**Curriculum Intent for English Writing**
**Vision:**
**Building a Hopeful Future through Kindness, Learning and Trust**

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

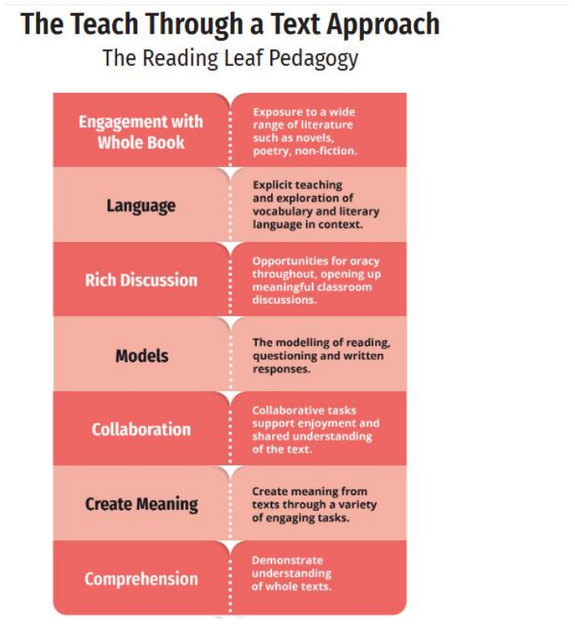
We are inspired by the life of St Thomas in all that we do so that we can:

- **Be Positive and Active Citizens**: "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:16) We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.
- **Be Curious and Independent Members of Society**: "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7) We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.
- **Have Confidence and Perseverance**: "For God gave us a spirit not of fear but of power and love and self-control." (2 Timothy 1:7) We empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life.
- **Have the Courage to Respectfully Challenge**: "Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ." (Ephesians 4:15) We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity.
- **Know their heritage**: "Remember the days of old; consider the generations long past. Ask your father and he will tell you, your elders, and they will explain to you." (Deuteronomy 32:7) We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history.

| Kindness | Learning | Trust |
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| **Selecting stories that explore difference without judgement (disability, family structures, culture, emotions)**<br><br>**Showing respect to books by taking care of the books we read**<br><br>**Putting in effort when learning new skills and applying these skills.** | **Applying new skills learnt**<br><br>**Listening carefully to everyone around you**<br><br>**Persevering in the face of setbacks** | **Creating a space where children know they won't be laughed at for mispronouncing a word.**<br><br>**Having a go at unfamiliar words before asking for help**<br><br>**Being honest if they don't understand something.** |

| Intent | Implementation | Impact |
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| **We intend that our English Writing curriculum will:**<br><br>At Kirkby La Thorpe , reading is at the heart of our curriculum. Our intention is for every child to develop a lifelong love of reading and to see it as the gateway to learning, imagination and understanding the wider world. We believe reading is an entitlement for all, and we are ambitious for every pupil to succeed in their reading journey, regardless of starting point. Through a rich diet of high-quality texts, talk-rich classrooms and a reading-rich environment, pupils are supported to read fluently and for meaning, to explore a wide range of genres, and to read for both pleasure and purpose. Phonics and alternative reading approaches are continued for as long as needed to ensure progress, so that all children leave our schools as confident, independent and curious readers, equipped with the skills and confidence to thrive beyond the primary classroom. | At Kirkby la Thorpe Primary School, reading is at the heart of our curriculum. Our approach ensures that all pupils become fluent, confident readers who read widely and for pleasure, enabling them to access the full curriculum and build a strong foundation for lifelong learning.<br><br>**Early Reading and Phonics**<br>The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1. At KLT, we follow a structured, systematic and progressive phonics programme to ensure consistency and high-quality delivery. Staff explicitly teach the relationship between sounds (phonemes) and written spelling patterns (graphemes), enabling pupils to develop strong decoding skills. This is through Read, Write, Inc.<br><br>All children in Reception and Key Stage 1 receive daily phonics lessons delivered in a whole-class setting. This ensures all pupils are exposed to age-appropriate learning and progression through the programme. Pupils who find aspects of phonics more challenging are quickly identified and receive additional targeted phonics sessions, delivered in small groups, focusing on speaking, listening, blending, segmenting, reading and spelling activities matched precisely to need.<br><br>Phonics teaching continues beyond Key Stage 1 for any pupils who require it. In Key Stage 2, this includes targeted phonics intervention and application practice using decodable texts to secure fluency and confidence. | **By the time pupils leave Kirkby la Thorpe at the end of Y6, they will:**<br><br>Through the consistent and high-quality implementation of our reading curriculum, we want all pupils at Kirkby la Thorpe Primary School to become fluent, confident readers who are well prepared for the next stage of their education. By the end of Key Stage 1, we want pupils to achieve in line with national expectations for phonics, demonstrating secure decoding, accuracy and fluency, enabling them to transition confidently from learning to read to reading for meaning and understanding.<br>As pupils progress through the school, we want them to develop strong comprehension skills, a broad and ambitious vocabulary and increasing reading stamina, allowing them to access a wide range of |

