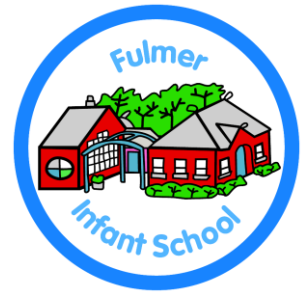


ENGLISH

Nurturing and inspiring success in every child



INTENT

The Importance of English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

DEVELOPMENT MATTERS

Early Years Foundation Stage – Intent

During the Early Years Foundation Stage, in the Reception year, children develop their literacy understanding and skills in a broad range of contexts, working towards achieving the national expectations. These include speaking and listening, phonics, reading and writing. By the end of this year, it is expected that the majority of children will be ready to access the National Curriculum for English in the following year.

The children explore, learn and practise these skills through practical activities and conversations. An enriched learning environment means the children can self-initiate activities to delve into their particular interests and use subject specific language during their play. There are a combination of adult and child led activities to further the children's learning. The EYFS aims to create a love of reading and writing, while building confidence in children to apply their literacy skills in all areas of the curriculum.

KS1

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(National Curriculum, KS1)

IMPLEMENTATION

SPEAKING AND LISTENING: In all areas of the curriculum and school life.

EYFS

(Programme of Study for Speaking and Listening - National Curriculum)

Learn to speak clearly, thinking about the needs of their listeners. Work in small groups, pairs and as a class, joining in discussions, sharing own experiences and making relevant points. Learn how to listen carefully to what other people are saying, so that they can remember the main points. Learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. Learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Take varied roles in groups, giving them opportunities to contribute to situations with different demands. Develop knowledge and understanding of grammatical constructions that are characteristic of spoken Standard English and understand how language varies.

EYFS engage in daily role play activities. They listen to music and sing and enjoy live music from parent volunteers. When learning about Goldilocks the children have an opportunity to debate whether she should have entered the house. They deliver a class assembly in the summer term.

Year 1 engage in role play, talk partners and show and tell sessions. The class incorporate 'hot-seating' for various topics such as Beatrix Potter. This allows them to consider and ask questions. The children have an opportunity to debate during their PSHE lessons eg should the bully be bullied?

They deliver a class assembly in the spring term.

Year 2 work collaboratively in all subjects across the curriculum using talk partners as well as talking in small groups.

They deliver a class assembly in the autumn term and participate in the whole school Nativity with speaking parts.

Topics such as the rainforest and Guy Fawkes allow opportunities for debate.

In the summer term they take the principal roles in the end of year concert and present a leavers' assembly.

Year 2 all participate in the School Council, Eco team or as an active monitor allowing them to develop their communication skills.

There are regular circle time sessions in KS1.

Every week there is a Golden Assembly which is a celebration of the week's work and children explain their learning.

Whole school assemblies allow children to listen to visitors from different faiths and cultures. Community police officers also deliver assemblies as well as members of MIND who have given regular workshops.

The whole school regularly experiences

	<p>drama workshop taster sessions from 'Perform' which includes music and movement.</p> <p>The school has the accreditation for being a 'Storytelling School' which focuses upon talking and stepping out stories before planning and writing.</p>
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READING

<p style="text-align: center;"><u>EYFS</u></p>	<p>EYFS have daily phonics sessions using Little Wandle Phases 1-4.</p> <p>Three group reading sessions with decodable texts using 'Little Wandle'.</p> <p>The three sessions focus upon decoding, prosody and comprehension.</p> <p>In addition, a book is also borrowed to promote 'Reading for Pleasure'.</p> <p>Children's birthdays are celebrated with their own 'birthday book' which are then placed in the library.</p>
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<p style="text-align: center;"><u>YEAR 1 READING – WORD READING</u></p> <p>Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word</p>	<p>Year 1 share daily phonics covering Phase 5.</p> <p>Three group reading sessions with decodable texts using 'Little Wandle'.</p> <p>The three sessions focus upon decoding, prosody and comprehension.</p> <p>In addition, a book is also borrowed to promote 'Reading for Pleasure'.</p> <p>Grammar sessions take place daily.</p> <p>1:1 support from SEND LSA</p> <p>Year 1 has weekly spelling tests and practises word recognition in both discrete handwriting and grammar sessions.</p>
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reading	
<p><u>YEAR 2 READING – WORD READING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<p>Year 2 consolidate Phase 5 in autumn spelling tests and are taught Phase 6 discretely and throughout other English sessions.</p> <p>Year 2 has weekly spelling tests and practises word recognition in both discrete handwriting and grammar sessions.</p> <p style="text-align: center;">1:1 support from SEND LSA</p>

