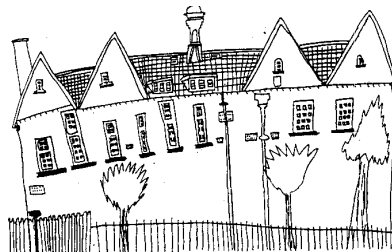


# English at Letchmore Infants' and Nursery School



## Subject Intent Statement

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their knowledge and understanding of spoken and written English within a broad and balanced curriculum with opportunities to consolidate and reinforce taught English skills.

Pupils at Letchmore will leave Year 2:

- Reading and writing with confidence, fluency and understanding.
- With a love of reading and a desire to read for enjoyment.
- Understanding a range of text types and genres.
- Able to write in a variety of styles and forms that are appropriate to the situation.

## Implementation

	Nursery	Reception	Year One	Year Two
<b>Phonics</b>	<p><b>Phase 1</b> activities to increase listening to environmental sounds, rhythm and rhymes and alliteration games. Whole class activities and group activities using Twinkl Phonics</p>	<p><b>Phase 1</b> Recap with children who still need listening skills - interventions <b>Phase 2</b> taught initially whole class 5 sessions a week <b>Phase 3/4</b> Whole class 5 sessions a week Once phase 3 is taught extra support for phase 2/3 for children who need it Taught through Twinkl Phonics using the sequence Introduction, Revisit and review, Teach, Practise and apply. Children are taught the skills of segmenting and blending CVC, CVCC, CCVC words Taught high frequency words. Phonic activities also available during CIL time, related to sounds being taught.</p>	<p><b>Phonics</b> <b>Level 3/4</b> re-capped and consolidated catch up sessions for any children that need it <b>Level 5</b> All children taught Level 5 ensuring children are able to segment and blend phonemes, digraphs and trigraphs.  Taught through Twinkl following Letters and sounds using the sequence Introduction, Revisit and review, Teach, Practise and apply. Further HFW introduced Children confidently segment and blend when reading and writing Through systematic teaching of phonics. Children are assessed and supported to ensure thorough coverage of all the phases</p>	<p><b>In Year Two</b> Phonics whole class <b>Phase 5</b> recapped and consolidated catch up sessions for any children that need it. <b>Phase 6</b> All children taught level 6 - This focuses on spelling patterns and rules  Taught through Twinkl and focuses on the spelling curriculum in KS1</p>

