

St Patrick's Catholic Primary
& Nursery Voluntary Academy

English Policy



St Patrick's
Catholic Voluntary Academy

English Policy

Governors and staff at St Patrick's Catholic Primary & Nursery Academy value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education and to ensure they develop the necessary skills and knowledge to communicate effectively within society.

The National Curriculum in England (July 2014) clearly states: *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.*

Aims

To develop the pupils abilities to :

- Communicate effectively in speech and writing.
- Use reading as a source of information, a means of communication and a pleasurable activity.
- Listen with understanding, enabling them to be enthusiastic, responsive and knowledgeable.

Foundation Stage

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years. Educational programmes must involve activities and experiences to support the following:

- Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and

sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). *EYFS Framework, 2023.*

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out in the EYFS Framework (2023) below:

Communication and language

Listening, Attention and Understanding: Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ***Speaking:*** Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Comprehension: Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Primary English Curriculum

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages:- Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key Stage under the following headings.

- Spoken language
- Reading - Word reading
- Reading- Comprehension
- Writing – Transcription- including spelling, handwriting and presentation
- Writing- Composition
- Writing- Vocabulary, Grammar and Punctuation

Speaking, Listening and Responding

Spoken Language:

The National Curriculum programmes of study states the statutory requirements for pupils in years 1 to 6 are as follows:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates

- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years

Objectives

To develop children as effective speakers and responsive listeners who will be able to:

- Use the vocabulary and grammar of standard English
- Formulate, clarify and express their ideas individually and in group discussion.
- Adapt speech to a widening range of circumstances and demands.
- Listen to others and respond appropriately in a variety of situations.


Method

Speaking and listening is planned for and assessed through AfL across the school. Children are encouraged as both speakers and listeners across all curriculum areas and at all levels, through individual, class and group discussion, investigations, presentations, problem solving activities, drama. It is planned for and taught through English sessions guided by the National Curriculum and in other areas of the curriculum. These activities build upon and extend the child's speaking and listening skills.

The use of 'Talk-less Teaching' strategies ensure children are listening to gain information and being able to make appropriate and considered responses. Turn taking is used to develop the child's skill as both speaker and listener. Appropriate adult intervention is used to encourage progression through thoughtful comments and questioning and also to act as a role model.


The school's work with the charity Voice 21, particularly the Oracy stem sentences and framework ensure Speaking and Listening activities are planned across the curriculum and show progression across the year groups. Children are encouraged to

'SHAPE' their answers to establish the importance of standard English as well as a respect for dialect and accent. Pupils are encouraged to speak in a variety of situations and to use the appropriate form, manner and tone for the respective situation and audience.



St Patrick's
Catholic Primary Academy

SHAPE



- S**peak in full sentences.
- H**and away from mouth.
- A**rticulate – clear, interesting vocabulary.
- P**roject – no mumbling, a loud voice.
- E**ye contact.

Reading

The National Curriculum states that pupils should:

- 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

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Objectives

To develop children as effective readers who will be able to:

- Read accurately, fluently and with understanding.
- Respond to the texts they have read.
- Read, analyse and evaluate a wide range of texts.
- Read for information.
- Read for pleasure.

Method

The skills required to become an independent reader are taught within the English sessions and other curriculum areas through a wide range of appropriately planned activities and using a variety of organisational techniques.

We begin the phonics phases in Foundation and KS1 to focus on both the blending and segmenting of words for reading and writing. There are daily phonics sessions in FS and KS1. (For further information on the teaching of phonics see Appendix 1: Phonics Policy 2024). Children in KS2 who have not reached the expected phase are targeted with specific interventions alongside their daily specific spelling lessons.

All KS2 children participate in three reading lessons a week; Reading Theatre, Vocab Attack and Reading Comprehension. In Reading Theatre, fluency and prosody are exemplified by the class teacher, providing a foundation for pupils to refine these skills through choral, echo, and paired reading. To foster metacognitive development, students engage in self and peer assessment of their reading, enabling deeper reflection on their progress. In Vocab Attack, Pupils are introduced to Tier 2 vocabulary, where they are guided to identify meanings in context, analyse root words, connect to prior knowledge, and articulate definitions within the given context. This structured approach equips them with strategies to decipher unfamiliar words encountered in their

reading. In Reading Comprehension, through the "I do, we do, you do" instructional framework, pupils are systematically taught effective reading strategies. These include comprehending and responding to a variety of question types, such as inference, prediction, explanation, retrieval, and summarise, ensuring a thorough understanding of the text. (For further information on the teaching of phonics see Appendix 2: Reading and St Patrick's).

Children are heard read individually in order to monitor progress and as an assessment technique. Children read to the teacher, classroom assistant or other adult according to the structure and activities of the English session. The bottom 20% of readers in each class are heard reading daily.

Each class has a reading corner/area with books of various genres. Organisation is dependent on the available space and the age of children. Within each area, there is a mix of scheme and non-scheme material. The school also has a variety of reading material which has an age appropriate interest level with a lower age skill level which is stored in the school library. The reading books are colour coded following the national colour banding. Each class has access to a range of levels providing for the age and ability of all children in the class.

