



# English

# *Curriculum Statement*

## Intent

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At St William of York, we aim to deliver a high-quality English curriculum that develops pupils' love of language, reading and writing, and equips them with the skills and knowledge they need to communicate confidently and effectively. We want all pupils to love reading so that they become fluent readers, articulate speakers and thoughtful writers who can express themselves creatively and accurately for a range of purposes and audiences.

We strive to ensure that English is purposeful, highly engaging and inclusive, providing children with access to rich, diverse texts that reflect a range of cultures, experiences and viewpoints. Through English lessons and the wider curriculum, we aim to broaden pupils' vocabulary, deepen their comprehension and foster a lifelong love of reading and learning, preparing them for future education and life beyond primary school.

## Implementation

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Our engaging English curriculum is delivered through carefully sequenced lessons that build progressively on pupils' prior knowledge and skills. Reading, writing, spelling, grammar and oracy are interwoven to ensure pupils develop a secure understanding of how language works. Pupils' oracy skills are developed further through speaking and listening opportunities in our Philosophy sessions.

Imaginative, high-quality texts form the backbone of our English teaching, providing a rich seam of meaningful contexts for reading, discussion and writing. Teachers use a range of teaching approaches, including modelling, shared and guided practice, leading to independent application. Vocabulary is carefully selected across the curriculum, taught explicitly and revisited regularly to support comprehension and improve pupils' spoken and written language.

Reading is prioritised across the school through daily phonics teaching in the early years and Key Stage 1, whole-class reading, guided reading and regular opportunities for independent reading. Storytime is timetabled daily in every class so that the children develop a deep love of stories and have the opportunity to hear an expert reader. Reading for Pleasure is prioritised across the school, with each class spending some time each week reading in our beautiful library, the Woods at the Top of the Stairs. Writing is taught through a structured process that includes planning, drafting, revising, editing and publishing.

The learning environment plays an important part in pupils' development, with working walls and displays used to support learning as well as reinforce key concepts and celebrate pupils' work. Enrichment opportunities such as author visits, library visits, reading challenges, Book Fairs and World Book Day events further enhance pupils' engagement and enjoyment of English.

## Inclusion

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Our English curriculum is inclusive by design and ensures that all pupils can succeed in reading and writing. Teaching is adapted to meet the needs of all learners, including pupils with SEND, EAL learners and those who require additional challenge. Strategies include scaffolding, pre-teaching vocabulary, visual supports, sentence frames, alternative recording methods and targeted questioning.

The structured nature of Read Write Inc, with its regular assessments, ensures early identification of pupils who need additional phonics support; they are given timely interventions with a trained reading teacher. In reading and writing lessons, Quality First teaching ensures that all pupils can engage with exciting texts and learn how to express their ideas successfully. Collaboration between teachers, support staff and families means that barriers to learning are minimised and high expectations are maintained for all.

## Impact

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The impact of our English curriculum is that pupils make strong progress from their starting points and achieve well in reading, writing and spoken language. Pupils develop secure phonics knowledge, fluent reading skills and a deep understanding of texts. They become confident, motivated writers who can write effectively for a range of purposes and audiences.

By the time they are ready to move on to secondary school, pupils leave St William of York as enthusiastic readers with a love of literature and as articulate writers who can communicate their ideas clearly and creatively. The success of our curriculum is evident through pupils'

outcomes, their confidence and independence as learners, and their ability to apply their literacy skills meaningfully across the curriculum and in real-world contexts.