	Nursery	Reception	Year One	Year Two

## Reading

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| <ul style="list-style-type: none"><li>• Children listen to stories in whole class, small groups and 1-1. Stories are told using props and puppets. Children begin to recognise their own name and other familiar words. They handle books independently during CIL and begin to talk about what they can see.</li><li>• Books are in all areas of the nursery and there is also a designated book area.</li><li>• Children can take home a new book every day.</li><li>• Some children also have the Readit2 intervention which is a daily 1-1 early literacy programme which aims to develop an emotional bond with reading and broaden their vocabulary.</li></ul> | <ul style="list-style-type: none"><li>• Children listen to stories in whole class, group work and 1-1 during CIL.</li><li>• Children have 5 shared reading session a week and 1-1 at least once a fortnight focuses on reading words and sentences and comprehension</li><li>• Home readers are matched to children's phonic phase and children change reading books twice a week.</li><li>• Children visit the school library once a week and choose a new book to take home</li><li>• Adult 1-1 reading provided for those children who need extra support to develop reading skills</li><li>• Additional 1-1 sessions for children not reading at home.</li><li>• Children read words and sentences during their phonic sessions.</li><li>• Each class has their own reading area that all children can visit during CIL.</li><li>• Common exception words are taught as part of phonics and displayed in the classroom for children to use</li></ul> | <ul style="list-style-type: none"><li>• Children have 4 shared reading session a week and 1-1 at least once a fortnight<br/>Focus on segmenting and blending, recognition of common exception words. Comprehension - children are asked questions relating to text and are taught how to identify, character, setting and genre. Books chosen will include a range of fiction, non-fiction and poetry.</li><li>• Parent volunteers listen to individual readers throughout the week.</li><li>• Adult 1-1 reading provided for those children who need extra support to develop reading skills</li><li>• Reading tasks in English group work and whole class reading activities</li><li>• Whole class reading - a love of reading is fostered through daily story time and encouraging the children to read powerpoints etc on IWB to develop confidence when reading aloud.</li><li>• Home readers are matched to children's phonic level, children</li></ul> | <ul style="list-style-type: none"><li>• Children have 5 whole class reading session a week and 1-1 once a fortnight<br/>Focus on segmenting and blending, recognition of common exception words. Comprehension - children are asked questions relating to text and are taught how to identify, character, setting and genre. Books chosen will include a range of fiction, non-fiction and poetry.</li><li>• Focus on developing fluency and comprehension. Comprehension - encouraging information retrieval and comprehension at word and sentence level. Books chosen will include a range of fiction, non-fiction and poetry.</li><li>• Author of the month- comparing and contrasting stories, encouraging children to explore their likes and dislikes as readers, promoting a passion for and breadth of reading.</li><li>• Regular eading for pleasure time.</li><li>• Use of library- children have opportunity to visit the library once a week and write their own book reviews which are displayed in the library to encourage others to broaden their reading.</li><li>• Whole class reading - a love of reading is fostered through daily story time and encouraging the children to read powerpoints etc on IWB to develop confidence when reading aloud.</li></ul> |
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		<ul style="list-style-type: none"> <li>Each class has a book of the week. This book is read frequently so the children become familiar with it and can re-tell it.</li> </ul>	<p>change reading books twice a week. Parents are encouraged to listen to their children read three times per week to develop confidence and fluency</p> <ul style="list-style-type: none"> <li>Book corners - provide calm spaces in the classroom for children to read a self-chosen book. A range of reading material is provided.</li> <li>Access to the school library to familiarise the children with the process of selecting and returning a book and as an introduction to a range of literature</li> <li>Using books and internet to research during topic lessons.</li> <li>Reading own compositions aloud in class</li> </ul>	<ul style="list-style-type: none"> <li>Home readers are matched to children's phonic phase, children change reading books twice a week. Parents are encouraged to listen to their children read three times per week to develop confidence and fluency</li> <li>Book corners - provide calm spaces in the classroom for children to read a self-chosen book. A range of reading material is provided.</li> <li>Using books and internet to research during topic lessons.</li> <li>Reading own compositions aloud in class</li> <li>Weekly Bookworms/Star Readers- encouraging love of reading/parental involvement in reading.</li> </ul>
	<b>Nursery</b>	<b>Reception</b>	<b>Year One</b>	<b>Year Two</b>
<p><b>Writing</b> Letchmore writing journey used Reception to Year Two. Piece of work added termlu</p>	<ul style="list-style-type: none"> <li>Children have plenty of opportunities for daily mark-making within their play (e.g. painting, drawing, using a wide range of available writing tools, making 'notes' as part of their roleplay).</li> <li>Children are introduced to Helicopter stories,</li> </ul>	<ul style="list-style-type: none"> <li>Children begin their day with a busy fingers session to strengthen fine motor skills.</li> <li>Children are introduced to handwriting through discrete 'physical' sessions.' During these sessions the children develop their gross and fine motor skills to get</li> </ul>	<ul style="list-style-type: none"> <li>Each week children have discrete handwriting sessions where formation is taught. This is practised during early morning activities.</li> <li>Correct formation is also modelled</li> </ul>	<ul style="list-style-type: none"> <li>Each week children have discrete handwriting sessions where formation is taught. Correct formation is also modelled and reinforced and children are taught to join their writing.</li> <li>Throughout the year the children are exposed to many genres of writing.</li> </ul>

where children have the opportunity to verbalise their own story and see this being put into writing as an adult scribes for them. This story is then read and shared with an audience, giving them a sense of mark making for a purpose.

- Children work on recognising their own name and begin to write some letters of their name.

them ready for writing. They are also introduced to the 'handwriting letter families and begin to form letters correctly.

- Teachers model a daily sentence to the children to help them understand the structure of a sentence.
- Children are initially introduced to helicopter stories in the Autumn term where they observe adults scribing the children's stories. Throughout the year the children begin to write their own simple stories following the helicopter story format.
- During Literacy lessons the children are introduced to many genres of writing and writing for a purpose.
- During CIL, the children are exposed to writing in all areas both inside and outside. This is often related to the current topic and learning.
- A range of writing resources are available during CIL.
- Small intervention groups to develop gross

throughout all teaching.

