St. Andrew's C of E (VA) Primary School

English Curriculum Statement

"I have come that they may have life, and have it to the full. John 10:10"

English Intent:

"Reading is like breathing in, and writing is like breathing out ."

At St. Andrew's Primary School,we recognise that English is fundamental to pupils' success in school and in later life. Rooted in our vision ***"I have come that they may have life, and have it to the full",*** our English curriculum is designed to be ambitious, inclusive and aspirational, enabling all pupils to become confident communicators and successful learners. We intend for pupils to develop a secure and progressively built body of knowledge and skills in reading, writing and spoken language. Through high-quality texts, our curriculum fosters a love of reading and writing, while explicitly teaching vocabulary, grammar and language structures so that pupils can communicate effectively, creatively and with increasing confidence. Oracy is prioritised as the foundation for literacy, ensuring pupils can articulate ideas, express opinions and rehearse language meaningfully before writing.
Literacy sits at the heart of pupils' intellectual, emotional and social development and plays a vital role across the wider curriculum. English learning is carefully sequenced and consistently reinforced to ensure coherence, depth and progression over time, supporting pupils to retain knowledge and apply learning across subjects.

Lessons are engaging and purposeful, shaped by the knowledge, skills and concepts of the National Curriculum. Meaningful links with the wider curriculum enable pupils to read, write and apply language in diverse contexts, helping them build cultural capital and secure learning in long-term memory.

Through our English curriculum, we aim to develop independent, resilient and articulate learners, well prepared for the next stage of education and equipped with the literacy skills needed to succeed in an ever-changing world.

We want our pupils to learn and develop:

- **Love of Literature:** Foster a lifelong enjoyment of reading, books, storytelling, and rich vocabulary.
- **Core Literacy Skills:** Build fluency in reading, accurate spelling, solid grammar, and clear punctuation.
- **Writing for Purpose:** Enable pupils to write clearly, coherently, and creatively for various audiences and genres (entertain, inform, persuade, discuss).
- **Spoken Language (Oracy):** Develop confidence in verbal communication, listening, debate, and articulating ideas.

English Implementation:

The National Curriculum underpins the delivery of English at St Andrew's Primary School School. Our curriculum intent is implemented through, carefully sequenced approach using the following schemes:

- The DfE approved- Twinkl phonics scheme in EYFS and Key Stage 1.
- Spelling Shed spelling scheme in Key Stage 2
- Writing Roots English scheme throughout Key stage 1 and 2
- Fluency Shed Whole class reading scheme

Our Writing Roots units of learning are structured around high-quality, appropriately levelled texts from a range of genres and cultural contexts. These provide a meaningful stimulus for reading, writing and spoken language, with regular opportunities for pupils to apply their learning across fiction, non-fiction and poetry.

Reading, writing, grammar and oracy are taught in an integrated way, with oral rehearsal and structured discussion used to develop ideas, vocabulary and sentence construction before writing. Writing skills are built progressively through repetition, modelling and guided practice within each unit, enabling pupils to secure key knowledge and apply it independently.

Vocabulary development is a core feature of daily English teaching. Ambitious and subject-specific vocabulary is explicitly taught, pre-taught and revisited to deepen pupils' understanding and confidence in using language accurately.

Teachers regularly assess pupils' understanding through high-quality questioning, feedback and review of work, and planned opportunities for retrieval and recap are used to address misconceptions and strengthen long-term learning.

Reading is prioritised as the foundation for writing, with pupils encouraged to read widely and often. English teaching is closely linked to the wider curriculum where appropriate, enabling pupils to apply literacy skills in different contexts and deepen understanding across subjects.

Through this approach, all pupils are supported to make strong progress in reading, writing and spoken language and are well prepared for the next stage of their education.

English Impact:

In English, pupils consistently demonstrate their learning in every lesson through spoken language, reading and independent writing. Teachers use ongoing formative assessment to check understanding and inform next steps, including targeted questioning, pupil discussion, observation and regular review of pupils' work. This ensures misconceptions are identified quickly and addressed effectively.

Regular retrieval opportunities, particularly through lesson starters and revisiting prior learning, support pupils to know more, remember more and apply their learning confidently. This approach ensures that knowledge and skills are secure, well embedded and increasingly automatic.

Formal assessments of reading, writing and GPS are reported three times a year. Writing is assessed across by ongoing formative assessment as well as by regular stand alone written tasks; this range of independent writing informs teacher's formal assessments of children's attainment. The Oxford University Press criterion scales are used to inform teacher assessments. Reading assessments are made through teacher and TA observations during guided, shared and individual reading sessions. As well as by using the NFER standardised tests

The impact of the English curriculum is further evaluated through book monitoring, learning walks and pupil voice. These monitoring activities provide leaders with a clear understanding of pupils' experiences of English on a day-to-day basis and how effectively the curriculum is enabling progress for all learners.

Writing is moderated in school to ensure consistency in expectations and secure progression against year-group progression maps.

As a result of the English curriculum at St Andrew's Primary School, pupils leave us as:

- Confident readers, writers and speakers who enjoy and value language
- Resilient, independent learners who recognise the importance of English in their lives and future aspirations
- Secure and fluent communicators, able to read and write with accuracy, purpose and awareness of audience