

Curriculum Intent

At St Luke's, we provide a knowledge-led, transferable, vocabulary-rich and inclusive curriculum that is carefully tailored to the context of our school. English is taught in line with the National Curriculum, with the fundamental aim of developing children's subject knowledge and associated skills so that they can apply them confidently in a wide range of situations.

Each unit of study is designed with a clear focus on what knowledge and skills children will acquire and how they will apply them.

In English, our aim is for all children to become lifelong readers and confident writers. We foster a love of reading through an engaging and relevant curriculum that makes meaningful cross-curricular links, helping children understand how reading unlocks learning across the whole curriculum. The texts we use are ambitious yet carefully matched to each year group through thoughtful planning. By encouraging a rich and varied reading diet, we also seek to develop pupils' cultural capital.

Writing is taught as a key life skill. From Reception to Year 6, children learn to write for a range of purposes and audiences, producing work in different formats across a wide variety of subjects. Writing is both fictional and non-fictional and is meaningfully embedded across the curriculum. To ensure high standards and consistency, children's writing is moderated and assessed in partnership with other schools within our Trust and wider learning networks.

Curriculum Implementation

We teach the English curriculum according to the National Curriculum, varying our units across the year as detailed below.

Reading is at the core of our curriculum, and we aim to foster a lifelong love of reading throughout the school. High-quality, appropriate and relevant texts are used to build children's subject knowledge. Where appropriate, a wide range of genres and text types are used — from information texts to diary entries — to provide meaningful context for learning.

Children are encouraged to read widely, both at home and at school. Texts are chosen to provide a rich and diverse reading diet that keeps children engaged and motivated. We have a well-stocked school library, which benefits the whole school, and a pupil-led library team runs a weekly book club to promote and support reading.

In Early Years and Key Stage 1, phonics forms the foundation of how children learn to read. As fluency develops, reading comprehension becomes a larger focus. Throughout the school, children are taught clear comprehension strategies and supported to develop their vocabulary, exploring the meaning of new words through dictionaries, contextual clues and the study of morphology within spelling. To support this, children also use the online resource The Spelling Shed.

Children are given a wide range of opportunities to write purposefully across the curriculum. Through the study of novels and topic-related learning, they engage in meaningful writing activities and learn to write in a variety of genres as they progress through school. Writing is taught as a process, with drafting, editing and redrafting recognised as key steps in producing high-quality final pieces. This is supported by our use of the RISE writing curriculum, which provides a systematic approach to grammar and sentence work. This enables children to build on prior knowledge, moving from basic sentence structures to more complex ones. Children are also taught to write using a cursive handwriting style — starting with early joins in Reception, and progressing through to Key Stage 2, when they may earn a pen licence for mastering the cursive script.

At St Luke's, we actively champion oracy as a vital life skill. Children are given regular opportunities to develop their speaking and listening through class discussions, presentations, performances and collaborative group work. To further nurture confident and articulate speakers, key Stage 2 children run a Debate Club, where pupils learn to express their ideas clearly, listen respectfully to others, and build well-reasoned arguments. These experiences help our children become thoughtful, persuasive communicators who can engage positively in the wider world.

