



English Curriculum Overview 2025 - 2026

Section 1

Vision for English

At Darrick Wood Infant and Nursery School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high- quality education and will give our children the tools they need to participate fully as a member of society. These aims are embedded across our English curriculum and the wider curriculum.

Intent

Spoken language:

At Darrick Wood Infant and Nursery School, we recognise the importance of Spoken Language in children's development across the whole curriculum- cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. Speaking and listening skills are central to our curriculum. These are developed from Nursery to Year 2.

We enhance children's speaking and listening skills through a variety of approaches: exploring play, story time, talk partners, drama, PSHE and P4C and collaborative learning across the curriculum. We nurture our children's speaking and listening skills so they capable of expressing their own ideas clearly and confidently in a environment where everybody's views are valued and respected. A language rich environment is provided across the school.

Reading

At Darrick Wood Infant and Nursery School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong, motivated readers. At the heart of our strategy is our drive to foster a love of reading. Ensuring our children become fluent and engaged readers is our priority and our teachers are role models. We believe what makes a good reader is the ability to decode, understand, respond and develop a positive attitude, enabling children to visualise the text that they are reading. When children learn to read, they develop a greater general knowledge, wide range of vocabulary and strong oral and literacy skills, which helps them to thrive. We recognise that the ability to read is fundamental to pupil's development and progress across the curriculum. Early reading also ignites creativity, sparks curiosity, and stimulates imagination. Starting from Nursery, children are encouraged to become early readers. We are determined that every pupil will learn to read, regardless of their background, needs or ability. We aim for all pupils to make sufficient progress to meet or exceed age-related expectations. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live.

Writing:

At Darrick Wood Infant and Nursery School, our aim is to develop children who are confident and creative writers, who are able to write clearly and accurately for a range of contexts, purposes and audiences. We want their writing experiences to be relevant and meaningful and we provide our pupils with engaging stimulus to inspire them, which is delivered through a text-based approach of high quality and diverse texts. Teachers model a love of language and the written word, where the creative writing process is shared. We aim for our children to be secure in their knowledge of the core writing skills of transcription, grammar, vocabulary, punctuation and composition. We aim for our children to develop good handwriting and excellent presentation skills, where they take pride in their written work, enabling them to edit and make improvements. We know that by drawing on a child's love of reading, this will inform their vocabulary and grammar choices within their writing. Children are provided with many opportunities to develop and apply their writing skills across the curriculum too. Writing starts in our Early Years, where writing is encouraged through mark making opportunities, both indoors and outdoors, and each classroom has designated writing areas.

We recognise that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools to equip them for the future.

Section 2 : National curriculum in England: English Programmes of Study

Purpose of study

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. 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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Attainment Targets

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.

Section 3: Spoken Language

Statutory Framework for Early Year's Foundation Stage

Communication and Language

ELG: 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.

ELG: 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.

National Curriculum in England program of study for Key Stage 1

Pupils are 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

How Spoken Language is Taught across the School

At Darrick Wood Infant and Nursery school, we recognise the significant importance of developing spoken language particularly in infant stage of children's education. We believe strong spoken language skills have a significant impact on children's educational attainment, social, emotional and mental health and life chances. At our school. We have a strong spoken language curriculum which provides our pupils with opportunity both to develop their language skills and use talk to enhance their learning across the curriculum.

At our school, staff model high standard of spoken English with a rich and broad vocabulary. Pupils are expected to speak clearly and confidently. Children learn to express themselves orally in appropriate way and respond to audience respectfully and purposefully. This begins when children enter the Nursery classes. Children are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions.

Across the curriculum, significant emphasis is put on learning opportunities which promote good spoken language skills. These include:

- Use role play and drama activities to enrich children's understanding of characters and events and provide opportunity for learning to speak in roles. Use drama strategies including role on the wall, freeze frame, thought tracking, puppets, props, hot seating and conscience alley.
- Articulating own opinions, participating discussions, and debating in P4C lessons.
- Regular use of talk partners to develop children's thinking and speaking skills.
- Opportunities to present ideas to audience including whole school assembly, school councils and meeting with governors.
- Giving own opinions during pupil voice interviews.
- Emphasis on learning key vocabulary in all subjects and children are encouraged to revisit and use new vocabulary so that it becomes embedded.
- One language session at the end of each unit as part of the phonics Bug Club scheme to consolidate with literacy skills.
- Using Bug Club shared reading programme to teach reading comprehension and language skills. It uses high-quality books, designed to be read out loud, to encourage excitement around reading for pleasure. With a structured, systematic approach to vocabulary progression, children are introduced to rich and challenging words from other subject areas that enable them to make cross-curricular links in their learning.