The school library is used to display a range of fiction and non-fiction texts. Our non-fiction books are organised based on the Foundation Subjects taught across the curriculum, with age-appropriate books matching each of our topics taught. Our fiction books are organised based on genres. Children are taught to use the reference system to access material. Books are also labelled with a pictorial symbol to allow all children to access our reference system. School librarians will be appointed in the autumn term and these children will monitor and organise the library one lunchtime a week.

Parents are urged to hear their children read regularly (at least three times a week) and to make positive comments on their child's progress in the child's reading record. Children may also comment on their reading and reading material in their reading record. This is promoted through a reading reward scheme whereby children receive a prize upon evidence of 10 reads.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations

- Write to support their understanding and consolidation of what they have heard or read
- 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

The 2014 Curriculum divides writing skills into three dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)
- Spelling, Punctuation, Vocabulary and Grammar

We recognise that these elements are essential to success and we support the acquisition of sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading.

Objectives

To develop children as effective writers who will be able to :

- Understand the relationship between writing and the spoken word.
- Communicate ideas and meaning to the reader creatively.
- Organise and structure their writing.
- Use a range of vocabulary.
- Use a variety of forms of writing for different purposes.
- Produce writing, which is grammatically correct and accurately punctuated.
- Re-draft their work.
- Use note-taking skills.

Our method of teaching writing is currently under review. Will be finalised by July 2025

Method

The structure of our English lessons (Year 2 upwards) follows a 3-week cycle to ensure complete coverage of all writing skills as outlined below. Adequate time is given to planning to encourage talk for writing and understanding of the importance of correct use of grammar, punctuation and effective vocabulary within their independent writing.

Writing skills are taught during the English session and embedded in all curriculum areas, they include the following: investigations in grammar, punctuation and sentence construction, spelling methods, vocabulary extension, a variety of writing styles and purposes, the planning of written work, note taking, dictation, rewriting. An opportunity to engage in extended writing is provided every week through Big Writes (both shared and independent). Children also learn word processing skills and producing texts on screen.

Children are given a range of writing opportunities including traditional style stories with predictable structures, stories using a range of genres (horror, adventure etc), retelling of stories, rhyming poetry, descriptive poetry, persuasive writing, limericks, haiku, riddles, reports, factual articles, instructions, lists, signs, labels, letters for a range of purposes, diaries.

Children are taught to use aids to support writing : vocabulary banks, checklists for writing composed during English sessions, dictionary, thesaurus, IT' spelling and grammar check'.

Children are exposed to a print rich environment providing examples of a variety of styles and forms of writing : hand written, letter templates, computer generated print.

The teaching of spelling is supported by the Nelson Spelling scheme which builds on our Phonics scheme. Children in Years 3-6 participate in a daily spelling session using the textbooks provided, exposing them to spelling lists outlined in the National Curriculum (2014, Appendix 1) and ensure suitable progression.

FS and KS1 phonics is underpinned by Read, Write, Inc. phonics (Appendix 1).

Handwriting

Objectives

To develop children as effective writers who will :

- Be able to form letters correctly.
- Produce neat, legible handwriting.
- Know and use appropriate styles of writing for differing purposes.

Method

Handwriting is taught in a variety of ways; whole class, group and individual teaching, as appropriate. Early writing skills are taught using textures (sand, salt, foam, water etc) to develop fine motor skills, A variety of media is used ; pencils, felt tip pens, handwriting pens, white boards and pens.

In KS1, children participate in twice-weekly handwriting sessions using the Nelson Handwriting scheme. Staff use model videos and standardised language to ensure a consistent approach to teaching letter formation. In KS2, handwriting sessions are used as an intervention when needed.

Handwriting pens are introduced as children are ready and can join their handwriting, the aim being for children to be writing in pen as soon as they are ready in Key Stage 2.

Handwriting and presentation is identified and monitored by all staff across all lessons with within live marking.

Spelling, Punctuation and Grammar

Objectives

To develop children as effective spellers who will :

- Be able to attempt spellings using a range of approaches.
- Be aware of spelling rules and patterns.
- Know that there are exceptions to spelling rules.
- Be able to use strategies to find/check spellings.

Method

Spelling, punctuation and grammar (or SPAG) is taught as a separate area:

- Daily phonics teaching in FS and KS1. In the early years and KS1, the main emphasis is on hearing and recognising sounds, phonic awareness (the ability to segment and blend phonics) in order to spell and read words. Children are initially taught to identify phonics in spoken language and to

understand how these sounds are represented by letters and letter combinations. Phonic awareness is combined with understanding and recognising specific spelling patterns. Multi sensory techniques are also used to support the spelling process.

- Explicit spelling sessions are delivered daily to children in Key Stage 2 using the Nelson Spelling scheme.
- Grammar and punctuation sessions are included in the first week of each of the units of learning. Objectives are chosen from the text type being studied in the unit, to allow children to see the impact particular grammatic and punctuatin in the corect context.

All classes have access to dictionaries and children are encouraged to use these as an aid to independent writing.