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| | **Assessment and Early Identification**<br>A baseline assessment is carried out as children enter EYFS and when pupils join the school. Phonics knowledge and skills are assessed half-termly in Reception and Year 1 through assessments closely aligned to daily lesson structure, including:<br>• Phoneme and grapheme recognition<br>• Segmenting and blending<br>• Reading and writing<br>Teachers also draw upon continuous assessment and professional observations to ensure pupils are challenged appropriately and to identify any emerging gaps. Timely intervention is planned and implemented as soon as pupils fall below expected standards, ensuring no child falls behind.<br>Progress beyond phonics is monitored using Holborn Reading Assessment and PM Benchmarks which provide detailed information on reading age, comprehension and fluency, supporting accurate planning and intervention.<br><br>**Developing Reading Beyond Phonics**<br><br>While systematic phonics teaching is essential, we recognise that becoming a well-rounded reader requires additional skills and rich, purposeful reading opportunities. Once pupils are secure at word-level reading, they transition into a more structured reading curriculum through Read Write Inc. Comprehension, which carefully bridges phonics, fluency and comprehension. Pupils engage with high-quality fiction, non-fiction and poetry, often linked to wider curriculum topics, to build background knowledge and deepen understanding.<br>The transition from phonics to reading comprehension is carefully structured and responsive, ensuring pupils are fluent and confident readers before moving away from systematic phonics teaching. In Year 2, pupils remain on the Read Write Inc. phonics programme until they demonstrate secure decoding, fluency and comprehension. Pupils identified within the lowest 20% for comprehension typically continue with phonics until around Easter, ensuring gaps in decoding and accuracy are fully addressed. Pupils who are just above this threshold usually transition earlier, around Christmas, once secure reading behaviours are evident.<br><br>To access Read Write Inc. Comprehension, pupils must be able to independently read a full passage containing multi-syllabic words with secure Set 3 fluency. The Read Write Inc. Comprehension programme consists of 20 progressive modules, which explicitly teach key comprehension skills and provide a clear and purposeful bridge to Year 3 reading expectations. These modules support pupils in developing vocabulary knowledge, inference, retrieval and understanding of increasingly complex texts.<br>Throughout Year 2, comprehension is taught through Read Write Inc. Comprehension until approximately May, after which pupils transition to a more Year 3-style guided reading approach using Literacy Leaf. In whole class guided reading, pupils are exposed to a range of linked different texts. This enables pupils to build understanding across multiple texts while developing fluency, vocabulary and deeper comprehension skills.<br>Each week, all pupils are heard read at least three times during structured reading sessions. Pupils who require additional practice are prioritised through targeted reading interventions, with a particular focus on pupils working towards the expected standard (WTS). This ensures pupils receive timely support, increased reading mileage and opportunities to secure fluency and understanding, enabling them to move confidently from phonics to comprehension and become successful, independent readers.<br><br>**Guided and Whole Class Reading: Teach Through a Text (Literacy Leaf)**<br>Towards the end of Key Stage 1 and into Year 3, pupils transition into whole class reading sessions delivered through Literacy Leaf, using the Teach Through a Text approach. This pedagogy ensures that all pupils engage with a complete, high-quality text, rather than extracts, allowing them to develop stamina, fluency and deep comprehension.<br>The Teach Through a Text approach places the whole book at the centre of learning, exposing pupils to a wide range of rich literature, including novels, poetry and non-fiction. Texts are deliberately ambitious and age-appropriate, ensuring high expectations for all pupils. Rather than grouping pupils by ability, all pupils access the same core text, with teaching adapted through scaffolding, modelling and targeted support.<br><br>**Key Features of the Teach Through a Text Approach**<br>**Engagement with the Whole Book**<br>Pupils study complete texts, developing a secure understanding of plot, character, structure and themes. This supports reading stamina and enables pupils to make meaning across an entire text. | high-quality texts across the curriculum. By the end of Key Stage 2, we want pupils to achieve in line with national expectations in the KS2 Reading SATs and to leave Kirkby la Thorpe as resilient, motivated readers who can confidently access complex texts and are fully prepared for the academic and reading demands of secondary education. |