Assessment of Spoken Language

Early Years – follow the communication and language section from 2021 framework to assess children's listening, attention, understanding and speaking skills. Formative assessment is ongoing through observations. Summative assessment is conducted half termly.

Key Stage 1 - spoken language is assessed through Reading and Writing, and in the other subjects of the wider curriculum following criteria from national curriculum.

Section 4: Reading

Statutory Framework for Early Year's Foundation Stage 2021

Literacy

ELG: 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.

ELG: 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.
- when talking with others about what they have read

National Curriculum in England Program of Study

Year 1

Word Reading

Pupils are 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 reading

Comprehension

Pupils are taught to:

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

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

National Curriculum in England Program of Study

Year 2

Word Reading

Pupils are taught to:

- 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

Comprehension

Pupils are 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 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

Our Approach to Reading

At Darrick Wood Infant and Nursery school, we firmly believe reading fosters a love of learning which leads to success in education. The ability to read is At Darrick Wood Infant and Nursery School, we believe that reading is an essential life skill, and we are committed to enabling our children to become lifelong, motivated readers. At the heart of our strategy is our drive to foster a love of reading. Ensuring our children become fluent and engaged readers is our priority and our teachers are role models. We believe what makes a good reader is the ability to decode, understand, respond and develop a positive attitude, enabling children to visualise the text that they are reading. When children learn to read, they develop greater general knowledge, a wider range of vocabulary and strong oral and literacy skills, which helps children to thrive. We recognise that the ability to read is fundamental to pupil's development and progress across the curriculum. Early reading also ignites creativity, sparks curiosity, and stimulates imagination. Starting from Nursery, children are encouraged to become early readers. We are determined that every pupil will learn to read, regardless of their background, needs or ability. We aim for all pupils to make sufficient progress to meet or exceed age-related expectations. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live.

From Nursery to Key Stage One, we use the Bug Club Reading Programme.

The Bug Club Reading Programme consists of the following resources:

- **Bug Club Phonics** is a systematic synthetic phonics programme for reading and spelling.
- **Bug Club Independent** provides fully decodable reading books including paper books and interactive ebooks that encourage readers to read at home.
- **Bug Club Guided** is a guided reading programme which helps children to master fluency and reading comprehension.



Literacy Tree English Curriculum

At our school, we use the **Literacy Tree Literary Curriculum** to teach reading comprehension skills through English lessons. The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places children's literature at



its core. The Literary Tree Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning. The key texts are carefully selected. The high-quality texts are from significant authors.

They are relevant and diverse. Children are taught to become critical readers and creative authors themselves. We use a wide range of strategies including book talk, role play and drama activities to engage and motivate children in their learning and enables children to deepen their understanding of texts.

Phonics

At Darrick Wood Infant and Nursery School, early reading is taught using synthetic phonics, where pupils are systematically taught the phonemes(sounds), how to bend sounds through the word for reading, and how to segment the sounds to write words. Pupils are taught to use their phonics skills and knowledge as their first approach to reading. At our school, we are committed to the delivery of excellence in the teaching of Phonics. We recognise the use of phonics is one of the many skills needed to be able to become a reader and writer. We aim to teach high quality phonics to ensure children have the best start possible in reading and writing.

How Phonics is taught across the school

In Nursery, we start with teaching Phase One Environmental Sounds. Phase One phonics concentrates on developing children's speaking and listening skills and lays the very important foundations for the phonics work. The emphasis during Phase One is to get children ready to begin developing oral blending and segmenting skills. Nursery children work on all seven aspects in Phase One. We use multi-sensory approach to teach Phase One through both focused daily discrete phonics sessions and in continuous provision.

