

English Provision

Our English curriculum provides children with a broad, balanced and engaging learning experience. We are committed to making English as cross-curricular as possible, linking learning to current topics and themes across the curriculum. This approach provides meaningful contexts for writing, enriches learning experiences and gives pupils a clear sense of purpose in their work.

At St Peter's, our writing curriculum is led by the principles of **Writing for Purpose**, ensuring that children understand why they are writing and who they are writing for. Pupils are taught to write to **entertain, inform, persuade and discuss**, developing the skills and understanding required for each purpose. Writing opportunities are carefully planned and sequenced so that children build upon prior knowledge and experiences, revisiting and strengthening key skills as they progress through the school.

We place a strong emphasis on securing **solid, firm and fixed foundations** in the early stages of writing development. Younger children are given the time and support needed to develop confidence in sentence construction, transcription skills, vocabulary and basic grammar before moving on to more complex written genres. As pupils progress, they apply and extend these foundations across an increasingly wide range of text types and writing purposes.

We continue to structure learning around longer blocks of study, allowing key skills and objectives to be taught, practised and embedded over time. Grammar and punctuation are taught within these units of work and, where necessary, through focused stand-alone lessons to ensure children develop a secure understanding of the skills required to become confident, purposeful and effective writers.

Transcription:

Spelling

At St Peter's, we use the *Spelling with Grammarsaurus* scheme to develop children's spelling knowledge following, or alongside, their phonics learning. The scheme focuses on morphology (word structure), etymology (word origins) and orthography (spelling patterns), helping pupils to understand how words are constructed and how their meaning connects to their spelling.

Through carefully sequenced learning, children explore the building blocks of words, identifying patterns and making links between spelling, meaning and word origins. This deeper understanding enables pupils to spell with greater accuracy, recognise patterns across the English language and confidently apply their knowledge to both familiar and unfamiliar vocabulary.

Handwriting

At St Peter's, we use the *Letter-join* handwriting scheme, which is fully aligned with the Writing Framework 2025. Handwriting is taught explicitly and regularly throughout the school, beginning in Reception and continuing alongside writing activities within phonics lessons.

The *Letter-join* whole-school handwriting programme provides a structured and progressive approach to developing handwriting skills, ensuring that pupils build confidence, fluency and consistency in their letter formation and presentation. Through regular practice, children learn to write neatly, accurately and at an appropriate speed, enabling them to communicate their ideas effectively and meet the expectations of the National Curriculum.

Reading

Reading continues to be highly valued within our school community. Children in EYFS and Key Stage 1 follow the Read Write Inc. (RWI) Phonics Programme, which is taught daily and with fidelity to ensure that pupils develop accurate and fluent reading skills by the end of KS1. Regular assessments of phoneme knowledge enable teachers to monitor progress closely and group children according to their needs.

Children read books that are fully decodable and carefully matched to their current RWI level, allowing them to practise and apply the sounds they have been taught. In addition, all children take home a high-quality 'Sharing

Book' to enjoy with an adult, helping to develop a love of reading and providing valuable opportunities for discussion and enjoyment at home.

Once pupils have completed the Read Write Inc. programme and become fluent readers, they move on to our 'Reading for Pleasure' books, which are carefully matched to their reading age. This approach encourages children to develop independence and a lifelong love of reading by selecting books from a wide range of genres, authors and themes that interest them. Through regular opportunities to explore and choose texts, pupils build confidence as readers while broadening their reading experiences and preferences.

From Year 2 onwards, children take part in a daily Reading Fluency lesson. These sessions are carefully structured to develop the key components of fluent reading: **accuracy, automaticity, prosody and reading rate**. Through repeated reading, modelled expression and purposeful discussion, pupils build confidence, stamina and enjoyment as readers. Alongside developing fluency, the lessons strengthen children's comprehension skills, including **prediction, retrieval, inference, sequencing, summarising, analysing language choices, understanding text structure, identifying authorial purpose and viewpoint, and exploring context**. This ensures that pupils not only read with increasing confidence and expression but also develop a deeper understanding and appreciation of the texts they encounter.

We actively promote reading at home through our whole-school reading reward system and the regular use of Home-School Reading Diaries. Our love of books is celebrated throughout the year through a range of engaging events and initiatives, including 'Big Up Book' Assemblies, Booknics, World Book Day celebrations and class big book reviews. Reading is also encouraged beyond the classroom through our welcoming 'Book Nook' shed, which provides children with opportunities to enjoy and share books during playtimes. In addition, children visit our newly developed library each week, where they can explore a wide range of high-quality texts and develop their enthusiasm for reading. Our Reading Ambassadors play an important role in promoting reading across the school by helping to organise displays, recommend books and keep our library stock up to date. Together, these experiences help to foster a lifelong love of reading and create a vibrant reading culture across the school.

Children who require additional support with reading may participate in targeted intervention programmes, including **RWI Fast Track Tutoring, Better Reading Partnership, IDL Literacy, Toe by Toe, Words First and Nessy**. These interventions are carefully matched to individual needs and help pupils to develop their reading accuracy, fluency, comprehension and confidence, enabling them to make strong progress in their reading journey.