

Southbourne Infant School

English Curriculum

Intent

We aim to inspire children by developing a love of literature through widespread reading for enjoyment. We treat reading as a highly valued life skill and aim to foster a love of books and passion for reading; our aim is for children to leave us as fluent readers and with a lifelong love of books. Our children will develop skills and knowledge in speaking, listening, reading and writing, which enables them to express themselves creatively and imaginatively and to communicate with each other effectively. We aim for all children to be confident in applying phonics to their reading and writing and ensure that they only read phonic decodable books in their practice sessions.

Implementation

We teach reading through daily practice sessions. We promote decoding strategies, prosody, fluency and comprehension in a range of texts, which are carefully selected by the teachers. Daily phonic sessions following the Little Wandle scheme provide the children with the skills essential to decode with confidence. We work in partnership with parents so that they can more effectively support their children at home with the aim of children becoming life-long readers.

We ensure that the teaching of writing is purposeful, enjoyable and shows clear progression. Quality texts are selected to promote a love of reading, develop a rich vocabulary, and to improve the quality of their writing. Teachers are able to embed skills and knowledge throughout the year in cross-curricular writing opportunities to ensure children make good progress and fulfil their potential. Handwriting is taught discretely and correct formation is always taught during phonics and writing sessions.

Phonics:

At Southbourne Infant School we use the Little Wandle scheme as a framework for our phonics teaching. Phonics is taught systematically and consistently across every year group. All staff have been trained and any children who are not keeping up are targeted with regular 'Keep Up' sessions. Children's progress is monitored weekly and end of half term assessments are used to inform future teaching.

The Little Wandle programme is divided into Phonics Phases.

In Reception, children revisit Phase 1 which they have often been familiar with at Pre-school and then they are taught Phases 2, 3 and 4

In Year 1 the children briefly revisit Phase 4 and then move on to phase 5, starting on aspects of Phase 6 that are in the Year 1 Curriculum by the end of the year

In Year 2 the children revisit Phase 5, then complete Phase 6 with a focus on spelling and grammar

Impact Our approach to the teaching and learning of reading and writing, results in an engaging curriculum where children feel confident and enthusiastic to learn in a range of contexts. They are able to apply their literacy skills effectively and are confident readers and writers.

Year R Reading Progression Plan (Yearly Overview)

Phonics and Spelling, Word Reading, Reading Comprehension
Pupils should be taught to spell by:

	Autumn 1 All about Me	Autumn 2 On the Move	Spring 1 People Who Help Us/ Superheroes	Spring 2 Once upon a time	Summer 1 Wild World	Summer 2 Under the Sea
Purpose of Study	Education Programmes 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).					
On Going Objectives	<ul style="list-style-type: none"> • 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 • Read Common exception words—see Little Wandle • 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 • Retell simple stories and narrative using their own words and introduced vocabulary • During their role play account out stories and use vocabulary from non fictions texts, rhymes and poems • Develop pleasure in reading, motivation to read, vocabulary and understanding by ... • Understand both the books they can already read accurately and fluently and those they to listen to by ... 					
Phonic Specific Objectives	Little Wandle Autumn 1 Phase 2 Tricky words Is, I, the	Little Wandle Autumn 2 Phase 3 Tricky words Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Little Wandle Spring 1 Was, you, they, my, by, all, are, sure, pure,	Little Wandle Spring 2	Little Wandle Summer 1 Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what one, out, today	Little Wandle Summer 2
Word reading Specific Objectives	Listen to rhyming stories by Nick Sharratt	Use vocabulary taught in their role play linked to Understanding of the World—countryside, city etc	Use vocabulary taught in their role play—People who help us and their equipment	Act out stories and retell familiar traditional tales Similarities and differences in past and present through stories	Use vocabulary in their role play (vets, animals) Retell stories—Hungry Caterpillar	Act out stories and retell stories and recall key events. Poetry—Commotion in the Ocean

Year R Reading Progression Plan (Yearly Overview)

