



St Mary's Catholic Primary School

English: Intent, Implementation and Impact 2026-2027

The National Curriculum:

The National Curriculum for English aims to ensure that all pupils receive high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent:

English at St Mary's

English is at the heart of our whole curriculum at St Mary's Catholic Primary School as we recognise that we live in an environment where we use the fundamentals of writing, reading and spoken language in our daily lives- as children and as adults. It is crucial to develop these skills from an early age, by providing a high-quality education which prepares our pupils for their futures. We aim to inspire our pupils' curiosity and to ignite a love for reading and writing to motivate children and to unlock our ambitious curriculum to enable children to explore the world around them, through secondary and beyond. Throughout our teaching, we aim to support children to become lifelong writers and readers enabling them to participate fully as members of society.

We understand that our children have varied life experiences and the ability to read, write and communicate effectively directly impacts their life choices. Reading and writing have a direct impact on progress and attainment across all areas of the curriculum, as well as contributing to children's self-esteem, mental wellbeing and motivation to learn. Therefore, we

recognise that children must develop a secure knowledge of fundamental literacy skills, following a clear path of progression throughout their journey at St Marys.

Our aim is to ensure every child makes progress in reading, writing, speaking and listening during their time with us at St Marys. We will achieve this through our careful selection of quality texts, we aim to inspire, motivate and challenge individual pupils to develop a love of literature, whilst making links with the wider world. We continually develop the key skills of spelling, punctuation and grammar whilst providing enriched and ambitious opportunities for children to engage in meaningful and purposeful activities. We intend for all pupils to be able to analyse, consider and question, and grow to love their language. We recognise the importance of encouraging our children to embrace challenges, and to develop resilience and perseverance. We believe that providing our children with such a robust and varied English curriculum enables them to access and achieve in all other curriculum areas, and provide skills that will enable them to succeed in further education and beyond.

Implementation:

At St Marys, books are at the centre of our learning for pupils of all ages. Our English Curriculum is based on high-quality texts (many of which are Power of Reading texts) which have been carefully selected for each year group so that they deliver a variety of topical links including; Geography, History, Science, Diversity, Multicultural and social issues. Early reading is of the utmost importance; sharing stories, rhymes and books with pupils in early years helps them to practise vocabulary, understand the world around them, through aiding their curiosity, imagination and eagerness to thrive. To encourage this through school, we have a whole school reading library as well as class reading areas. We have also developed a whole school 'Literacy Spine' and 'Poetry Spine' to expose children to a wealth of authors, genres and cultures.

Teachers plan units of lessons using the Power of Reading resources to support them, alongside the progression of knowledge and skills documents for English and our long-term plans. While reading the book, teachers begin to sequence their lessons to build up to a written outcome, which excites and enthuses the pupils. During these lessons, children will practise skills that enable them to successfully complete the task. In order to ensure coverage of a range of writing purposes (to inform, to entertain, to discuss and to persuade), audiences, layouts and grammatical devices, class teachers use the English overview and our long-term plans. This allows pupils to build on previous skills as well as combining it with new concepts to ensure progression. Teaching takes place in whole class groups and teaching assistants are used to support groups or individuals (including same day intervention) which is flexible and well suited to the needs of the children in each class.

Basic skills of spelling, punctuation and grammar are taught using Vocab Ninja and Superhero Spelling and are embedded and linked to the text so that pupils develop an understanding of how these skills are used within a context.

Daily and rigorous Guided Reading takes place from Reception to Year 6, with a wide range of genres being covered. Children are supported to develop key skills including: retrieval, inference, summary, prediction and explanation. In addition, children are given the opportunity to develop their oracy by planning opportunities for detailed discussions. At St Marys, we also recognise the importance of developing reading fluency and therefore, we use a range of techniques to do this including Reading Theatre and Fluent Zoo.

Children are given opportunities to review and consolidate learning, and 'correction time' and 'same day intervention' (in line with our marking policy) allows children to look again at their work and to consider errors, correcting when appropriate. Teachers continuously assess pupils understanding in order to best match their teaching and activities to the individual needs of their children.

Daily reading and weekly spellings are given to all pupils from Reception to Year 6 to develop and review childrens learning. Our nursery children are also given a reading for pleasure book to take home every Friday to foster a love for reading from an early age.