Curriculum Impact

The impact of our curriculum can be seen in the knowledge and skills children have gained. This is evident in their work, in the way they talk about their learning, and in the outcomes they achieve. Through their study of a range of fiction and non-fiction texts, children produce writing that is cross-curricular in nature. They are able to write extended pieces in a variety of genres, as required by the National Curriculum. Their writing is celebrated through the publication of polished final pieces, presented in their best handwriting and, where appropriate, using a handwriting pen. Children at St Luke's read confidently, fluently and with understanding, making sound deductions and inferences from texts. They develop effective strategies to decode unfamiliar words, enabling them to access a wide range of reading material. As children move through the school, teachers regularly assess their knowledge and understanding, using this to plan the next steps in their learning. Our carefully planned, sequential curriculum support children in embedding key information in their long-term memory, ensuring that knowledge is secure and transferable. By the time they leave St Luke's, our children are academically prepared and emotionally ready to thrive in the next stage of their education at high school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Elmer The Tiger who came to Tea We're going on a Bear Hunt! Little Red Hen	Rama and Sita/The Runaway Chapatti Pumpkin Soup Firework Poems Owl Babies The Stickman/The Gruffalo Nativity	Jack Frost The Great Explorer Non-Fiction texts about Penguins Mr Wolf's Pancakes-Instructions	If I were King for the Day The Queen's Knickers or Zog The Queen's Hat The Odd Egg/We're going on an Egg Hunt	What the Ladybird Heard The Very Hungry Caterpillar The Extraordinary Gardener/Jasper's Beanstalk	Mr Gumpy's Outing Martha Maps it out Me on the Map Whatever Next! My First Book of Transport
Year 1	Peace at last Lost and found	Rapunzel – Bethan Woollvin Hansel and Gretel- Bethan Woollvin	Ruby's worry Ravi's Roar	Poems out loud	Tadpoles promise Tad	The smallest girl in the class Through the eyes of me
	Sentence structure and grammar work	Writing to entertain – narrative		Writing to entertain – poetry	Writing to inform – recount	Writing to entertain – narrative
Year 2	The Highway Rat by Julia Donaldson Rainbow fish by Marcus Pfister	Look up by Nathan Bryon The great explorer by Chris Judge	This rabbit belongs to Emily Brown by Cressida Cowell The day the crayons quit by Drew Daywalt	Diary of a spider by Doreen Cronin Toby and the Great Fire of London by Margaret Nash	Chocolate Monster by Pip Jones	Frankenstein teacher by Tony Bradman The Hodgeheg by Dick King- Smith
	Sentence structure and grammar work	Writing to entertain - narrative	Writing to inform - letter	Writing to entertain - diary	Writing to inform - recount	Writing to entertain – description
Year 3	Leo & Gorgon's Curse by Joe Todd-Stanton	Charlie and the Chocolate Factory by Roald Dahl	The Boy who grew Dragons by Andy Sheperd	Non-fiction Texts-Stone Age, Magnets, Weather and Climate	Diary of a Killer Cat by Anne Fine	Shackleton's Journey by William's Grill
	Writing to entertain - narrative	Writing to persuade - advert	Writing to entertain - poetry	Writing to inform - report	Writing to persuade - speech	Writing to inform - recount
Year 4	Brightstorm by Vashti Hard	The Girl who saved Christmas- Matt Haig	The Brockenspectre-Linda Newbery	Viking Boy by Tony Bradman	Roman Diary by Richard Platt	Who let the Gods out? By Maz Evans
	Writing to entertain - diary	Writing to persuade - letter	Writing to entertain - narrative	Writing to inform – explanation	Writing to persuade – advert/brochure	Writing to inform - biography

Year 5	Kensuke's Kingdom by Michael Morpurgo	Beetle Boy by M.G Leonard	The Boy at the Back of the Class-Onjali Q Rauf	Danny the Champion of the World by Roald Dahl	Wonder by R.J Palicio	The Girl of Ink and Stars by Kiran Millwood Hargrave
	Writing to persuade - speech	Writing to entertain - narrative	Writing to inform - report	Writing to entertain - poetry	Writing to discuss - review	Writing to inform – recount
Year 6	Pig-Heart Boy by Malorie Blackman	The Explorer by Katherine Rundell	Goodnight Mr Tom by Michelle Magorian	Holes by Louis Sachar	Alma (Literacy Shed)	Wild Boy by Rob Lloyd Jones
	Writing to persuade - letter	Writing to entertain – narrative	Writing to inform – newspaper article	Writing to entertain – character/setting description	Writing to discuss – balanced argument	Writing to inform - biography