Reading Comprehension

	Autumn 1 All about Me	Autumn 2 On the Move	Spring 1 People Who Help Us/	Spring 2 Once upon a time	Summer 1 Wild World	Summer 2 Under the Sea
Specific Objectives Comprehension	To understand rhyming Join in with repetitive phrases	To act out familiar stories and use the vocabulary in their role play Talk about feelings— How do you know?	To understand what a non fiction books	Retell familiar stories Join in with repetitive phrases Talk about the characters and behaviour in the stories	Anticipate key events when appropriate—life cycles	Anticipate key events—prediction Retell stories Talk about the characters and settings
Key Texts	Nursery Rhymes Oliver's Fruits and Vegetables Early reading books which are repetitive e.g. Where's my Teddy?, Little Rabbit Foo Foo,	Mr Gumpy's Outing The Train Ride The Naughty Bus	Supertato Elliot's Midnight Hero People who Help us Non fiction books	The Three Billy Goats Gruff The Enormous Turnip The Magic Porridge Pot	The Hungry Caterpillar The Tiny Seed Hairy McClairy How to Grow a Dinosaur Titch	Sharing a Shell Jack and the Flum Flum Tree Commotion in the Ocean Hole in the Bottom of the Sea Tiddler Snail and the Whale
Author Focus	Nick sharratt	Kes Grey	Sue Hendra	Claire Freeman and Traditional Tales	Eric Carle	Julia Donaldson

Year 1 Reading Progression Plan (Yearly Overview)

Phonics and Spelling

Pupils should be taught to spell by:

	Autumn 1 Dragon Post	Autumn 2 Toys and Games	Spring 1 Infinity and beyond	Spring 2 Fi Fi Fo Fum	Summer 1 All at Sea	Summer 2 Land A'Hoy
On Going Objectives	<ul style="list-style-type: none"> Common exception words—see Little Wandle Naming the letters of the alphabet in order The Days of the Week Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 					
Specific Objectives	<p>Little Wandle—revise phase 3 and phase 4</p> <p>Consolidate ff, ll, ss, zz, ck, nk,</p> <p>Consolidate syllable</p> <p>Using the spelling rule for adding -s or es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using ing, ed, er, and est where no change is needed in the spelling of root words</p> <p>Compound words</p>	<p>Little Wandle</p> <p>Introduce Phase 5</p>	<p>Little Wandle</p> <p>Phase 5—vowel</p> <p>-ve</p> <p>Words ending in y</p>	<p>Little Wandle</p> <p>Phase 5</p> <p>tch</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using the prefix un</p>	<p>Little Wandle—Summer 1</p> <p>Revise Phase 5 GPCs for PSC</p>	<p>Little Wandle</p> <p>Phase 5</p>

Year 1 Reading Progression Plan (Yearly Overview)

Word Reading Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by ...
- Understand both the books they can already read accurately and fluently and those they to listen to by ...

Pupils should be taught to:

	Autumn 1 Dragon Post	Autumn 2 Toys and Games	Spring 1 Infinity and beyond	Spring 2 Fi Fi Fo Fum	Summer 1 All at Sea	Summer 2 Land A'Hoy Rumble in the Jungle
On Going Objectives	<ul style="list-style-type: none"> • 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 (see Little Wandle plans) • Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies • Re-read these books to build up their fluency and confident in word reading • Listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently. (see topic books and author focus book list) • Being encouraged to link what they have read or hear to their own experiences • Discuss word meanings, linking new meanings to those already known • 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 • Learning to appreciate rhymes and poems and to recite some by heart 					
Specific Objectives	Read words containing taught GPCs and -s,-es, -ing, -ed, -er and -est 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)			

Year 1 Reading Progression Plan (Yearly Overview)

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by ...
- Understand both the books they can already read accurately and fluently and those they to listen to by ...

	Autumn 1 Dragon Post	Autumn 2 Toys and Games	Spring 1 Infinity and beyond	Spring 2 Fi Fi Fo Fum	Summer 1 All at Sea	Summer 2 Land A'Hoy Rumble in the Jungle
Specific Objectives	Recognising and joining in with predictable phrases	Being encouraged to link what they have read or hear to their own experiences Drawing upon what they already know or on background information and vocabulary provided by the teacher	Retelling stories Discuss word meanings, linking new meanings to those already known	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	Discuss word meanings, linking new meanings to those already known	Retelling stories and consider the particular characteristics
Key Texts	Dragon Post Leafman Harry and Betty The Lonely Scarecrow	Toys in Space Dogger Lost in the Toy Museum	Fieldtrip to the Moon Aliens love underpants Beegu How to Catch a Star Here come the aliens	Jack and the Beanstalk The Smartest Giant in Town Grandad's Secret giant The Giant of Jam	Lighthouse Keeper's Lunch	The Night Pirates Class 3 all at Sea
Author Focus	Traditional Tales	Jane Hissey	Simon Bartram	David Litchfield	David Armitage	

