# Intent, Implementation, and Impact Statement for English - Reading and Writing

## Intent

At St Anthony's Catholic Primary School, our intent in delivering the English curriculum, specifically in Reading and Writing, is to foster a profound appreciation for literature while equipping every child with the skills necessary to read and write with fluency, creativity, and critical thinking. We believe that literacy is foundational to learning, empowering children to articulate their thoughts and feelings, engage with diverse texts, and communicate effectively across various contexts. Our curriculum is designed to promote a culturally responsive approach, ensuring that all children see themselves reflected in the texts they engage with. We prioritise exposure to a wide-ranging repertoire of literature, exposing pupils to various genres, authors, and styles to promote inclusivity and broaden perspectives. Ultimately, we aspire to cultivate independent, enthusiastic readers and skilled writers who are prepared for future academic pursuits and equipped for lifelong learning.

## Implementation

### Phonics Instruction

To realise our intent, we implement a systematic approach to phonics through the Little Wandle Letters and Sounds phonics scheme, which is explicitly taught daily from Reception through to Year 2. All teachers receive comprehensive training in phonics instruction, ensuring consistency and effectiveness in their teaching practices. Phonics skills are integrated into all lessons throughout the school, reinforcing the importance of decoding and segmenting words across the curriculum. In Years 1 to 3, we also incorporate the 'Reading Squad', which supports children in applying their phonics knowledge to reading, focusing on building fluency and comprehension as they progress towards fluency books. Regular assessments, including GL Assessments, are conducted at the start and end of the year, enabling us to determine children's reading ages and monitor their progression effectively. Students who require additional support are placed in targeted intervention groups, where they receive tailored phonics instruction and additional reading practice. We engage parents through phonics workshops, providing them with the skills and knowledge to support their child's reading journey at home, thereby reinforcing the phonics skills learned in school.

### Reading Curriculum

Our reading curriculum is carefully structured to develop comprehension, fluency, and a genuine love for reading. Each class has a designated 'class reader' on their timetable, enabling us to read together as a whole class and promote a shared passion for literature. Through these sessions, pupils actively contribute to the reading experience, discussing plot developments and character motivations, while the teacher tracks individual progress on personalised reading checklists. This approach not only instils a love for reading but also allows for close monitoring of each child's reading journey. Additional reading time is embedded within our English, writing slot every day allowing children to immerse themselves in a chosen text ranging from novels, picture books, non-fiction, and poetry. In addition, we conduct comprehensive reading lessons once a week, designed to add complexity and challenge for the children. These lessons focus on building higher-order thinking skills through detailed analysis of texts, including the exploration of themes, character motivations, and author's intent. We ensure that texts are age-appropriate yet challenging, and increasingly diverse, reflecting both the immediate cultural context and global viewpoints. Each unit begins with a ‘hook’ to capture interest, which has been well-received by pupils, fostering excitement and engagement. Lessons culminate in collaborative discussions where pupils analyse themes, character development, and narrative style. Furthermore, we provide a well-stocked library that encourages exploration, inviting children to choose their reading materials across all genres and visit with their class. Book fairs and regular author visits further promote the love and exposure to reading.

### Writing Curriculum

Our writing curriculum, delivered through the Literacy Tree scheme, embodies a comprehensive and creative approach to writing instruction with a strong emphasis on cross-curricular links. Each writing unit is meticulously designed to encompass a variety of genres, including narrative, poetry, report writing, and persuasive texts, while carefully selecting books that align with themes taught across other subjects such as Science, History, and Geography. This integration allows for a deeper understanding and connection to content, as students apply their writing skills within real-world contexts. Pupils participate in a sequence of lessons that scaffold their writing processes, from planning brainstorming sessions through to drafting, editing, and publishing completed works. We implement daily 'cold calling' strategies whereby teachers use whiteboards to assess understanding without relying on traditional hands-up methods. This allows teachers to gauge individual comprehension and intervene where necessary, promoting an inclusive learning environment. We utilise visual aids, writing frames, WIDGITs for dual coding, and substitution tables to support learners in structuring their responses and articulating their ideas. 'Live marking' is employed during lessons, providing immediate feedback to pupils during instruction, thus enabling responsive teaching. At the end of each lesson, teachers mark completed work using the school writing criteria, highlighting areas in pink for achieving the learning focus, green for identified areas of growth, and blue for spelling errors. All progress is meticulously recorded in feedback files, fostering a growth mindset as pupils reflect on their progress. Emphasis is also placed on the mechanics of writing, including grammar, punctuation, and spelling, with explicit teaching of writing techniques that enhance vocabulary and language choice. We provide opportunities for creative writing where students are encouraged to express their thoughts and ideas more freely, having responded enthusiastically to the freedom afforded by the Literacy Tree scheme. Regular writing assessments are conducted alongside independent writes at the completion of each unit to track progress and attainment effectively. Our reflective practice encourages students to celebrate their achievements while identifying areas for improvement.