Phase 1

Aspect 1 - General sound discrimination - environmental

Aspect 2 - General sound discrimination - instrumental sounds

Aspect 3 - General sound discrimination - body percussion

Aspect 4 - Rhythm and rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice sounds

Aspect 7 - Oral blending and segmenting

When children enter Reception, we start with revisiting Phase One to consolidate key skills. This is through 20-minute daily session. Once children are secured with the key skills learnt in Phase One, they will progress to learn phonics through systematic synthetic phonics.

Systematic Synthetic Phonics Scheme

In systematic synthetic phonics the graphemes and corresponding phonemes are taught just before the introduction of words that contain these letters. To read these words, children are taught to pronounce the individual phonemes (sounds) associated with the graphemes (letters) they see, and then to blend them together (synthesise) to form the word.

At our school, we use Bug Club Phonics to teach systematic synthetic phonics. Bug Club Phonics is the dedicated phonics strand of Bug Club, a core reading programme that we use at our school for independent and guided reading. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics. It simultaneously teaches the segmentation of words for spelling and develops phonemic awareness skills.

Lesson Pace and order of teaching.

From Reception to Year Two, children have 30 minutes phonics session daily. A new grapheme and related phoneme, or alternative spellings to previously taught phonemes is taught in every Phoneme Session. Each Phoneme Session follows the order of **review/ revisit, teach, practise and apply**. The basic 40+ phonemes (Units 1–12) are taught in Reception and then the alternative spellings of these phonemes (Units 13–30) are taught in Year One and Year Two. Children acquire these phonemes quickly through fast-pace daily phonics session and early reading skills develop rapidly. Decodable readers are introduced after just 10 days’ teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. The order of grapheme introduction ensures that children start reading and spelling a wide range of words at the earliest possible stage.

Introduction of graphemes and phonemes

In Bug Club Phonics children are taught graphemes and phonemes at the same time. This helps children to learn about phonemes in the context of letters and print.

Blending and segmenting

Blending and segmenting are also taught in daily with equal importance. The practise of oral blending and segmenting not only just happens during phonics lessons but is also happens outside the phonics lessons during continuous provision.

Introduction of letter names

Children are taught the names of the letters, both lower case and capital letters via the alphabet songs and magnetic letters on the smart board during daily phonics session.

Multi-sensory learning

Multi-sensory approach is used during whole class phonics lessons, in small group intervention and is also used in continuous provision in Reception to enhance children’s phonics learning.

Less common grapheme–phoneme correspondences

The less frequent pronunciations, particularly for vowels, are usually taught when the children are secure in the basic principles from Year One. However, teaching of common vowel digraphs and trigraphs too can be started in Reception if the assessment show majority of children are ready to press to the next level.

High-frequency (common) words and irregular words

High frequency decodable common words are included for reading and spelling throughout bug club phonics. Children also taught to read and spell some irregular words which are not fully decodable (also known as tricky words in letters and sounds). Children are encouraged to use their phonics knowledge to help them to decode these words as far as possible and then are taught to recognise the irregular aspects to help them to read these words. However, these words are not taught as ‘sight’ words using flash cards.

Language Sessions

Language Sessions take place at the end of each Unit. These Sessions combine the teaching of irregular words with using words in the context of captions and sentences. (From Unit 14, high-frequency words and abbreviations are introduced into some of the Sessions for consolidation.) The Language Sessions serve to consolidate the teaching of reading and spelling in the Phoneme Sessions, and promote early comprehension skills. In the Bug Club Phonics Language Sessions, a progressive programme of text-related directed activities is used to enable children to progress from single-word reading to reading intelligently to grasp meaning from the text.

Guided and Independent work

In order to consolidate children's learning, follow up activities are used either for whole class independent work, guided work in small groups or homework. These activities consist of paper-based activity sheets for each phoneme introduced, plus five categories of pupil games on Bug Club per Unit: Sounds, Names, Reading, Spelling and Language.

Introduction of graded readers

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. When the children have completed Unit 2 of Bug Club Phonics, they will have acquired a sufficient number of grapheme–phoneme correspondences to start reading their own books. The Bug Club Phonics bug books are fully decodable. They match each Unit of the teaching programme. These will help children to practise and consolidate their learning at each stage. Besides reading the Phonics bug books, children are also exposed constantly to a rich and varied diet of book experiences to ensure their enthusiasm for reading is nurtured, their comprehension skills are being developed, and their speaking and listening skills are extended.

