby we live in harmony before God and provide a warm, safe and caring environment in which to learn and grow.

Vision Statement

Our English curriculum continues to evolve through our unique Literature Spine and themed weeks which are designed to celebrate our rich and varied reading curriculum. High quality texts form the core of our English curriculum and are selected by teachers. Our English curriculum has been developed so that all pupils are exposed to a diverse and rich variety of texts and authors. This means that pupils can develop culturally, emotionally, intellectually, socially and spiritually.

Teachers' knowledge and skills are progressive and informed by the most up-to-date research and texts.

All of our children are taught to read through an engaging and robust Systematic Synthetic Phonics programme from Term One of Reception.

Throughout our school, our children have regular opportunities to listen to teachers read.

Children understand the pleasure that comes from reading. Regular opportunities to discuss, reflect upon and recommend books are provided.

Application across the curriculum to make creative and autonomous choices which allow children to be effective communicators and authors. Literature enriches our curriculum through opportunities beyond the classroom including author workshops, themed weeks, and local library visits.

Developing children's confidence to communicate with others.

Curriculum Intent

Encouraging our children to become lifelong readers and part of our reading community, is at the heart of our English curriculum.

Our unique English curriculum is constantly evolving to reflect our community and the wider world.

Children to want to read, and to be skilled and confident readers.

All children can read by the time they leave our school.

We focus on developing authors who have the courage to be explorative and make creative and autonomous choices.

High quality children's literature sits at the heart of our English curriculum. Age-appropriate, challenging children's texts provide stimulating and meaningful contexts for



writing, for a range of purposes and audiences. Texts are selected by teachers from the school's Literature Spine. These texts also support development of children's vocabulary, language comprehension and love of reading.

Regular cross-curricular writing opportunities are provided in order to allow children to make autonomous choices as authors. Teachers carefully enable children to explore design, organisation and layout of their written outcomes.

Published writing is displayed in our corridors and halls.

Aims

By the end of KS2 in preparation for KS3, our English curriculum aims to ensure that all pupils:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

These aims are taken from the National Curriculum.

Implementation

We encourage our children to become lifelong readers by:

Early Reading

Reading books are matched closely to the children's phonic ability. Books are fully decodable while children are learning to read, and opportunities are provided for children to read and then re-read texts in school and at home.

Supersonic Phonic Friends ensures the robust and consistent teaching of phonics to pupils who are learning to read. Robust and regular assessments of children's progress is carried



out by teachers and the English subject leader, and timely interventions are put in place to support any children identified to be 'falling behind'.

Reading

Modern and exciting children's literature which is constantly updated to include prize-winning books and emerging authors. Children 'see themselves' within their reading diet with access to a diverse and extensive range of texts which includes our No Outsiders books.

Reading is taught alongside writing as part of extended teaching sequences and based on our Literature Spine texts.

Reading communities are nurtured through daily reading aloud and time is set aside for staff and children to talk about books and share recommendations and reflect on their enjoyment of texts.

Regular themed weeks are designed to enhance our always evolving curriculum. Through these, staff are continually selecting and planning opportunities for children to read fiction, non-fiction and poetry and to explore themes that reflect modern Britain and their identity within this diverse community.

We develop our children as authors by:

Our Literature Spine inspires meaningful writing outcomes.

Extended teaching sequences integrating explicit teaching of spoken language, vocabulary, reading and writing are skillfully planned by teachers to reflect the needs of all learners. Progression is ensured through our Long Term Overview. There is space for children to consider and articulate their learning, and take part in well-structured discussions.

Curriculum documentation has been composed to reflect key knowledge and learning required by all year groups and this aligns to National Curriculum requirements.

Spelling strategies for accurate spelling are taught alongside curriculum spelling knowledge.

Systematic teaching of handwriting begins in Reception. By the time children leave our school, they have developed their own fluent style. High quality presentation is celebrated and published.

Our Literature Spine texts and curriculum documentation provide models of writing for the contextualized teaching of grammar.

In other curriculum areas, children are encouraged to craft individual responses to their learning; sharing their knowledge by designing and composing non-fiction texts.



Impact

Our well-planned English curriculum ensures that children develop the skills, knowledge and vocabulary that will enable them to communicate effectively and creatively through spoken and written language. Through the breadth and depth that our curriculum offers, children are equipped with the skills to become lifelong learners and to enjoy and appreciate literature and its rich variety. It leads them to become informed, enthusiastic and skilled readers and writers, who can engage with texts and the world around them, as reflective and independent thinkers.

We are able to measure attainment using the Key Stage 1 and Key Stage 2 national assessments, along with the information provided by teacher assessments for writing, reading and grammar, punctuation and spelling. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

By the end of Key Stage Two, every child can read with fluency and with confidence.

End points- end of year expectations.

End of key stage tests.

Rigorous moderation and in-school monitoring and evaluation is used to ensure all pupils meet the expectations.

By the end of Key Stage Two, children write with control and confidence.

End points- end of year expectations.

In Years Two and Six, teachers assess using the Teacher Assessment Frameworks.

Rigorous in-school moderation and evaluation is used to ensure all pupils meet the expectations.