



# English Curriculum



**Intent:** At St Swithun's Catholic Primary School, we believe that English is at the heart of all learning and is central to children's intellectual, emotional, spiritual and social development. Through a high-quality English curriculum, we aim to develop confident communicators, enthusiastic readers and purposeful writers who can express themselves clearly and thoughtfully in a wide range of contexts.

Rooted in our Catholic ethos, we recognise the power of language in enabling children to communicate ideas, emotions and experiences, while also developing empathy, imagination and understanding of the world around them.

Our curriculum is designed to ensure that all pupils:

- Develop fluency, confidence and enjoyment in reading
- Become purposeful and resilient writers
- Build a rich and ambitious vocabulary
- Communicate effectively through spoken language, reading and writing
- Appreciate a broad and diverse range of high-quality texts
- Apply English skills confidently across the wider curriculum

Learning to read is one of the most important life skills a child can acquire and we are committed to ensuring that every child becomes a fluent and confident reader. Through carefully chosen texts and engaging learning experiences, we foster a love of literature and storytelling from the earliest years. Our writing curriculum is rooted in high-quality texts and meaningful purposes for writing. Children are taught to consider audience, purpose and form, enabling them to write with increasing accuracy, creativity and independence.

**Implementation:** At St Swithun's, English is delivered through a carefully sequenced and progressive curriculum that develops speaking, listening, reading and writing skills from EYFS to Year 6.

## Reading

Early Reading and Phonics

Phonics is taught daily from Reception using the Read Write Inc. (RWI) programme.

Children:

- Learn sounds sequentially through a structured approach
- Are grouped according to stage rather than age to ensure appropriate support and challenge
- Are assessed regularly to ensure rapid progress
- Receive targeted support through a "keep up, not catch up" approach

Within EYFS, phonics is embedded across indoor and outdoor provision, ensuring children can apply sounds and early writing skills throughout continuous provision and play.

## Developing a Love of Reading

Reading is prioritised across the school through:

- Daily story time
- Exposure to high-quality and diverse texts
- Opportunities for independent reading for pleasure
- Reading-rich classroom environments

Children are immersed in stories, poems, nonfiction and wider texts that:

- Develop vocabulary and comprehension
- Spark imagination and curiosity
- Reflect a range of cultures, experiences and perspectives

Parents are actively encouraged to support reading through shared reading opportunities and home-school partnerships.



# English Curriculum



## Reading in KS1 and KS2

In KS1: Children develop early comprehension skills including:

- Retrieval
- Inference
- Prediction
- Sequencing and summarising

Reading skills are taught explicitly through phonics, English lessons and wider curriculum opportunities

In KS2: We follow the Destination Reader approach, which develops reading comprehension through:

- Whole-class modelling
- Structured partner discussion
- Independent reading and reflection
- Explicit teaching of comprehension strategies

Daily reading sessions enable pupils to:

- Read with increasing fluency and stamina
- Discuss texts thoughtfully
- Develop deeper understanding and critical thinking

## Writing

Writing begins in EYFS through:

- Mark-making and physical development activities
- Fine motor skill development
- Explicit modelling of letter formation and early sentence construction
- Opportunities to write across provision and play

Where children develop confidence in:

- Pencil grip and posture
- Forming letters correctly
- Using capital letters, finger spaces and full stops

These foundations prepare children to become fluent and confident writers in KS1 and beyond.

## Text-Led Writing Curriculum

Across Years 1–6, writing is taught through carefully selected, high-quality texts chosen for:

- Literary quality
- Curriculum relevance
- Engagement and diversity

Writing units are driven by:

- A clear purpose for writing
- An identified audience
- Immersion in high-quality models and WAGOLLS

During these units, children explore:

- Vocabulary and authorial choices
- Grammar and sentence structures
- Text features and organisation



# English Curriculum



Explicit Teaching Approach – “I Do, We Do, You Do”

At St Swithun’s, writing is taught through a clear gradual release model which ensures pupils develop increasing confidence, independence and resilience as writers.

I Do – where teachers use “think aloud” explicit modelling to demonstrate how skilled writers make decisions about:

- Writing processes and thought patterns
- Grammar and language choices
- Editing and refining techniques

We Do – where children practise skills with scaffolded support and immediate feedback by participating in:

- Shared writing
- Guided practice
- Collaborative discussion and rehearsal

You Do – where children apply learning independently through:

- “Short burst” writing sessions
- Independent writing outcomes
- Purposeful extended pieces
- Editing and improving their own work

Vocabulary, Oracy and Spoken Language

Vocabulary and oracy are central to the English curriculum. Children are taught to:

- Use ambitious vocabulary accurately
- Discuss, explain and justify ideas
- Speak clearly and confidently for different audiences

Strategies for this include:

- Structured discussion
- Sentence stems and modelled talk
- Drama, storytelling and debate
- Oral rehearsal before writing

This supports children in becoming articulate communicators across the curriculum.

## Adaptation and Inclusion

Adaptation is embedded throughout English lessons to ensure all pupils can succeed. Children are supported in the following ways so that they can build confidence while also developing independence and resilience:

- Scaffolded models and sentence stems
- Vocabulary banks and visual prompts
- Explicit modelling and guided practice
- Flexible grouping and targeted support
- Opportunities for challenge and depth

## Catholic Social Teaching in English

At St Swithun’s, English is enriched through the principles of Catholic Social Teaching. Through reading and writing, pupils explore themes of dignity, justice, compassion and community, developing empathy and understanding of the experiences of others. High-quality texts expose children to diverse voices, cultures and perspectives, helping them to appreciate the richness of the wider world. Through discussion, debate and storytelling, pupils learn to communicate respectfully and thoughtfully, recognising the importance of using language positively and



# English Curriculum



responsibly. English enables children to reflect on moral choices, challenge injustice and understand how words can influence, inspire and bring people together.

**Impact:** By the time pupils leave St Swithun's Catholic Primary School, they will:

- Read fluently, accurately and with good understanding
- Develop a love of reading for both pleasure and information
- Write clearly, accurately and purposefully for a range of audiences and contexts
- Use ambitious vocabulary and grammatical structures effectively
- Communicate ideas confidently through spoken and written language
- Reflect critically on their own work and edit effectively
- Apply English skills confidently across the wider curriculum

Pupils leave St Swithun's as confident communicators, thoughtful readers and purposeful writers, equipped with the literacy skills needed to flourish in secondary education and beyond.

'Children should be taught to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually and spiritually.'

DfE New curriculum document, 2013