Our English Learning

Please refer to our English Long-term Plan for the academic year, 2026-2027 as well as our English Skills Progression Map and our Oracy Progression Map.

Our English curriculum has been carefully mapped out to ensure the revisiting of key knowledge and skills throughout the year. When possible, class books are chosen to fit with another area of study across the curriculum; this allows purposeful links to be made, meaning that knowledge and understanding is consolidated in both English and other subjects within the curriculum. The skills and knowledge imparted in each unit are derived from the National Curriculum and expanded upon to ensure that all children make progress.

Purposeful written outcomes have been created (see English Overviews) to mark the end of a piece of work linked to the class text. One piece of assessed work is close-marked by class teachers each half-term using our Writing Assessment sheet. This could be through a written letter, a debate, writing a postcard or diary entry, taking on a journalistic approach by writing for a newspaper or creating a piece of poetry and delivering it aloud to peers to hear. It is through these outcomes, we hope to inspire our pupils' writing and open their eyes to a world of possibilities, where English is at the forefront. As well as this, across the curriculum, children are given opportunities to write at length in a range of subjects to practise embedding subject-specific vocabulary and write in a range of styles.

Teachers and Learning

The National Curriculum (2014) forms the basis of teaching and learning. Teachers plan for whole-class teaching but adapt teaching strategies, content, tasks and materials in response

to the diverse needs of learners in a classroom. The teacher works towards each child's individual learning needs, employing a range of teaching strategies, including:

- Instructing/directing
- Modelling/demonstrating/scaffolding/scribing
- Explaining
- Questioning/clarifying
- Discussing
- Role play and use of props
- Consolidating
- Drafting and editing
- Evaluating
- Re-drafting

Our Writing Journey: At St Marys, we celebrate all of our pupils' work, each assessed piece of writing is displayed on our class display! Driven by our value of 'pride', we teach children the importance of well-presented, carefully planned work. Children are proud to display their outcomes; resilience, effort and progress are praised.

Working walls and display: On the wall of every classroom, there is an English working wall. When building up to an extended piece of writing, class teachers display modelled or shared writing examples, analysed WAGOLLS, key grammatical devices and ambitious vocabulary which has been explored. On the display, key facts about characters and questions regarding the book may also be displayed.

Spelling/phonics displays: In every classroom, support with spelling or phonics is displayed permanently to guide children with their spelling rules. Phonics posters are on display in EYFS and KS1 classrooms to act as an aid to pupils when writing or reading.

Impact:

To measure impact, assessments are made in line with the school assessment policy each half-term, in line with the revised age-related expectation descriptors in the National Curriculum (2014). We use our Assessment Criteria Sheet to make our judgements (see below). In addition to this, formal assessments in reading and SPaG are made termly in line with the school assessment policy. Marking is in line with the school's policy: Teachers' aim when marking is to ensure progress. Both verbal and written comments are made, although we feel, verbal is often most effective with our pupils' and feedback aims to identify misconceptions, errors; or extend children's thinking. Children use pink pen to edit and improve their work so that they can move forward in their learning, address misconceptions or consolidate learning. Time is given to use pink pen every day.

Children are assessed during their reception year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage. Test materials from NFER are used termly in Years 1, 3, 4 and 5 and Years 2 and 6 use SATs past papers to monitor ongoing progress and to track individual pupils. Teachers use ongoing formative assessment to ensure planning is

based on prior attainment and that pupils know what they are to do to achieve the next step.

To see how we assess children, please refer to our 'Assessment Criteria Sheet'

As a result of our English teaching at St Marys Catholic Primary School, you will see:

- Highly motivated pupils who are passionate about literature and can talk about texts with confidence and clarity.
- Children who can write a range of purposeful texts with creativity and imagination and can apply learnt skills confidently.
- Engaged pupils who use a range of ambitious vocabulary when speaking, reading and writing.
- Progress which is monitored and tracked to ensure pupils make good progress.
- Consistently good outcomes at end of Key Stage and monitoring assessments.

We assess the impact of our English teaching at St Marys Catholic Primary School through:

- Pupil and staff voice
- Learning walks
- Lesson observations
- Book scrutinies
- Half Termly assessments in reading and writing
- Weekly checks in spelling
- Daily comprehension checks through Guided Reading