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| | **Explicit Language and Vocabulary Teaching**<br>Vocabulary and literary language are explicitly taught and explored in context. Pupils develop understanding of word meanings, language choices and how authors craft texts to convey meaning.<br>**Rich Discussion and Oracy**<br>Opportunities for talk are built throughout reading sessions, enabling pupils to discuss ideas, justify responses and deepen understanding through meaningful classroom dialogue.<br>**Teacher Modelling**<br>Teachers model expert reading behaviours, questioning and written responses, supporting pupils to internalise strategies for decoding, fluency and comprehension.<br>**Collaboration**<br>Pupils work collaboratively to share ideas, build understanding and enjoy reading together, supporting collective comprehension of the text.<br>**Creating Meaning**<br>Pupils engage in a range of purposeful tasks which support them in making meaning from the text, including oral responses, written reflection and application of reading strategies.<br>**Comprehension of Whole Texts**<br>Pupils demonstrate secure understanding of whole texts, drawing on evidence, inference and explanation to justify their thinking.<br>**Structured Reading Phases**<br>Whole class reading sessions follow a clearly structured three-phase model, fully aligned with the Teach Through a Text pedagogy:<br>1. Building Background Knowledge<br>Introducing the text, context and key vocabulary to support access and understanding.<br>2. Digging Deep<br>Exploring meaning, language choices, structure and themes through close reading, discussion and questioning.<br>3. Applying Understanding<br>Making connections within and across texts and applying comprehension strategies through talk and written responses.<br>Teaching is highly interactive and inclusive, with a strong emphasis on oracy, vocabulary development and reasoning, enabling all pupils to access ambitious texts and develop as confident, thoughtful readers.<br><br> | |

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| | **Class Reads and Reading for Pleasure**<br>All classes participate in **daily class reads**, designed to foster a love of reading and expose pupils to a wide range of genres and authors.<br>Class read time is protected and uninterrupted, allowing pupils to enjoy listening to texts read fluently by adults.<br>At least once a week, class reads are used as a focus for deeper reading work, including:<br>• Retrieval and inference<br>• Character and plot discussion<br>• Prediction and summarising themes<br><br>**Home Reading**<br>Reading at home is strongly encouraged and actively promoted. Pupils following the phonics programme take home a **fully decodable book** matched to their current phonics level, alongside a book for sharing and enjoyment.<br>As pupils progress, they move through a structured reading scheme before choosing books independently within their assessed reading age.<br>Reading ages are reviewed termly using Holborn Reading Age assessments. As well as this, we use PM Benchmarks to determine pupil's reading levels.<br>All pupils have access to **Fast Phonics(think this is what it is called- asked Sophie>)**, which support phonics, fluency, vocabulary and comprehension through engaging online activities. | |

**Research links**

**Writing for a Purpose, Michael Tidd, 2016**

*'Traditionally many schools have repeated the structure of the old Literacy framework by trying to get through many text types in each year, re-visiting regularly. My preference is to group the text types such that over the period of 6 weeks there are opportunities to learn and employ some of the key features'.*

**Telling the story: the English education subject report, OFSTED, 2024**

*'Choose texts for study in English first and foremost on literary merit'.*

**Improving Literacy in Key Stage 1, EEF, 2021**

*Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.*

**Improving Literacy in Key Stage 2, EEF, 2021**

*Writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing.*

*Effective writers use a number of strategies to support each component of the writing process ...Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.*

**CLPE, 2018**

*'Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader'.*

**National curriculum in England, 2014**

*Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.*

**The pivotal role of literacy in primary school education, 2023**

*During these formative years, children transition from learning to read to reading to learning, resulting in developing an eagerness to read for pleasure. The curriculum must be meticulously crafted to ensure it is engaging, relevant, and challenging for children of all emotional and cognitive levels and backgrounds.*

*Research indicates that early exposure to a diverse range of texts, from fiction to non-fiction, plays a pivotal role in vocabulary acquisition, comprehension skills, and cognitive development.*