- Each half term the children have a focused writing unit with the opportunity to develop story writing and other genres.
- In addition, there is a weekly writing lesson which focuses on spelling, punctuation and grammar.
- Throughout the year the children are exposed to many genres of writing.
- In the Autumn term a large focus is placed on accurate basic sentence structure. In the spring and summer more complex sentences are developed using conjunctions and interesting vocabulary.
- Opportunities for writing and fine motor development available in all areas during Child initiated learning.
- Early morning activities include

- In the Autumn term, basic sentence structure is reinforced and further developed to include expanded noun phrases and adjectives. Children also develop their writing stamina, working towards writing lengthier texts.
- Children explore writing sentences of different forms e.g. statement, question, exclamation, command.
- Daily maths mastery sessions covering all essential criteria from national curriculum
- VCOP sessions to improve sentence construction.

		and fine motor control if appropriate	handwriting, independent writing and diary writing opportunities.	
	Nursery	Reception	Year One	Year Two
<b>Communication and language /drama</b>	<ul style="list-style-type: none"> <li>• During the children's free play, adults 'play' alongside the children, modelling the language of play.</li> <li>• Children regularly take part in singing action songs and nursery rhymes, acting out what is happening within the songs.</li> <li>• During Helicopter Story sessions, children are invited to take on the role of characters and act out the stories on the class 'stage'.</li> <li>• The children are introduced to Talk for Writing, rehearsing and internalising a range of stories which will then be told and retold, using Pie Corbett's Storytelling words and actions to increase children's story vocabulary. This is modelled by the adults but books, props and puppets will be available in the children's own learning time to</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning of the year, the children take part in circle time activities and games which encourage speaking and listening. This is continued throughout the year during whole-class and group work sessions.</li> <li>• Children take part in Helicopter stories where they are given opportunities to tell a story to an adult who will scribe it for them. This story is then read to the rest of the class, while children are invited to take on the role of the characters and act it out on our class 'stage'.</li> <li>• Throughout the year, children hear and join in with the telling of Traditional tales and other well-known stories. The use of story maps and props are modelled in whole-class telling of these stories. These are also</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening is developed daily during all teaching. Children are given the opportunity to share their ideas in whole class discussions and encouraged to listen and respond to each other.</li> <li>• Drama opportunities arise frequently in English and topic learning. The children use skills such as hot seating and role play to bring their learning to life.</li> <li>• Role play areas are available daily during child initiated learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Puppets/story crates/story stones/story spoons-encouraging children to retell familiar stores and develop their language from reading</li> <li>• Drama including , hot-seating and role-play related to texts being explored in class but also through topics (e.g. Samuel Pepys and the Great Fire of London)</li> <li>• Story sequencing cards-ordering main events and consolidating understanding through speaking and listening.</li> <li>• Children prepare and participate in discussions and presentations</li> <li>• Children take part in a performance to parents and the rest of the school</li> <li>• Poetry- developing description, figurative language and rhyme</li> </ul>

encourage them to retell the stories independently.

- A wide variety of small-world toys are available, giving children the opportunity to build their own narratives in their play.
- A Home Corner is accessible all year round during children's free play as well as other role play areas and activities which may change with focused topics. This gives the children opportunities to re-enact scenarios based on real-life or imagined experiences.

always available for the children to use in their child-initiated learning time as they are in the reading area of our Literacy focused classroom (Wren).

- When telling stories to the children, adults model story telling language to support children's independent storytelling.
- A range of small-world toys, puppets and soft toys are available during child-initiated learning to provide opportunities for the children to formulate their own narratives within their play.
- Each year, children take part in the Reception performance which will include songs and drama with speaking parts for some children.

## Whole School

### Statutory requirement

In Foundation stage the children follow the Early Years Curriculum (Development matters). Children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and English in every part of the curriculum
- Become immersed in an environment rich in print and opportunities to communicate

Key Stage 1 follow The English programme of study (2014) this is based on 4 areas:

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

The National Curriculum is divided into 3 stages:-key stage 1 (years 1 and 2), Lower key stage 2 (years 3 and 4) and upper key stage 2 (years 5 and 6). At Letchmore we only have Key Stage 1

By the end of each stage, pupils are expected to know, apply and understand the matters, skills and processes in the relevant programme of study.