Teaching Sequence and Structure

Phoneme Session	
Teaching Element	Description
Alphabet song	Sing the Alphabet song
Revision	
Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words
Lesson	
Introduction	Discuss learning intentions and outcomes for the day
Sounds	Children are introduced to new grapheme with corresponding phoneme. They highlight the letter's position in words from the Asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement grapheme–phoneme correspondence
Follow-up	Children are introduced to guided independent work, consolidating any teaching from Lesson
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Language Session	
Teaching Element	Description
Alphabet song	Sing the Alphabet song
Introduction	Discuss learning intentions and outcomes for the day
Not fully decodable words/irregular words	
Reading	Children read irregular word(s)
Spelling	Children spell irregular word(s)
Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Phonics Phases of Progression

Bug Club Phonics provides inbuilt formative and summative assessment. The letter order used in Bug Club Phonics follows a sequence that early on makes the reading of a large number of CVC words possible. Knowledge of the Phase 2 and 3 letters, digraphs and trigraphs are tested using Assessments 1 to 4, and the ability to read and spell CVC non-words are measured using Assessment 5. Phase 4 skills (adjacent consonants) are assessed in Assessment 6, where children are asked to read and spell CCVC, CVCC and CCVCC non-words. Children who struggle will have extra catch-up sessions in small group interventions while staying in the whole-class programme. A fun, informal group assessment of real words and alien words are used at the end-of-phase assessments. These tests are designed specifically to help to prepare children for the Government's Phonics Screening Check in Year 1.

Units 1–12 support the suggested timetable for teaching Phases 2, 3 and 4 during the time in Reception. Four new phonemes are usually introduced per week and plus a language session at the end of each unit for review, revisit and consolidation. The outcome from the assessment will inform the future planning. Teacher uses their own judgement to decide whether to continue to new unit or have a break between units to consolidate.

Unit 13-27 are taught in year One, enabling Year 2 to be an opportunity to consolidate the word recognition skills. To prepare the children adequately for the Year 1 Phonics Screening Check, Units 13–27 are completed by Summer 1 term. Unit 13-unit 27 will be revisited and consolidated at the beginning of year 2 before moving onto unit 28-30.

	Autumn	Spring	Summer
Nursery	Phase 1 Aspect 1 - General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - General sound discrimination - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting		
Reception	Revisit Phase 1: week 2-week 5 Baseline assessment: Week 6 Week 7-week 12: Teach unit 2 – 6	Teach Unit 3- 7	Teach unit 8-unit 12
Year 1	Revisit unit 6-unit 12 Teach 13-16	Teach unit 16- unit 21	Summer 1: Review and revisit prep for phonics check
Year 2	Review and revisit unit 18 - unit 25	Teach unit 25- unit 30 Phase 6 – SPAG	Review and revisit

Phonics Assessment

Assessing Progress Before Starting	Reception Before beginning the Reception Phonics program, children will do some preparatory work on print conventions, letter knowledge and whiteboard use. They should have experience of: Phonological awareness(phase1) The conventions of print and the vocabular of reading - left-to-right directionality - top-to-bottom directionality - words are made up of letters - spaces are used between words - use of lower- and uppercase letters - punctuation - positional words (see right) - illustrations Know about alphabetic order and match lowercase letter names to print. Be familiar with the interactive screen. Match uppercase letter names to print Know that lower- and uppercase letters correspond to each other. Manipulate items on the screen Have sufficient pencil control to make straight lines and circles with adequate firmness and good posture.	Year 1 Before beginning Bug Club Phonics Key Stage 1 (Primary 2 and 3), the children will have completed the twelve Units of the Bug Club Phonics Reception programme. Working with individual letters, children have already learned to sound and blend successive letters to read words, and to segment spoken words for spelling. They will also have started learning some vowel digraphs and trigraphs. Now the children will be introduced to syllabification, moving forward from blending letter sounds to blending syllables. Before embarking on Units 13–30, children should: Know that the vowels a, e, i, o, u can have both a short and a long sound. Be able to clap/tap the number of beats in one- and two- syllable words. Be able to follow the procedure for spelling words, selecting or writing the letters for each sound and blending them together to be able to say and read the word. Know that: (i) a sentence is a group of words. (ii) a sentence begins with a capital letter. (iii) a sentence ends with a full stop. Be able to help the teacher write sentences from dictation, leading to being able to write sentences independently from dictation. Be able to follow the procedure for completing a sentence with a deleted word, by choosing from given words one which will make sense. Be able to follow the assisted cloze procedure technique to complete simple word grids and crossword puzzles.
		Year 1 catch up plan Some children will come into Key Stage 1 with a lack of phonic confidence, a lack of reading fluency or have knowledge gaps. Having a robust catch-up plan with assessments and additional activities is really useful to reinforce those key skills and keep the class together. Revisiting the Reception photocopiable Assessment Sheets, as well as some of the games and PCMs, can act as a refresher before embarking in full on the Key Stage 1 units. This also helps identify any children who need extra support with specific skills or individual sounds/groups of sounds.