Year 2 Reading Progression Plan (Yearly Overview)

Phonics and Spelling

Pupils should be taught to spell by:

	Autumn 1 If you go down to the Woods tonight	Autumn 2 The Unsinkable Ship	Spring 1 Out of Africa	Spring 2 I spy with my London Eye	Summer 1 Let me Take you on a Journey	Summer 2 Our Wonderful Earth
Phonics and Spelling On Going Objectives	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes of which 1 or more spellings words are already known and learn some words with each spelling, including a few common homophones Learning to spell common exception words 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 					
Specific Objectives	<p>Continue Little Wandle</p> <p>Find, kind, ,mind, behind,,</p> <p>After,</p>	<p>Continue Little Wandle ? Might not need to next year</p> <p>-dge -ge Kn, gn, wr, -le, el, al, A before l and ll A as want, squash Word, work, war, Treasure, tion climb, steak, break, father Christmas, half, cold, fast, child, children, last, sugar</p>	<p>E at the end of the root word is dropped before -ing, -ed, -er, est, y</p> <p>Double the last consonant letter of the root word is doubled</p> <p>Plural of these words is formed by adding s after ey</p> <p>Grass, only, sure,</p>	<p>Y is changed to I before es</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe for example the girl's book</p> <p>Great, old, hold, told, gold, eye, clothes, prove,</p>	<p>Distinguishing between homophones and near homophones</p> <p>Add suffixes to spell longer words including ment, ness, ful, less, ly</p> <p>Last, pass, grass, plant, wild, path, bath,</p>	<p>Plant, Even,</p>

Year 2 Reading Progression Plan (Yearly Overview)

Word Reading Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by ...
- Understand both the books they can already read accurately and fluently and those they to listen to by ...

Pupils should be taught to:

	Autumn 1 If you go down to the Woods tonight	Autumn 2 The Unsinkable Ship	Spring 1 Out of Africa	Spring 2 I spy with my London Eye	Summer 1 Let me Take you on a Journey	Summer 2 Our Wonderful Earth
On Going Objectives	<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 matching to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re read these books to build up their fluency and confidence in word reading • 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 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 • Checking that the text makes sense to them as they read, and correcting in accurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting 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 					

Year 2 Reading Progression Plan (Yearly Overview)

	Autumn 1 If you go down to the Woods tonight	Autumn 2 The Unsinkable Ship	Spring 1 Out of Africa	Spring 2 I spy with my London Eye	Summer 1 Let me Take you on a Journey	Summer 2 Our Wonderful Earth
Word Reading Specific Objectives						
Reading Comprehension Specific Objectives	Discuss the sequence of events in books and how items are related	Listening to poetry—see above (Michael Rosen) Recognising simple recurring literacy language in stories and poetry Drawing on what they already know or on background information and vocabulary provided by the teacher	Drawing on what they already know or on background information and vocabulary provided by the teacher	Being introduced non fiction books that are structured in different ways	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Drawing on what they already know or on background information and vocabulary provided by the teacher
Key Texts	Owl babies, Tattybogle, Night box, Foxly's Feast, The Giraffe Pelly and Me	Polar the Titanic Bear Titanic Tree The Three Kings	The Greedy Zebra The Enormous Crocodile	Great Fire of London Fiction Non Fiction texts	Bear and the Piano The Fox and the Bike Ride The Polar Bear On my Way Home Solo, Tom C Rabbit, Esio Trot	Kapok Tree The Hunter Lorax Dear Greenpeace Nature Trail Poem Our Wonderful Earth The Magic Finger
Author Focus	Quentin Blake	Michael Rosen	Mwenye Hadithi	Oliver Jeffers	Anthony Browne	Dr Seuss