



St Gregorys Catholic Primary School English Curriculum Statement

Our Curriculum

At St Gregorys, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

Rigorous assessment and review will ensure that we can provide targeted support so that all children experience success in English: we believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Our Delivery

At St Gregorys we want all our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education.

Phonics:

Early reading is secured through use of the Read Write Inc scheme. Children are taught the alphabetic code (phoneme-grapheme correspondences). As well as teaching reading, this component knowledge supports spelling and letter formation, and structured activities within sessions are used to leverage this. Vocabulary and spoken language are also developed during RWI sessions, through comprehension and discussion of texts. For their phonics sessions, children are grouped by book level/phonics knowledge in accordance with the scheme and work in small groups. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress amongst our youngest children, as well as to develop their love of reading.



Reading:

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 'Ready Steady Read Together' as a whole class shared reading scheme from Year Two, through to Year Six. RSRT 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. RSRT 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.

Ready Steady Read Together 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



Writing:

At St Gregorys, we teach writing through comprehensive units that have been carefully constructed so the entire statutory curriculum for English is covered from EYFS to Y6. Ready, Steady 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. 'Ready, Steady Write' is also carefully designed to allow for opportunities for writing to be linked to wider areas of the curriculum. 'Ready, Steady 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.



Spelling:

Our phonics teaching through RWI makes strong links between blending for reading, segmenting for spelling and handwriting for children in EYFS and Year 1. We encourage all our pupils to apply their phonic knowledge when spelling.

Spelling is taught discretely from Years 2 to 6, as well as being built into our 'Ready, Steady Write' scheme of learning for consolidation of the spelling focuses taught in each year group, as specified in the National Curriculum.

We use the RWI spelling scheme. Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England.

Read Write Inc. Spelling is a 15 / 20 -minute-a-day programme for Years 2 to 6. The programme runs on a one-week cycle per unit, consisting of five sessions per week. regular spelling assessments help us track progress and plan revisiting and consolidation lessons, ensuring children are supported to keep up.



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.

Handwriting is taught daily through both dedicated teaching sessions and purposeful application within wider English lessons, in line with the DfE Writing Framework (2025). Through short, focused sessions, pupils are explicitly taught correct letter formation, orientation, and consistent sizing, progressing systematically from gross and fine motor control to fluent, joined handwriting. Teaching emphasises posture, pencil grip, and writing stamina, ensuring that transcription skills become increasingly automatic. Regular practice and high-quality modelling enable pupils to develop legible, efficient handwriting, reducing cognitive load and allowing them to focus on composition, spelling, and the effective communication of ideas across the curriculum.

Our Children

At St. Gregorys, we aim to guarantee that all our children are given every possible opportunity to thrive and develop in all areas of Communication and Language. All 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 aim to ensure that every child at St. Gregorys 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. Gregorys, 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.

Grounded in systematic phonics through Read Write Inc and enriched by high-quality texts and the Literacy Counts approach to ambitious writing, our English curriculum develops fluent, confident readers and writers who are resilient, aspirational, and equipped for lifelong learning.