On-going formative assessment	Daily assessment is carried out in two ways. Firstly, through using the Whole-Class Revision section of the Phoneme Sessions, teachers can identify strengths and weaknesses at an early stage and intervene to support those children who need it during the guided independent work. Additionally, teachers can monitor how well children complete the independent tasks in order to give an ongoing indicator of how each child is progressing. Feedback about progress are given to the children so that they know what they need to do to improve. Children are also to be assessed on their ability to use taught strategies to read unknown words. This is be done individually when they are reading their reading books to the teachers. Such a regular, rigorous system of formative assessment reduces the opportunities for children to fall behind. It facilitates efficient, responsive catch-up tutoring so that the whole class can stay together.	
Self-assessment	Children are encouraged to practise self-assessment, measured against the learning outcomes for the day. They can also reflect on their own performance through the inclusion of happy and sad faces on the PCMs, which they should show in accordance with how confident they feel about the task.	
Summative assessment	Reception Summative assessment activities are undertaken formally at least every six weeks in Reception, though assessments can be more frequent if needed to be. An assessment on entry to Reception and at the end of week 3 provides an early picture of the class's skills and children not meeting expectations can be identified quickly and offered the support they need. Knowing which children need additional help at the soonest opportunity is critical to avoiding them falling behind. It greatly enhances their chances of being able to catch up and keep up with their peers in the whole-class sessions. Those not meeting expectations can be categorised in the most part as 'emerging' in terms of their phonic knowledge. More specialised, individual support will be provided to those children so they don't get left behind. Children scoring under a certain threshold, e.g. 20% on an assessment, should be considered 'developing' and their progression will be enabled by one-to- one help.	KS1 Summative assessment activities are undertaken formally and frequently through Year 1, following on from the pattern established in Reception. The Phase 5 assessments can be completed at any point during each phase and tracking progress is completed approximately every six weeks. There are three Mock tests intended for use at the end of Year 1 – assessing phonic knowledge up to the end of Phase 5, which are designed to reflect the Government's Phonics Check. As well as providing valuable practice for pupils and familiarising them with the format of the statutory check, the Mock tests provide you with additional information on pupils' phonic understanding and skills. Knowing which children need additional help at the soonest opportunity is critical to avoiding them falling behind. It greatly enhances their chances of being able to catch up and keep up with their peers in the whole-class sessions. Those not meeting expectations can be categorised in the most part as 'emerging' in terms of their phonic knowledge. However, it's important to recognise children who are some way off expectations, so that more specialised, individual support can be provided and so they don't get left behind. Children scoring under a certain threshold, e.g. 20% on an assessment, should be considered 'developing' and their progression will be enabled by one-to-one help. This will inform any further teaching and/or consolidation that is deemed necessary before moving on to Units 13–30 in Bug Club Phonics Key Stage 1 (Primary 2 & 3). Here, in Bug Club Phonics Key Stage 1 (Primary 2 & 3), we provide assessment activities which allow regular summative assessment after the Units within Phase 5 (to assess children's ability to read and spell words with new graphemes and alternative spellings) and activities for assessment after Unit 30 (to assess children's understanding of prefixes and suffixes).

Schedule of Assessment

The chart below outlines areas for assessment, together with suggestions for assessment methods. The necessary resource sheets are provided on pages 31–47.