### Adaptive Learning Strategies

To meet the diverse needs of our learners, we employ adaptive teaching strategies throughout our English curriculum. This includes differentiated instruction to support varying abilities within the classroom. Teachers use formative assessment techniques, providing real-time understanding checks, ensuring that each child’s individual grasp of content can be communicated effectively. Rather than a hands-up approach, we promote 'cold calling', offering all students the opportunity to demonstrate their understanding and engage with the learning material directly. Consequently, all pupils are engaged at an appropriate level of challenge, promoting resilience and growth. We utilise visual aids, writing frames, WIDGITs for dual coding, and substitution tables to support learners in structuring their responses and articulating their ideas. Additionally, bespoke intervention strategies are implemented for students with specific learning needs, allowing them to access the curriculum fully.

### Preparation for Transition

As pupils progress to Year 6, our focus shifts towards preparing them for secondary education and the literacy challenges that lie ahead. We engage students in higher-order thinking skills through practical analysis of complex texts, facilitating class debates and discussions centred around themes and insights. Our transition programme includes direct collaboration with secondary schools, ensuring that teachers share expectations and curriculum requirements, aiding students in developing the skills necessary to flourish in the next stage of their education. Our ongoing CPD initiatives for teachers emphasise the importance of continuous professional growth, equipping staff with innovative pedagogical strategies that cater to the changing literacy landscape.

### English Leaders' Roles

English leaders at St Anthony's play a pivotal role in ensuring the effective delivery of the curriculum across all year groups. We collaborate with teachers to develop coherent yearly plans that map out core literary themes while highlighting opportunities for cross-curricular links, ensuring that all pupils have access to a broad spectrum of literature integrated into other subject areas. Bi-termly data analysis sessions allow us to track progress across cohorts, evaluating the impact of our interventions and adapting our strategies accordingly. Regular professional development (CPD) meetings are organised to share best practices and refine pedagogical skills, ensuring that teachers are confident in implementing the Literacy Tree scheme effectively. We also lead moderation sessions, both internally and across local partnerships, to ensure consistency and reliability in writing assessments. This collaborative approach nurtures a professional learning community focused on continuous improvement.

## Impact

### Assessment Outcomes

The impact of our English curriculum is evidenced through robust assessment outcomes. Regular monitoring, including the use of GL Assessments, demonstrates a significant increase in the percentage of pupils achieving age-related expectations in Reading and Writing, as shown through end-of-key-stage assessments and internal school benchmarks. These assessments help determine children's reading ages and are complemented by summative tests conducted at the start and end of the academic year, which measure clear progression made by pupils. Historical data comparison reveals that the rates of progress made by students across all year groups consistently meet or exceed national averages. The rigour of our assessment practices allows us to identify strengths and areas for development, ensuring that all students leave primary education with the foundational skills needed for future success.

### Engagement and Enjoyment

Pupil voice surveys indicate high levels of engagement in reading and writing. Children express enjoyment when sharing books and participating in literacy activities, highlighting a positive reading culture fostered by the Literacy Tree approach. The 'hook' at the start of units has been well-received by pupils, igniting their interest and excitement for the upcoming learning. Furthermore, children are enjoying the freedom to be more creative and independent in their writing, with the Literacy Tree scheme allowing them to explore their thoughts and express their ideas with confidence. Their eagerness to participate in discussions, book recommendations, and collaborative learning further reinforces their love for literature and writing.

### Parental Engagement

We have actively fostered strong relationships with families to promote a culture of literacy at home. Parent workshops on supporting reading and writing skills have led to increased engagement, with positive feedback regarding home reading practices. Surveys indicate that a majority of parents feel confident in supporting their child's literacy journey, indicating enhanced collaboration between school and home. Our shared reading initiatives, particularly those where parents read with their children or engage in book discussions, have contributed significantly to increased reading comprehension and enjoyment.

### Diversity and Inclusion

Our commitment to inclusivity is reflected in our diverse reading materials and writing resources that honour and celebrate the backgrounds of all pupils. Through literature that encompasses various cultures and experiences, pupils gain a deeper understanding and appreciation for diversity, as evidenced by their ability to engage in discussions and express personal reflections. Student feedback indicates that they feel valued and understood, contributing to their emotional well-being and educational resilience. By actively engaging with a variety of texts, we prepare students to navigate a multicultural society effectively.

### Conclusion

Through our deliberate and purposeful approach towards the teaching of English – Reading and Writing, we equip pupils with the necessary skills to thrive both academically and personally, ensuring that every child leaves St Anthony's Catholic Primary School with a love for literacy and the confidence to express themselves articulately.