<u>EYFS</u>	Reception has comprehension in their first summer term
<p><u>YEAR 1 READING – COMPREHENSION</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known 	<p>All children read three times a week in a one to one situation. Adults check comprehension of new words and the subject matter by asking relevant questions.</p> <p>When reading, children are asked for predictions and questions about the text by staff and volunteers.</p> <p>The weekly library session, run by parents, enables children to develop a love of reading by choosing a non-fiction and fiction book.</p> <p>The school recognises various literary events such as National Poetry Day, National</p>

understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Storytelling Week and World Book Day.

In 2020 a local author visited to mark World Book Day.

Children's birthdays are celebrated with their own 'birthday book' and they are then placed in the reading scheme.

Year 1 have discrete comprehension sessions – both written and oral.

YEAR 2 READING - COMPREHENSION

Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting

All children read three times a week in a one to one situation. Adults check comprehension of new words and the subject matter by asking relevant questions.

The weekly library session, run by parents, enables children to develop a love of reading by choosing a non-fiction and fiction book.

The school recognises various literary events such as National Poetry Day, National Storytelling Week and World Book Day.

In 2020 a local author will visit to mark World Book Day.

Children's birthdays are celebrated with their own 'birthday book' and they are placed in the library.

Year 2 have discrete comprehension sessions, both written and oral.

Year 2 participate in termly 'buddy reading' sessions with Year 1 and Reception.

what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

WRITING

<u>EYFS</u>	
<p style="text-align: center;"><u>YEAR 1 WRITING - TRANSCRIPTION</u></p> <p style="text-align: center;"><u>(Spelling – see English appendix 1 NC)</u></p> <p>Pupils should be taught to: • spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Year 1 use alphabetical word books to help with spelling.</p> <p>Word banks are provided from thought-showers as prompts needed for independent writing.</p>
<p style="text-align: center;"><u>YEAR 2 WRITING - TRANSCRIPTION</u></p> <p style="text-align: center;"><u>(Spelling – see English appendix 1 NC)</u></p> <p>Pupils should be taught to: • spell by: • segmenting spoken words into phonemes</p>	<p>Links are made with phonic sessions.</p> <p>Dictionaries and thesauruses are introduced in Year 2 as well as children’s personal word</p>

and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

books.

Word banks are provided as prompts to develop independent writing.

YEAR 1 WRITING – HANDWRITING

Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Kinaesthetic rhyme to warm up before handwriting – 'Hands up'.

YR and Y1 have adapted their handwriting scheme with daily handwriting sessions.

Y1 use Nelson handwriting scheme to allow YR to practise printed letters. Y1 begin to join their letters.

YEAR 2 WRITING – HANDWRITING

Handwriting Pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters

Year 2 continues to follow 'Think Write Hemisphere' programme with daily handwriting sessions.

This will be phased out in September 2023 link with the development from YR and Y1.

YEAR 1 WRITING – COMPOSITION

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Year 1 experience story maps and writing independently from the Storytelling bank.

Fighting Fit

‘Handa’s Surprise’ by Eileen Browne

Space

‘The King and the Moon’ -storytelling

‘Whatever Next!’ by Jill Murphy

‘How to catch a star’ by Oliver Jeffers

‘Man on the Moon’ by Simon Bartram

Famous people: Inventors and Writers

Beatrix Potter and Alexander Graham Bell

‘The Tale of Peter Rabbit and Benjamin Bunny’

Homes and Houses

‘Peepo’ by Janet and Alan Ahlburg

Non fiction – Castle fact books.

