



St. Anthony of Padua Catholic Primary School

'Growing Together Following Jesus'

English Curriculum Statement

This English is set within the context of the whole school aims and mission statement:

Our Curriculum

At St Anthony of Padua, we believe that for children to reach their full potential, it is essential to provide them with a challenging, balanced and integrated curriculum of Speaking and Listening, Reading and Writing. We ensure that all children are given opportunities to advance and consolidate their English basic skills, not only through their English lessons, but also through foundation subjects, developing their understanding of how English skills are essential for communication in different contexts.

We have placed English and literature at the heart of our school curriculum. Using the teaching resource 'Read to Write', all units are developed around high quality vehicle texts and challenging model texts, ensuring English is taught progressively and cohesively. During each unit, the children develop their understanding of fiction and non-fiction texts, with a challenging writing outcome to consolidate their learning at the end of the narrative and non-fiction stages of learning. There is a strong vocabulary focus built into each unit within the scheme, extending and challenging the vocabulary of all learners.

At St. Anthony of Padua, we believe in the importance of developing and teaching vocabulary across the curriculum, so that children have a deep and meaningful understanding of what they read in different contexts. Using the Opening Worlds curriculum for humanities and Haringey Science, our children will be exposed to a range of challenging non-fiction texts, further developing their love of reading and breadth of vocabulary within different contexts.

Our Delivery

Reading for Pleasure

We are a 'Liverpool Reading Quality Mark Gold' school, and reading for pleasure is embedded into the daily life of our school and throughout the school community. All children are given opportunities to read on a daily basis. Our school reading council apply for positions to run our school library and to plan key reading events throughout the school year. Books for our library are updated yearly, with titles carefully selected to ensure the highest quality of books are available for our children.

In order to develop the reading of the children in our school, teachers provide:

- We have created a reading spine for our children, ensuring that they are exposed to rich, varied and engaging texts, which will broaden their reading experiences and instil a pleasure for reading throughout their journey across our school.
- All Aboard Guided reading sessions in EYFS for all children weekly.
- Steps to Read lessons three times weekly for children in Years Two to Six (Whole class shared reading)
- Independent reading time.
 - One- to-one reading with an adult a minimum of 3 x weekly for lower 20% readers.
- Reading books are sent home to be shared with family members.
- Volunteers are welcomed into school to read with our children.
- Reading buddies from the reading council read with lowest 10% of children in EYFS and Key Stage One once a week
- Library is open for class visits and book changing during lunch times.

Phonics:



To teach phonics, we follow the DFE verified Systematic Synthetics Programme, 'All Aboard Phonics'. We believe that phonics provides the essential building blocks to the foundations of reading, through the segmenting and blending of sounds. This is vital to develop the necessary decoding skills for children to read new and unfamiliar words. We ensure that daily phonics sessions are at the heart of our Early Years and Key Stage One curriculum and that learning environments echo this, through effective phonics working walls, displaying current sounds and words. These are actively used by teachers within their lessons and children are taught to use them to support them with independent reading and writing tasks.

All Aboard Phonics books are used for guided reading sessions within school, with teachers delivering high quality sessions based on their sounds of the week, through the accompanying text. Comprehension and vocabulary are also prioritised within these sessions, developing all of our children's reading skills, as well as phonics. These books are then sent home as home-school readers for the following week, giving our children further consolidation and practise, as well as keeping parents informed of their child's current learning within phonics. For some pupils, a second book is sent home to help them to develop further fluency or to address sounds that have not been consolidated in previous learning, as we do believe it is important for our pupils to always have accessible reading books to develop their skills and to ensure they gain confidence and pleasure from their reading time.

For children who are working below the expected level in phonics, they receive All Aboard phonics intervention sessions, targeted at the phases, sounds and skills they need. Areas of focus are identified using the All Aboard online assessments, which then allow for interventions to be tailored to the needs of individuals and small groups.

Reading: Steps to Read





To ensure our children have every opportunity to become affluent readers, with an interest and pleasure for reading texts from a wide range of genres, we have selected 'Steps to Read' as a whole class shared reading scheme from Year Two, through to Year Six. 'Steps to read' provides full coverage of the reading curriculum and the effective teaching of reading skills, carefully crafted upon teacher modelling. All aspects of word reading and comprehension are taught to the children using a range of high quality and challenging texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

Steps to Read places these key aims at the heart of our reading curriculum:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

Steps to Read Teaching Sequence:

<p>1. Read (12 Minutes)</p> 	<p>Read to children:</p> <ul style="list-style-type: none"> • Activate Prior Knowledge • Share Anchor Questions • Vocabulary • Explore and Respond • Fluency
<p>2. Model (5 Minutes)</p> 	<p>Model to Children:</p> <ul style="list-style-type: none"> • Explicitly Model Strategies and Skills • Reference the Text
<p>3. Practise (8 Minutes)</p> 	<p>Children Practise:</p> <ul style="list-style-type: none"> • Children Explore and Discuss • Practise Taught Strategies and Skills
<p>4. Apply</p> 	<p>Children Apply:</p> <ul style="list-style-type: none"> • Evidence Anchor Questions • Verbal and Written Responses • Feedback on Learning





'Read to Write'

At St Anthony of Padua, we teach writing through comprehensive units that have been carefully constructed so the entire statutory curriculum for English is covered from EYFS to Y6. Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. Each unit of work centres around engaging, vocabulary-rich texts, providing a wealth of writing opportunities and teaching writing skills across all genres. 'Read to Write' is also carefully designed to allow for opportunities for writing to be linked to wider areas of the curriculum.