Phase	Term	Assessment name	Skills assessed	When to assess	Where to find it
PHASE 2	TERM 1	Entry Assessment	s a t p i n m d	Within first week of Reception	Teaching and Assessment Guide (Reception) page 31
		Week/Unit 3 Assessment	s a t p i n m d g o c k	At the end of unit/ week 3	Teaching and Assessment Guide (Reception) page 35
		Phase 2 Assessment	s a t p i n m d g o c k ck, e u r h b ff ll ss	At the end of Phase 2/ end of week 5	Website
		Photocopiable Assessment Sheets 1 & 2	Names and sounds of the alphabet; Writing letters (stop after 19 letters)	At the end of Phase 2/ end of week 5	Teaching and Assessment Guide (Reception) pages 40–41
PHASE 3	TERM 2	Phase 3 Assessment	j v w x y z zz qu ch sh th ng ai ee igh oa oo (long) oo (short) ar or ur ow oi ear air ure er	At the end of Phase 3/ end of week 11	Website
		Photocopiable Assessment Sheets 3 & 4	Sounds and spellings of digraphs and trigraphs	At the end of Phase 3/ end of week 11	Teaching and Assessment Guide (Reception) pages 42–43
		Photocopiable Assessment Sheet 5	Blending and segmenting CVC words	At the end of Phase 3/ end of week 11	Teaching and Assessment Guide (Reception) page 44
PHASE 4	TERM 3	Phase 4 Assessment	CVCC, CCVC, CCVCC, CCCVCC	At the end of Phase 4/ end of week 12	Website
		Photocopiable Assessment Sheets 6 & 7	Blending and segmenting CCVC, CVCC and CCVCC words	At the end of Phase 4/ end of week 12	Teaching and Assessment Guide (Reception) pages 45–46

Schedule of Assessment

Phase	Term	Assessment name	Skills assessed	When to assess	Where to find it
PHASE 5	TERM 1 & 2	Photocopiable Assessment Sheets 8 & 9	Spelling new graphemes and vowel digraphs/trigraphs	Anytime during Phase 5; Weeks/Units 13–27	Teaching and Assessment Guide (KS1) pages 35–36
		Photocopiable Assessment Sheets 10 & 11	Reading new graphemes and vowel digraphs/trigraphs	Anytime during Phase 5; Weeks/Units 13–27	Teaching and Assessment Guide (KS1) pages 37–38
		Phase 5 Assessment	wh ph ay a–e, igh/ey/ei (long a) ea e–e ie/ey/y (long e) ie i–e y i (long i) ow o–e o/oe (long o) aw au al ir er ear ou oy ere/eer are/ear c k ck ch ce/ci/cy sc/stl se ge/gi/gy dge le mb kn/gn wr tch sh ea zh (w)a o	At the end of Phase 5/ end of week 27	Website
PHASE 6	TERM 3	Phase 6 Assessment	suffix morphemes: ing, ed plural morphemes: s, es prefix morphemes: re un prefix+root+suffix	At the end of Phase 6/ end of week 30	Website
		Photocopiable Assessment Sheet 12	Rules for adding suffixes and prefixes: Spelling	After unit/week 30	Teaching and Assessment Guide (KS1) page 39
		Photocopiable Assessment Sheet 13	Rules for adding suffixes and prefixes: Reading	After unit/week 30	Teaching and Assessment Guide (KS1) page 40
		Mock tests A, B & C		Anytime from the end of Phase 5 through Phase 6	Website

Reading Provision

Reading Comprehension Skills

	Vocabulary rich environment	Daily phonics lesson	Independent reading	Group Guided reading	Whole class reading	1:1 reading Intervention	Teach reading through English lessons	Planned Story time	Special Books collection linking to topic	Home reading Including physical books and ebooks	Reading volunteer
Nursery											
Reception											
Year 1											
Year 2											

Reading comprehension is taught through English lessons, whole class shared reading sessions and guided reading sessions. We use V.I.P.E.R.S as a strategy to teach the key comprehension skills explicitly. The V.I.P.E.R.S comprehension skills links closely to the Bug Club Guide Reading comprehension skills area.



Skill Area	Strands within Skill Area
Literal Comprehension (LIT)	Literal Comprehension (LIT) Sequencing (SEQ) Information Retrieval (IR) Accuracy (ACC)
Inference (INF)	Making Inferences (INF) Predictions (PRED)
Responding to the Text (TR)	Personal Response and Evaluation of Text (PRS) Performance (PERF)
Language for Effect (LFE)	Literary Language (LANG) Vocabulary Development (VOC)
Themes and Conventions (TAC)	Range of Texts (RGE) Text Structure (STRC)

Reading Book Band Levels

Reading

At Darrick Wood underpinned by Bug we use a robust set of children's attainment in reading.