Non fiction – thank you letters.

Shrek: Fantasy Homes

Poetry

Story telling: The Noisy House

‘A Squash and a Squeeze’ by Julia Donaldson

Growing and Changing

‘The Smartest Giant in Town’ by Julia Donaldson

Writing Bean Diaries

‘Jack and the Beanstalk’ - Storytelling

Oceans and Islands

‘Commotion in the Ocean’ by Giles Andreor

‘The Snail and the Whale’ by Julia Donaldson

‘Happy Feet’ – film

YEAR 2 WRITING - COMPOSITION

Pupils should be taught to: • develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Texts link to cross-curricular topics while fulfilling the English objectives from the framework.

Food

'Eat up, Gemma' by Sarah Hayes

'The Scarecrows' Wedding' by Julia Donaldson

'Delicious!' By Helen Cooper

Black History

'Gregory Cool' by Caroline Binch

Fire

'The Fire Cat'

'Toby and the Great Fire of London' by Margaret Nash

Australia

'Strong Magic' – traditional story

'The Rainbow Bird' by Eric Maddern

Citizenship

'My Name is Bob' by James Bowen

Famous People

Various texts about:

Martin Luther King, Helen Keller, Florence Nightingale, Roald Dahl, Leonardo da Vinci, Gandhi.

Roald Dahl

'The Twits' / 'George's Marvellous Medicine'

Alternative fairy tales

'The True Story of the Three Little Pigs' by Jon Scieszka

Rivers

'The Wind in the Willows' by Kenneth Grahame

Rainforest

'The Great Kapok Tree' by Lynne Cherry

'The Rainforest Grew All Around' by Susan K

	<p>Mitchell</p> <p><u>Storytelling</u> - 'The Bear and the Piano' by David Litchfield</p>
<p><u>EYFS TOPIC BOOKS</u></p> <p>Autumn 1 – All About Me</p>	<p>Starting School – Janet and Allen Ahlberg Funny Bones - Janet and Allen Ahlberg Bye Bye Baby - Janet and Allen Ahlberg Mog and the Baby – Judith Kerr Birthdays – Sallie Purkis Monkey Puzzle – Julia Donaldson Miffy at School – Dick Bruna Miffy’s Birthday - Dick Bruna How many sleeps until my birthday? Mark Sperring and Sebastien Braun My Family – MacDonald Tidy Up Trevor – Rob Lewis Nia’s First Day – Olive Dyer and Val Scurlock All About You – Catherine and Laurence Anholt Billy and the Big New School - Catherine and Laurence Anholt Good Days and Bad Days - Catherine and Laurence Anholt Usborne First Experiences – Going to School Usborne First Experiences – First Experiences Who are your family? - Jillian Powell Ourselves – Annie Owen</p>
<p>Autumn 2 – The World Around Me</p>	<p>Handa’s Surprise – Eileen Brown Handa’s Hen - Eileen Brown My World, Your World - Melanie Walsh A Life Like Mine – Lisa Magloff My Around the World Scrapbook – Mc Laren Trains - Adam Hibbert Amazing Worlds - Amazing Fly Machines Planes – Fiona Patchette Catching a Plane – Brenda Clarke and Peter Dennis Guy Fawkes – Sarah Ridley What’s Up? Mick Manning and Brita Granstom Eight Candles to Light – Jonny Zucker and Jan Barger Cohen Spot’s First Christmas – Eric Hill A Visit to Greece – Peter and Connie Roop</p>