'Read to write' provides a consistent approach to the teaching of writing across the school using these key features:

- Clear Sequential Episodes of Learning
- Example Texts (greater depth WAGOLL)
- Vocabulary Learning
- Contextualised Spelling, Grammar & Punctuation
- Writer's Knowledge Linked to National Standards
- Sentence Accuracy Works Linked to National Standards
- Progressions Documents with Year Group Expectations
- Reflecting on Unit Outcomes: Planning for Next Steps
- Example Planning Format
- Wider Reading for the Wider Curriculum
- A Wealth of Resources Linked to the National Standards
- Explicit Links to the National Curriculum Read to Write is evidence-based teaching of writing.

Read to Write Teaching Sequence:

1. Immerse		<ul style="list-style-type: none">• Immersion in Vehicle Text• Enjoy, explore and respond• Determine, purpose, audience and form• Share example texts
2. Analyse		<ul style="list-style-type: none">• Familiarisation with text structures• Familiarisation with language features• Knowledge for the writer
3. Plan		<ul style="list-style-type: none">• Gather ideas• Plan
4. Write		<ul style="list-style-type: none">• Model and guided writes• Application of writers' skills and knowledge• Independent writing and draft, revise and edit.

Spelling

EYFS and Year 1

In EYFS and Year 1 and our pupils follow All Aboard Phonics, our school SSP programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling. By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention.

Spelling is taught discretely from Years Two to Six, as well as being built into our 'Read to Write' scheme of learning for consolidation of the spelling focuses taught in each year group, as specified in the National Curriculum. Children receive weekly spelling lessons, structured through a REVISE, TEACH, PRACTISE AND APPLY approach. Spellings are sent home weekly, with children using Spelling Shed for practise of the taught rule and follow up lessons in school provide opportunities for teachers to assess and for children to apply and consolidate these rules. Spelling lessons and homework tasks are also developed to cover the teaching of the statutory words list in Appendix One of the National Curriculum.

Handwriting

It is our aim to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Our school follows Nelson Handwriting Scheme. This is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. Cursive handwriting is introduced in step-by- step stages, in line with National Curriculum expectations.

Equality of Opportunity:

All pupils have equal access to our English Curriculum. The SLT, Class teacher and Support Staff at ST Anthony of Padua Catholic Primary school are responsible for ensuring that all children have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Our Children

At St. Anthony of Padua, we aim to guarantee that all of our children are given every possible opportunity to thrive and develop in all areas of Communication and Language. This journey begins on every pupil's first day with us in reception. All of our children will be surrounded by a language rich environment throughout their school journey, with vocabulary being prioritised on all displays, for all areas of the curriculum, not only in English lessons. We aim for all children to be consistently exposed to a broad and enticing range of high quality texts and our school library is bright and inviting to highlight the importance and pleasure of books. We use our reading council to lead the way in driving our commitment to ensure that every child at St. Anthony of Padua develops a love of books and of reading. Phonics and English lessons equip our pupils with the skills needed to be the competent and affluent readers we wish them to be. Every child in the school is taught about the importance of language and literacy skills and how these skills will impact them in life. All children will be taught to write for a range of purposes through high quality units of teaching. They will be taught to write cohesively in grammatically accurate sentences, engaging and interesting their reader.

During their time at St. Anthony of Padua, we want our children to:

- Develop strong and secure phonics skills, equipping them with the knowledge of sounds and the skills of segmenting and blending to allow them to read new and unfamiliar words.
- Choose to read books from a wide range of genres, developing a love for reading.
- Become fluent readers, comfortably accessing challenging texts.
- Develop an ability to call upon a range of reading comprehension skills, demonstrating a thorough and high level of understanding of texts.
- Have excellent Speaking and Listening skills, expressing viewpoints well and listening and responding to others articulately and confidently.
- Be able to present their written work with pride, displaying their own personal handwriting, which will be easily legible to readers.
- Acquire a wide and varied vocabulary, showing understandings of texts they read, as well as being used effectively within their own written work.
- A secure and accurate grasp of grammar and punctuation, which is evident through their own writing.
- Be able to write accurately, cohesively and with interest, producing texts across a range of genres, which demonstrate an ability to write fluently for different purposes.
- Adopt a range of taught strategies to support them in their spelling of new and challenging vocabulary, calling upon taught rules independently and using other tools to support them in checking the accuracy of their attempts.