

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 Writing Progression Plan (Yearly Overview)

Transcription, Composition, Handwriting, writing, - vocabulary, grammar and punctuation

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	<p>Education Programmes</p> <p>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).</p>					
On Going Objectives	<ul style="list-style-type: none"> • Sit at a table correctly and hold a pencil using a tripod grip • Spelling words that contain each of the phase 2 and 3 phonemes • Write letters which are mostly correctly formed • write dictated words and sentences • Write simple phrases and sentences • Say out loud what they are going to write • Read their word back to an adult • Begin to use finger spaces between words • Show an awareness of using full stops and capital letters • Use a capital letter for the pronoun I 					
Key Texts to support writing	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

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Specific Objectives Handwriting	Fine motor activities Introduce tripod grip Early writing shapes Begin to learn letters as in Little Wandle	Introduce orange pencil packs Funky Fingers to strengthen fine motor skills Forming letters as part of Little Wandle	Funky fingers to strengthen fingers	Simple handwriting activities	Correct formation of letters	Correct formation of letters
Composition Spelling Vocabulary, grammar, punctuation	Name writing, simple labels and CVC words Hear initial sounds in independent writing	Name writing, simple labels and CVC words Writing CVC words in independent writing	Writing a phrase Writing a simple sentence Begin to leave spaces Pronoun I	Writing a phrase Writing a simple sentence Begin to leave spaces Awareness of full stops	Writing a phrase Writing a simple sentence Begin to leave spaces Awareness of full stops	Writing a phrase Writing a simple sentence Begin to leave spaces Awareness of full stops
Drama and Role Play	Homes	Mr Gumpy—freeze frame characters Train Ride—vocabulary, feelings, key events freeze frame	Asking questions and acting in role as people who help us	Acting out stories Hot seating Old Home	Vets	Seaside shop and beach
Suggested Genre	Writing labels	Writing lists and labels	Descriptions of people and characters	Character descriptions Sentences to match pictures Setting description	Fact books	Fact books

Year 1 Writing (Yearly Overview)

Transcription, Composition, Handwriting, Writing—vocabulary, grammar and punctuation,




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
Key Texts to support writing	Dragon Post Leafman Harry and Betty The Lonely Scarecrows	Toys in space Dogger Lost in the Toy Museum	Fieldtrip to the Moon Man on 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	The Lighthouse Keeper's Lunch	The Night Pirates Land A'Hoy
Suggested Genres	Retelling, character description	Fact book, riddles, character description and retelling,	Fact book, recount, alien descriptions, description of a setting	Retelling, change part of a story and retell it, character description, poetry and rhyming, instructions	Recount, instructions, diary entry, fact sheet	Setting description,
On Going Objectives	<p>Spell words containing each of the 40+ phonemes already taught (see Little Wandle programme for order)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Write sentences by saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Re reading what they have written to check it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their work loud enough to be heard by their teacher or their peers</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting families and to practise these</p> <p>Using a capital letter for names of people, places, the days of the week</p>					
Specific Objectives Spelling	Common Exception Words Names of the letters of the alphabet in order		Using letter names to distinguish between alternative spellings of the same sound	Days of the Week		
Word	Regular plural noun suffixes Suffixes that can be added to verbs			How the prefix un changes the meaning of verbs and adjectives e.g. unkind		

Year 1 Writing (Yearly Overview cont.)

