



St. Ambrose Barlow Catholic Primary School

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The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

Our aim is for all children to develop strong reading, writing, spelling, and speaking skills, meeting age-appropriate standards. We ensure that students are exposed to a variety of literature, genres, and authors, cultivating a lifelong love of reading, writing, and discussion.

We place a strong emphasis on **reading for pleasure**, encouraging children to explore books widely and frequently. By fostering a love of reading, we aim to inspire curiosity, imagination, and a habit of reading for both enjoyment and information. Students will not only read daily but also engage in discussions about books, developing enthusiasm and excitement for literature.

Children will have opportunities to write for various purposes and audiences, adapting their language and style as needed. They will learn essential skills such as grammar, punctuation, and strategies for decoding unfamiliar words. Through daily reading and writing activities, students will become fluent readers with a deep understanding and appreciation of our literary heritage.

Our curriculum nurtures confidence in both speaking and listening, helping students use discussion as a tool for learning and communication. We want children to take pride in their writing, and to see it valued through classroom displays and recognition as "star writers."

With **St. Ambrose Barlow** as our guide and **Jesus** at our side,
we are all **learning to live, love and work together.**

Ultimately, we aim to inspire children to enjoy both reading and writing, while equipping them with the strategies and independence they need to thrive as lifelong learners in English.

Implementation

Literacy is integrated throughout our curriculum with a well-organized English program that emphasizes reading, writing, and discussion. Each child receives a daily literacy lesson, fostering a positive reading and writing culture where these activities are seen as enjoyable.

In EYFS and KS1, daily phonics sessions follow the Little Wandle scheme, and weekly spelling tests are conducted. Guided Reading sessions occur daily across all classes using a whole-school approach, with diverse texts to engage and inspire students. Reading for pleasure is promoted through author visits, themed days, book fairs, library visits, and home reading assignments.

Units of work are designed to cover various genres and literacy styles, including fiction, non-fiction, and poetry. Lessons are sequenced to build on prior knowledge, enabling students to apply what they have learned to new contexts. Independent writing tasks for a range of purposes are included in each unit, supported by regular teacher and TA guidance. Grammar, spelling, and punctuation are taught alongside the units, often as lesson starters. Teachers and TAs model reading, writing, and handwriting to support student learning.

Handwriting is a priority, with a focus on teaching cursive writing efficiently so students can concentrate on content rather than letter formation.

Impact

Children regularly read for both information and pleasure, discussing books with enthusiasm and interest. They enjoy writing across various genres and styles, adapting their work for different purposes and audiences. Students take pride in their writing, valuing the visibility of their work on display in the classroom, school, or online.

Children demonstrate strong speaking and listening skills, confidently making formal presentations, participating in debates, and showing improvement in their books. Progress is evident through enhanced grammar, spelling, punctuation, and a growing understanding of diverse text types and genres. As students advance, they use more adventurous vocabulary and maintain high writing standards across the curriculum.

A clear teaching sequence is visible in student work, with progression in text difficulty exposing children to various authors and genres. Marking offers constructive feedback, which students act upon to improve their work. Handwriting and presentation are of high quality.

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Teachers regularly moderate work and track progress each half term in reading, writing, speaking and listening, spelling, punctuation, and grammar. This tracking informs planning and identifies areas needing intervention, helping more students meet age expectations. The Literacy action plan is updated to address development areas, ensuring standards at EYFS, Phonics Screening Check, KS1, and KS2 align with or exceed local and national averages. Annual data analysis helps identify and address areas for improvement.

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