



“With God all things are possible.” Matthew 19:26

Curriculum Overview and Statement of Intent, Implementation and Impact English- Reading/Speaking and listening

Safeguarding

Safeguarding is at the centre of everything we do at St Matthew’s, we aim to ensure that everyone working in our school understands and adheres to their safeguarding responsibilities. We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. We are committed to inter-agency working to keep children safe. Together as a school community we provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual pupil, whilst paying due regard to the protected characteristics of every child.

Equality and Diversity

As a Church of England Aided Primary School, St. Matthew’s school is rooted in Christian values and TEAM spirit, we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. We are ‘Individuals working to potential with God’.

The school is committed to:

- promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices.
- ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- respecting and valuing differences between people.
- meeting the diverse needs of pupils.
- preparing pupils for life in a multi-ethnic society.
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

Intent	Implementation	Impact
<i>At St Matthew’s Primary school, our school vision is to encourage all children to flourish spiritually, morally, emotionally, physically and intellectually in all aspects of life demonstrating perseverance and</i>	All learning starts by revisiting the children’s prior knowledge. This is scaffolded to support children to recall previous learning and make new meaningful connections in their long-term memory. To ensure that pupils develop a secure knowledge that	Through the teaching of systematic phonics, our aim is for children to become fluent and confident readers in Key Stage 1. Prioritising decoding, pupils will become familiar with this

resilience; this is emulated across all curriculum areas.

We know that reading is a fundamental life skill and here at St Matthew's we are committed to support our pupils to become lifelong readers. We dedicate our time to motivate children to 'first learn to read' and then inspire them to 'next read to learn.' Reading lays the foundations for success in future areas of study and employment as well as supporting cultural, emotional, intellectual, social and spiritual development.

- Our curriculum intent enables pupils both to acquire knowledge and build upon what they already know by developing their prior understanding. Language skills develop children's learning across the wider curriculum and are essential to equip pupils to participate as tolerant and capable members of society.
- We have high expectations of all children, and encourage pupils to challenge themselves, persevere and strive to reach their full potential because "With God all things are possible."
- At the heart of our strategy is the drive to encourage a love of reading, enriching children's education through engaging teaching activities. Utilising imaginative stories and thought-provoking texts to inspire and motivate pupils as authors of the future.

can be built upon and embedded, our curriculum is organised using a progressive model that identifies the expectations for each year group including fluency, comprehension, comparing and contrasting vocabulary, inference, prediction and speaking and listening.

- When teaching reading, lesson content is carefully planned to challenge pupils. Staff formatively assess and explicitly model the correct subject-specific vocabulary, knowledge, and skills relevant to the learning to ensure new knowledge can be integrated into larger concepts and retained in the long-term memory.
- We use a synthetic phonics programme called Read, Write Inc and deliver phonics sessions every morning. Phonics lessons follow the method of learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of reading books for key stage 1 children (Read, Write Inc book bag books) that builds on the children's knowledge from the phonics sessions working through the phases either individually or in small group sessions. This continues into Key Stage 2 as necessary. Children who are 'catching up' are encouraged to take home a new phonics reading book after each session. Where children do not read at home, staff facilitate extra reading sessions during the school day.
- Stories, poems, rhymes, and non-fiction are chosen to develop pupils' vocabulary, language comprehension and a love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Pupils are read to every day and aspirational class texts are identified and studied in each class. Reading across the curriculum texts are also being identified and developed.

strategy and have the confidence to work out unfamiliar words in new texts they encounter when they reach the end of the RWI programme. Pupils have the opportunity to develop both their fluency and comprehension as they continue their reading journey through the school. Attainment in reading is measured using statutory assessments at the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Reading attainment and progress data is further triangulated through the use of RWI half termly phonics screening assessments, Head Start reading papers as well as ongoing teacher assessment. Teacher assessment is used to identify gaps in learning to plan and adapt subsequent lessons.

- We believe that reading is the key to unlock all learning and so the impact of our reading extends beyond statutory assessments. We see reading as the golden thread running through a child's journey at St Matthew's. When they leave us, we want pupils to possess a love of literature which provides them with the knowledge, skills and enjoyment to access any future learning and development.
- We strive for our pupils to have a love of reading and be able to read confidently to gain new knowledge across the curriculum and in the wider world.

Reading at St Matthew's is at the heart of the curriculum

- We prioritise a rich reading environment and library that promotes reading for meaning, purpose and pleasure.
- Ensure that children become independent readers who choose to read for many different purposes throughout their lives.
- Have a quiet reflection/reading area for children to utilise and encourage quiet time to develop their love of reading and get 'hooked on books'
- Strive to foster a love of reading as we believe it is an entitlement that should enable children to connect with some of the finest words ever written.
- Endeavour to open up a world of possibility and intrigue encouraging children to communicate effectively in all areas and equip them for the challenges they will face in the wider world.
- Speaking and listening is prioritised in order to build vocabulary and develop independent and reflective readers who can read fluently and for meaning.
- Provide rich, meaningful discussions around texts, where all children feel confident and able to contribute by using their reading skills to access all areas of learning.

- Whole class reading is utilised to develop a love of reading, broaden vocabulary and improve language comprehension. Teachers are clear regarding the purpose of their whole class reading lessons and encourage incidental reading opportunities throughout the school day and across a range of subjects. These include 1:1 reading for pupils who require additional support developing fluency, accuracy, speed and automaticity.
- Whole class reading, Oxford Owl and the reading VIPERS approach from Literacy Shed (vocabulary, inference, predict, explain, retrieve and summarise/sequence) is utilised to foster a love of reading, expand vocabulary and improve language and comprehension. Story time takes place in all classes and supports reading for pleasure and familiarisation with a range of carefully selected aspirational texts.
- Our impressive library and reading areas provide opportunities for pupils to take greater ownership of their own reading and develop pupils' knowledge of a range of different authors and genres. This is augmented further by providing children with:
 - Reading journals to document their reading journey
 - Pupil reading ambassadors to encourage pupil voice
 - Opportunities to bring reading to life and give it purpose using music, drama and performance
 - Reading events and workshops: World Book Day, Pyjamarama, Book bus, library and author visits.

- We aim for our pupils to have a sound knowledge of genres and authors enabling them to make informed choices when selecting books. This approach supports reading fluently, accurately, stamina, and enhanced cultural capital.
- Specific knowledge, skills and vocabulary for each year group are outlined in our reading progression grids and these are used to deliver well sequenced lessons and interventions that build on prior knowledge, consolidation and support effective teacher modelling.

We want to instil a love of reading in all children. By using engaging texts, reading rich environments and celebrations, we want children to see that we are all readers. As a result of our rigorous approach and school ethos, we support our children to:

- Reach their potential in all areas of the curriculum, applying their reading skills to different subject areas.
- Learn vocabulary and gain creative ideas inspired by stories. Children will be able to transfer ideas into their own writing and be motivated to use higher level vocabulary.