Transcription, Composition, Handwriting, Writing—vocabulary, grammar and punctuation,

Pupils should be taught to:

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Suggested Genres	Retelling, character description	Fact book, riddles, character description and retelling,	Fact book, recount, alien descriptions, description of a setting	Retelling, change part of a story and retell it, character description, poetry and rhyming, instructions	Recount, instructions, diary entry, fact sheet	Setting description,
Sentence	How words can combine to make sentences	Joining words and joining clauses using 'and'				
Text		Sequencing sentences to write short narratives	Sequencing sentences to form short narratives			
Punctuation	Leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop. Using capital letters for the pronoun I	Writing a sentence with an exclamation mark and a question mark	Continue to revise full stops and capital letters	Continue to revise full stops, capital letters and exclamation marks		
Drama and Role Play						
Common Exception Words	The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our-and/or others according to the Little Wandle framework					
Terminology	Letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark					

Year 2 Writing (Yearly Overview)

Transcription , Composition, Handwriting, Writing—vocabulary, grammar and punctuation,
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
Genre and Skills	Owl babies (ch des and story) Night Box (poem) Foxly's Feast (story and des) Poetry—My divali candle Riddle writing about a Nocturnal animal	Tattyboggle,(Ch des)_ Titanic (Letter, recount,) The Three Kings (unaided writing)	The greedy Zebra(Story and setting) Setting description Character description Own African description	Fire of London (London leaflet Reports, Diary, Letter to wren)	Bear & Piano (Postcard and setting des) The Fox and the Bike Ride (Story) The Polar Bear (Non fict writing voice over for video) On the way home (story/recount) Scott diary PE instructions for a game.	Kapok Tree (letter) The Hunter (diary) Lorax (story) Nature trail poem (write poem) Elephant report Non fiction writing
On Going Objectives	<p>Children should be taught to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (ADD LITTLE WANDLE AND YEAR 2 SPELLING FROM READING OR CHECK IT ANYWAY10 CHECK HOMOPHONES, CONTRACTIONS, POSSESSIVE APOSTROPHE, HOMOPHONES AND NEAR HOMOPHONES, ADDING SUFFIXES TO LONGER WORDS 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 Read aloud what they have written with appropriate intonation to make the meaning clear Evaluating their writing with the teacher and other pupils Re-read writing to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Form lower case letters of the correct size relative to one another Write capital letters and digts 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 Expanded noun phrases for description How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command? Specific</p>					

Year 2 Writing (Yearly Overview cont.)

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Specific objectives Composition And handwriting	Writing poetry Start using some of the diagonal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined	Writing about real events Writing narratives about personal experiences of others	Writing for different purposes Proof reading to check for errors in spelling, grammar, and punctuation for example ends of sentences punctuated correctly	Writing narratives about personal experiences Writing for different purposes	Writing narratives about personal experiences of real events	Writing for different purposes
Specific Objectives Spelling/ Word	Add suffixes to words ly	Add suffixes to words ly,	Use of suffixes er, est, in adjectives Learn to spell words with contracted forms	Add suffixes to words ness, ment, ful, Learning the possessive apostrophe (singular)	Revises suffixes and possessive apostrophes	Revises suffixes and possessive apostrophes

Year 2 Writing (Yearly Overview cont.)

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Key Texts Suggested Genre and Skills	Owl babies (ch des and story) Night Box (poem) Foxly's Feast (story and des) Poetry—My divali candle Riddle writing about a Nocturnal animal	Tattyboggle,(Ch des)_ Titanic (Letter, recount,) The Three Kings (unaided writing)	The greedy Zebra(Story and setting) Setting description Character description Own African description	Fire of London (London leaflet Reports, Diary, Letter to wren)	Bear & Piano (Postcard and setting des) The Fox and the Bike Ride (Story) The Polar Bear (Non fict writing voice over for video) On the way home (story/ recount) Scott diary PE instructions for a game.	Kapok Tree (letter) The Hunter (diary) Lorax (story) Nature trail poem (write poem) Elephant report Non fiction writing
Sentence	Using coordination using or, and, but	Using subordination (when, if, that, because)			Commands	Revise subordination and coordination and
Text	Use of progressive forms of verbs in the present and past tense	Correct use of present tense and past tense throughout writing				
Punctuation	Capital letters and full stops	Exclamation marks and question marks		Commas Possessive apostrophes		
Drama and Role Play						
Common Exception Words	Door, floor, poor, because, find kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas					
Terminology	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma					