<p>Spring 1 – People Who Help Us</p>	<p>Here to Help – Hachette Children’s Books Police Officer Nurse Postal Worker Refuse Collector Lifeboat Crew Member Optician Vet Paramedic Firefighter Dentist Bus Driver Doctor People Who Help Us Collection – Police Officers Firefighters Ambulance and Air Ambulance Crew Lifeboat Crew</p>
<p>Spring 2 – Growing, Lifecycles and Minibeasts</p>	<p>Oliver’s Vegetables – look at the different vegetables and where they are grown. The Very Hungry Caterpillar – Healthy eating. Tadpole’s Promise – Jeanne Willis Lifecycles – From Caterpillar to Butterfly – Camilla de La Bedoyere Daisy’s Giant Sunflower – Emma Damon Who’s there Spot? - Eric Hill Superworm – Julia Donaldson Usborne – Caterpillars and Butterflies – Stephanie Turnbull Rosie’s Hat – Julia Donaldson Diary of a Worm – Doreen Cronin The Best Bug’s Parade – Stuart J. Murphy Rosie’s Walk – Pat Hutchins Caterpillars Can’t Fly – Linda Allen So Slow – Dave and Julie Saunders Funniest Minibeast – Annabelle Lynch Painted Lady Butterflies – Donna Schaffer Arthur and the Cat – Tony Kenson In the Pond –</p>
<p>Summer 1 – Traditional Tales</p>	<p>Traditional Tales - Goldilocks and the 3 bears, Little Red Riding Hood, Rapunzel, Puss in Boots, Jack and the Beanstalk, Cinderella, Rumpelstiltskin, The 3 Little Pigs, The Gingerbread Man, The Little Red Hen, The Three Billy Goats Gruff, The Boy Who Cried Wolf, The Elves and the Shoemaker, The Princess and the Pea, The Pied Piper of Hamlin Rosie’s Walk – Pat Hutchins Elmer – David McKee Chair for Baby Bear – Kaye Umansky and Chris Fisher Beware of the Bears – Gyneth Williamson Reading with Phonics Collections of Traditional Tales – Clare Fennell and Rosie Greening</p>

Summer 2 – Animals and Habitats

Creature Tails – Nicola Whittaker
The Owl Who Was Afraid of the Dark – Jill Tomlinson
Harry and the Dinosaurs say “Raah!” – Ian Whybrow and Adrain Reynolds
Who am I? Moira Butterfield and Wayne Ford
We’re Going on a Bear Hunt – Michael Rosen and Helen Oxenbury
How Dinosaurs Really Work – Alan Snow
We’re Going on a Lion Hunt – David Axtell
Baa! Moo! What will we do? A. H. Benjamin
I don’t want to go to bed – Julie Sykes and Tim Warners
Farmer Duck – Martin Waddell
Smiley Shark, Clumsy Crab, Fidegety Fish – Ruth Galloway
Commotion in the Ocean, Rumble in the Jungle – Giles Andreae
Rainbow Fish – Marcus Pfister
Owl Babies – Martin Waddell
Dear Zoo – Rod Campbell
Tickling Tigers – Sean Taylor
The Tiger Who Came to Tea – Judith Kerr

New books have been purchased to ensure that children are exposed to new authors and texts while still sharing new works from familiar authors.

The school library has an annual audit from the county library service to check that books are appealing to children and to ensure that non-fiction writing is up to date.

**YEAR 1 WRITING – VOCABULARY,
GRAMMAR AND PUNCTUATION**

Pupils should be taught to: • develop their understanding of the concepts set out in English appendix 2 by: • leaving spaces between words • joining words and joining clauses using ‘and’ • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English appendix 2 in discussing their writing

‘Skills builders’

BBC Schools website

**YEAR 2 WRITING – VOCABULARY,
GRAMMAR AND PUNCTUATION**

Pupils should be taught to: • develop their understanding of the concepts set out in English appendix 2 by: • learning how to use both familiar and new punctuation correctly – see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences

‘Skills builders’

BBC Schools website

with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing

IMPACT

Our English curriculum provides the fundamental skills that children need to access all areas of learning while allowing them to develop a love of all aspects of literature. A cross-curricular and creative approach means that different subjects are explored while developing children's language proficiency.

Secure reading skills give children confidence to become independent learners in their next key stage. Their communication skills ensure they can transfer happily to their next step knowing they can approach their learning positively.

Date: November 2022

Review: November 2025