



ENGLISH CURRICULUM OVERVIEW FOR PARENTS

OUR SCHOOL VISION

“Striving for excellence together in a caring Christian community.”

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

“I came to give life—life in all its fullness.” John 10:10

LIVING OUR VISION THROUGH ENGLISH

English at our school brings our school vision to life by growing children in mind, body and spirit through language-rich learning rooted in our Christian values of Respect, Compassion and Courage. Children strive together in paired and group discussions, drama and shared writing, listening to and building on each other’s ideas. Stories, poems and language investigation encourage exploration, broadening imagination and cultural awareness. Clear teaching of vocabulary, speaking and listening helps children express needs and feelings, manage conflict and build positive relationships so they can live safe, healthy lives. Confident communication and clear expression enable children to take part, lead and make a positive contribution to school and the wider community.

OUR ENGLISH CURRICULUM

Our curriculum focuses on reading fluency, a growing vocabulary, purposeful writing in a range of genres, and clear speaking and listening skills. Learning is sequenced so that knowledge and skills accumulate, helping children to become independent, resilient learners.

Early Reading and Phonics

- **Approach:** We follow the DfE’s early reading guidance and use **Little Wandle Letters and Sounds** as our systematic synthetic phonics programme. This ensures teaching is structured, progressive and closely matched to national recommendations.
- **School Sessions:** Children have structured reading practice sessions in school three times a week using books carefully matched to their phonic stage. These sessions focus on decoding, blending, and building fluency and expression.



Writing and Language

- **The Writing Process:** Children are taught to write for real purposes and audiences. Lessons guide them through immersive study of high-quality texts, followed by planning, drafting, editing, and redrafting.
 - **Vocabulary:** We prioritize a language-rich environment where ambitious vocabulary is highlighted across all subjects. Explicit instruction helps children use new words in context to improve their comprehension and expression.
 - **Handwriting and Spelling:** Spelling is taught through regular, progressive lessons focusing on rules and patterns. Handwriting is taught from Reception to Year 6, moving from basic letter formation to a consistent, fluent, joined script.
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PROGRESSION

- **Reading:** Children progress from decoding and blending sounds in early years to becoming fluent readers who can read for pleasure and acquire knowledge across the curriculum.
 - **Writing:** Progress is seen as children move from oral storytelling and letter formation to writing clear, imaginative narratives and non-narrative texts with accurate grammar and punctuation.
 - **Communication:** Pupils develop from simple speaking and listening to being able to communicate complex ideas and emotions fluently and confidently.
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HOW PARENTS CAN SUPPORT

- **Daily Reading:** We recommend that children read for **5-10 minutes each night**. Please record these sessions in your child's reading record.
 - **Three Types of Books:** Your child will bring home three books: a **Reading Practice Book** (which they should read fluently and independently to build confidence), a **Sharing Book** (to read and enjoy together), and a **Library Book** (to be swapped every Friday).
 - **Talk and Question:** When reading together, ask questions that help your child **predict** what might happen, **infer** characters' feelings, and **discuss** new vocabulary.
 - **Correct Pronunciation:** When helping with phonics, use the "pure" sounds (e.g., 't' instead of 'tuh') to match how they are taught in school.
 - **Celebrate Success:** Give your child lots of praise for their reading to help them develop a lifelong love of books.
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GLOSSARY OF TECHNICAL TERMS

- **Systematic Synthetic Phonics:** A method of teaching reading by first teaching the letter sounds and then building up to blending these sounds together to achieve full pronunciation of whole words.
- **Decoding:** The process of seeing written letters and translating them into sounds to read a word.
- **Blending:** The skill of pulling together individual sounds within a word to read it (e.g., s-a-t becomes 'sat').
- **Fluency:** The ability to read a text accurately, quickly, and with proper expression.
- **Inference:** Using clues from the text and pictures to understand things that are not explicitly stated, such as a character's motives or feelings.
- **Accelerated Reader:** A digital system used in school to track reading engagement and help children choose books with the appropriate level of challenge.