

Why is Reading important?

The National Curriculum is clear: reading is central to a high-quality education. The English Purpose of Study highlights the cultural, emotional, intellectual, social and spiritual development that pupils achieve through reading. Reading is the vehicle which enables pupils to both acquire knowledge and understanding as well as build upon what they already know. It is essential to the skills underpinning all aspects of communication, including spoken language and writing. Our curriculum highlights the importance of pupils establishing an appreciation and love of reading across a wide range of genres as well as fiction and non-fiction. This breadth of exposure feeds children's imaginations, allows them to step into other worlds and experiences, and opens up a treasure trove of wonder and joy for curious young minds.

Opportunities:

- 15 minutes 'story time' each day
- Banded books which match phonic stages
- High quality, engaging texts, which are up-to date with the latest literature and authors. (We are continuously reviving and renewing our classroom libraries and main library to ensure that we have authors and characters which reflect those in our diverse society)
- We are raising the profile of non-fiction texts and poetry throughout the school
- Whole Class Reading allows children to experience books and authors which they would not ordinarily experience
- Struggling readers are provided with phonic interventions and older readers take part in 'Reading Catch- Up'.
- We hold themed days / Book Week etc.
- We hold parent reading events and offer rewards for regular reading



Curriculum

Intent:

English

Reading

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Early Reading:

At St. Helen's Catholic Primary School, we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading, throughout Foundation Stage and Key Stage 1 is of the highest priority.

Phonics is taught through a highly structured programme of daily lessons, across FS/KS1, using a variety of fun activities. This takes the form of differentiated groups, according to developmental need and whole class teaching. Each session provides an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

We use the Jolly Phonics 'multi-sensory' programme of songs and actions. We introduce phonemes using the Letters and Sounds sequence of learning. Alongside the Jolly Phonics songs and actions, adults use a variety of exciting resources including flashcards and games.

Daily interventions take place, for children who need additional support. This support continues into KS2, where appropriate. (We are aware that phonics doesn't cater for children with certain learning needs).

We ensure that our reading books match the phonic stages; however, we also provide opportunities for children to access a range of other texts to broaden, enrich and stretch learners. We also encourage parents to play an important role in their child's reading journey.

Reading Curriculum:

Our reading curriculum is book-based. This transforms children's attitudes to reading and writing and has a highly positive impact on learning. The model is strategically and creatively designed in order to deliver a complex curriculum in a coherent, contextualized way, which appeals to children's curiosity. Learning objectives are covered using high-quality texts as drivers to complement and enhance children's knowledge, skills and understanding.

Comprehension, in the widest sense, is maximised through the use of carefully- chosen, appealing and challenging texts and text types from a variety of genres and cultures. This breadth of texts is essential in ensuring that children grow to understand, love and use their reading skills well so they can apply them effectively across their learning. Through fictional books, children 'experience' time and place through a character's eyes.

In the same way, carefully chosen, non-fiction books enable children to research, learn, question and explore across a huge wealth of age-appropriate topics and subjects.

Why is Writing important?

A high-quality education in English will teach pupils to write fluently so they can communicate their ideas and emotions to others. All the skills of language are essential to participating fully as a member of society. 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, ensuring they can write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.



English: Writing

Opportunities:

- Children have access to a range of content rich texts
- Spelling Shed increases enjoyment of spelling and allows children to practise their learning at home
- Themed weeks such as 'Book Week' and 'National Poetry Day' etc.
- Inspiring topic 'hooks' to engage children, allowing them to become invested in a topic
- Real-life writing opportunities are created
- Vocabulary displayed around the classrooms
- Creative writing/ poetry competitions



English at St. Helen's:

English at St. Helen's is taught by class teachers and is embedded within our creative curriculum. Our curriculum provides many opportunities to apply the skills which children have learnt within English lessons.

Writing:

We aim to ensure that our pupils can confidently write across a number of genres. They understand the features of different text types and can apply their knowledge, skills and understanding appropriately. Effective transcription enables children to articulate themselves fluently and clearly when composing a piece of work. They understand the various elements and strands of writing and confidently use these when planning, drafting and editing their work. Through purposeful, engaging and real-life writing opportunities, they quickly identify the intended audience and can adapt their choice of layout, content, grammar and language appropriately. Objectives across all strands are revisited and embedded within and across year groups/key stages to ensure cumulative fluency of skills, knowledge and understanding.

Why is Oracy important?

Oracy is defined as 'our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views.' In other words, it is an essential life skill which we need to support all pupils to develop.

Listening skills can be developed through reading aloud to pupils. This also introduces them to literary language, explains how stories work, exposes them to a range of genres, and enables them to hear a rich and varied vocabulary.

Opportunities:

Like all English skills, oracy opportunities are embedded throughout our curriculum.

- A Talk for Writing approach lends itself to creating opportunities for speaking and listening
- Whole Class Reading gives fantastic discussion opportunities, leading to dramatisations, debates etc.
- We value reading aloud. In order for children to experience complex language structures and understand how to use expression, when reading, they need to be exposed to it on a regular basis.
- We model the correct use of language for our children
- Vocabulary is a focus across the curriculum. In each lesson, key vocabulary will be discussed, in order to improve children's comprehension and expand their ability to articulately express themselves
- We provide opportunities for children to apply their debating skills in other areas of the curriculum

English:

Oracy



Oracy at St. Helen's:

Oracy opportunities are embedded within our creative curriculum. Our curriculum provides many opportunities to apply these skills.

We want to inspire children to be confident in the art of speaking and listening. We want to create learners who can use discussion to communicate and further their learning.

Oracy is also important for writing. Through our Talk for Writing approach, pupils compose and rehearse sentences orally before committing them to paper. If pupils cannot construct sentences that use grammatical elements they have been working on, for example, conjunctions, fronted adverbials, dialogue, how will they be able to use these in their writing?

In addition, exploring a subject in-depth, through drama, the retelling of stories, vocabulary games and other speaking and listening activities often leads to writing with greater depth and focuses than would have been achieved without this preparatory work.

Vocabulary:

In writing, access to a wide vocabulary means that the writer can choose the word or phrase which most adequately expresses what they want to say.

They will draw on their knowledge of language to include literary features such as similes and metaphors. Therefore, it is important to ensure that all pupils have access to a broad and rich vocabulary within our educational settings.