At Key Stage 1 children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

**Core skills are taught both discretely and through cross curricular learning within topics.**

Topics across Letchmore				
	Nursery	Reception	Year One	Year Two
Autumn 1	All about me	Changes/ Dinosaurs	This is me	Our Amazing World
Autumn 2	Nursery Rhymes	Celebrations	This is me (Circus)	Our Amazing World
Spring 1	People who help us	Super Me, Super You	A Trip around the World	Our Amazing Solar System
Spring 2	New Life	Jump into a book	A trip around The world	Our Amazing Solar System
Summer 1	Growing	Let's Explore	Dinosaur detectives	Our Amazing Country
Summer 2	Pirates	Let's Explore	On our Doorstep	Our Amazing Country

	Expected learning outcomes by the end of Early Years Foundation Stage	Expected learning outcomes by the end of Key Stage 1
Reading	Comprehension ELG	Children can: <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate - where appropriate - key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading ELG</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• read most words containing common suffixes</li> <li>• read most common exception words.</li> </ul> <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others..</li> </ul>	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• 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</li> </ul>	

- 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.
- 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.

Progression of Reading Across Letchmore Infant School

	Nursery	Reception	Year One	Year Two
Phonics	<ul style="list-style-type: none"> <li>• To enjoy rhyming and rhythmic activities.</li> <li>• To show an awareness of rhyme and alliteration.</li> <li>• To recognise rhythm in spoken words.</li> <li>• To recognise familiar words and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound blending.</li> <li>• To segment the sounds in simple words and blend them together and know which letter represents some of them.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words.</li> <li>• To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>• To read words containing taught GPCs.</li> <li>• To read words containing -s, -es, -ing,</li> <li>• -ed and -est endings.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> </ul>

			<ul style="list-style-type: none"> <li>To read words with contractions, e</li> <li>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>	<ul style="list-style-type: none"> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes</li> <li>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>To show interest in illustrations and print in books and print in the environment.</li> <li>To recognise familiar words and signs such as own name and advertising logos.</li> <li>To look and handle books independently (holds books the correct way up and turns pages).</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>To reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>
Reading Comprehension understanding and correcting inaccuracies	<ul style="list-style-type: none"> <li>To talk about key events in a familiar story, rhyme or poem</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To check that a text makes sense to them as they read and to self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>To check that the text makes sense to them as</li> </ul>

		<ul style="list-style-type: none"> <li>• To anticipate where appropriate key events in stories</li> <li>• To use and understand recently introduced vocabulary during discussions about stories, non-fiction. Rhymes and poems and during role-play.</li> </ul>		<p>they read and to correct inaccurate reading.</p>
<p>Comparing contrasting and commenting</p>	<ul style="list-style-type: none"> <li>• To talk about which stories I like</li> <li>• To listen and respond to stories, rhymes and poems</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss views and ideas about the stories they have heard</li> <li>• To talk about settings, events and characters</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>• To link what they have read or have read to them to their own experiences.</li> <li>• To retell familiar stories in increasing detail.</li> <li>• To join in with discussions about a text, taking turns and listening to what others say.</li> <li>• To discuss the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• To discuss the sequence of events in books and how items of information are related</li> <li>• To recognise simple recurring literary language in stories and poetry.</li> <li>• To ask and answer questions about a text.</li> <li>• To make links between the text they are reading and other texts they have read (in texts that</li> </ul>

				they can read independently
Words in context and authorial choice	<ul style="list-style-type: none"> <li>To build up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss word meaning and link new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> </ul>
Inference and prediction	<ul style="list-style-type: none"> <li>To suggest how a story might end.</li> <li>To begin to understand 'why' and 'how' questions.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make simple inferences.</li> <li>To predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences on the basis of what is being said and done.</li> <li>To predict what might happen on the basis of what has been read so far in a text.</li> </ul>
Poetry and Performance	<ul style="list-style-type: none"> <li>To listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>To join in with repeated refrains in rhymes and stories.</li> <li>To use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>To develop preference for forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>To play cooperatively as part of a group to develop and act out a narrative.</li> <li>To express themselves effectively, showing awareness of listeners' needs.</li> </ul>	To recite simple poems by heart	<ul style="list-style-type: none"> <li>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>To know that information can be relayed in the form of print.</li> </ul>	<ul style="list-style-type: none"> <li>To know that information can be retrieved from books and computers.</li> </ul>		<ul style="list-style-type: none"> <li>To recognise that non-fiction books are often structured in different ways.</li> </ul>

Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure all pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all pupils can access all aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work