Children are encouraged to write independently from an early age with value being placed on their own writing. Older children are encouraged to check their work for spelling inaccuracies. All children are expected to embed and show their understanding of spelling, punctuation and grammar teaching within their writing.

Teaching and Learning

A range of teaching strategies, appropriate to the activity and the needs of the children, are used. These include, ability groups, mixed ability groups, pairs and small groups, individual work, specific target groups and whole class teaching. Teachers plan and use 'challenge for all' to cater for the range of abilities within a class. This may take the form of in a variety activities, resources, outcomes, intervention, support or questioning.

Assessment

Assessment is an integral part of English Teaching and takes the following forms :

- Teacher Assessment is ongoing through AfL for all children and is based on daily interaction, questioning, observation and outcome. It is used to inform day to day planning.
- The Early Years Foundation Stage Profile covers development throughout the foundation stage and is completed by the end of the Reception Year. Data is sent to the LEA.
- Reading Tests take place towards the end of Autumn, Spring and Summer Term from Year 1 to Year 6. A range of assessments are used including national end of key stage testing, and Star Assessments. This information is recorded on O Track and also passed to the Assessment Co-ordinator and receiving teachers.

- Key Stage 1 Phonics Screening results are recorded on the child's record, passed to the DfES and Assessment Co-ordinator and given to parents.
- Key Stage 2 English SAT results are recorded on the child's record, passed to the DfES, given to parents and sent to the Secondary school.
- Regular work trawls take place to monitor coverage, differentiation and progress.
- Pupil progress meetings are held between the head teacher, SENDCO, class teacher and TA to discuss the progress of individuals and effectiveness of intervention strategies being employed.

Monitoring

Planning is monitored by the English Co-ordinator and SLT alongside work scrutiny on a regular basis, in order to ensure positive cross curricular links, continuity and progression.

Opportunities for moderation of work is planned for with other schools across the Our Lady of Lourdes Catholic Multi Academy Trust.

Feedback is given through discussion with the teacher and action points agreed and given to the class teacher and head teacher. This evidence feeds into performance management reviews.

This policy will be reviewed in line with the school policy review cycle.

This policy was reviewed by the English Coordinator in March 2024

This policy was reviewed by the school governors in XXX



Appendix 1

St Patrick's Catholic Academy Phonics Policy - 2024

How we teach children to read and write?

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level programmes, Comprehension and Spelling. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for one hour a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up.

How do we get children to remember what we teach them?

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day.

How do we make phonics easy for children to learn?

Read Write Inc. Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words

by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?

How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

How do we teach children to spell confidently?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

Fred Fingers

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

Red Rhythms

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-**ai**-d.

Children learn to spell new words and review past words every week, they practise spelling them with a partner and – when they're ready – we give them a test to celebrate their spelling success.

How do we make writing simple for children to learn?

We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting every day so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the Storybook they've just read. They practise saying their sentences out loud first so they don't forget their ideas while they're writing. They also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.

How do we assess and track children's progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading.

We assess Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment.

The Reading Leader carries out all the online assessments to ensure children are placed in the correct group.

We track each child's individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.

How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately.

We make sure children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.

- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

How is the programme led to ensure these expectations are achieved?

The Reading Leader's role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

Importantly, they are released from class teaching duties during *Read Write Inc.* sessions so they can ensure reading teachers achieve a high standard of teaching. *[Amend for any small school where this might not be the case.]*

All staff have been thoroughly trained to teach reading. They attend a two-day Phonics training course and receive termly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training in weekly practice sessions. These ensure teachers get better at teaching every week: everyone practises together so they can teach reading confidently. They underpin the progress of all teachers and children.

The practice sessions set the agenda for the weekly coaching and feedback schedule. Reading teachers are coached and receive face-to-face feedback and practise of any steps that need further rehearsal.

Story and poetry time

Storytime is the highlight of every day. We have a canon of stories that children get to know really well, and others we read just for fun. Parents can find the list of stories on our school's website so they can read these to their children at home. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area. Children learn poetry too. We've chosen wonderful, memorable poems so children can learn them by heart. The poems focus upon feelings and situations with which young children are likely to be familiar, e.g. bedtime, siblings and feeling poorly.

How can parents help at home?

The children take home two books every few days: a *Read Write Inc.* 'phonics' Storybook for

children to read to parents, and a picture book for parents to read to them.

We also send home interactive, animated lessons from our Virtual Classroom so you and your child can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.

Read Write Inc. 'phonics' Storybooks

Children will have already read the 'phonics' storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

[If applicable: Children also take home a Book Bag Book which matches the book they have read in school.]

Picture books

We show parents how to read the picture book with their child; to read it expressively and, once they know the story, encourage their child to join in. We show parents how to talk about the pictures – to think about how the characters might be feeling and thinking. We explain that it's a great way for their child to learn new vocabulary – that even very early storybooks contain vocabulary that we don't often use in conversations- scurry, delight, scamper.

The picture book is likely to be beyond their child's decoding ability, so we don't ask children to read the story *to* parents until they are able to read the later phonics storybooks.

Appendix 2
Reading at St Patrick's