Book Band Colour	Reception	Year 1	Year 2
Lilac			
Pink			
Red			
Yellow			
Blue			
Green			
Orange			
Turquoise			
Purple			
Gold			
White			
Lime			
Brown			
Grey			
Blue (KS2)			
Red (KS2)			

Assessment

Infant and Nursery School, Club Reading Progression Map, tools to make judgements on against age-related expectations

Reading Progression Map	Use the progression map to track all the key skill areas in reading across all the primary age groups.
Evidence from independent reading	Teachers record children's independent reading using reading records. Bug Club tracks children's progression in reading when they read eBooks online. Each eBook in Bug Club contains a range of quizzes. These quizzes test the six comprehension and word reading skill areas in the reading Progression Map and the lozenges display the skill the question covers.
Formative assessment	Guided reading

	Every book in Bug Club has an accompanying Guided Reading Card which provides a range of reading and writing activities to help you model and assess skills. Each skill is mapped to the Progress & Assess Progression Map, and against age-related expectations. Record reading on Seesaw as evidence for moderation.
Summative assessment (KS1)	Reading fluency and comprehension test Bug Club includes a reading test for each sub-book band to assess children at their current reading level, and against age related expectations. The tests are delivered through a normal guided reading session. Assessment reporting The scores from reading tests feed into the reporting screens. These gives teachers a view of a pupil's progress so we can identify gaps in pupil's reading skills.

Home-school Link

- Fully decodable Bug Club Phonics reading books are sent home weekly for home reading including physical books and interactive ebooks. (Reception and Year One)
- A wide range of expertly levelled books are sent home for Year Two children to further develop their phonics reading and comprehension skills
- Phonics games linking to the phonics learning at school is assigned to the children to be completed at home
- Parents and teachers use reading records books to record comments
- Bookmarks with reading objectives for each book band is sent home to provide guidance for parents
- Parents and teachers use Boom Reader, a e-reading record app to record comments about children's reading
- Parents helpers run school library and children can borrow books from library
- Parents reading volunteers carry out 1:1 reading with specific group of children
- Invite parents for story times during Family Learning Week
- Parents workshops on phonics and reading for pleasure
- Free online training opportunities for parents on supporting children's reading

Section 5: Writing

Statutory Framework for Early Year's Foundation Stage 2021

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;

- begin to show accuracy and care when drawing.

Literacy

ELG: 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.
-

National Curriculum in England Program of Study

Year 1

Transcription

Pupils are 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**

Handwriting

Pupils are 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
-

Composition

Pupils are 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**

Vocabulary, grammar, and punctuation

Pupils are 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 [English appendix 2](#) in discussing their writing**

Year 2

Transcription

Pupils are taught to:

- **spell by:**
- segmenting spoken words into phonemes 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

Handwriting

Pupils are 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

Composition

Pupils are 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**

Vocabulary, grammar, and punctuation

Pupils are 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 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**

How Writing is Taught Across the School

At Darrick Wood Infant and Nursery School, we recognise the significance of writing which is integral to all aspects of life. Writing empowers pupils to communicate both creatively and imaginatively. Writing also helps to foster independent learning. We are committed to raising the standards of children's writing to ensure that all children regardless of their background, needs or ability are making sufficient progress to meet or exceed age-related expectations. We aim to develop our pupils to become confident and competent young writers who see writing as purposeful and enjoyable.

From Reception to Year Two, we use the **Literacy Tree Literary Curriculum** to promote the love of literature. We use high quality texts recommended by Literacy Tree and provide creative teaching approaches to engage children and nurture their love of writing.

The Literacy Tree approach

Thematic link	Links are made through themes & conventions within significant literature
Discovery Point	Dramatic conventions support immersion & create a hook with the book to create resonance
Embedded comprehension	Reading comprehension explicitly embedded through prediction and inference
Embedded grammar	Explicit grammar skills for writing taught in context to be applied purposefully
Spelling & vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition
Literary language	Literary language explicitly taught and applied in writing
Purpose & audience	Distinct shorter & longer writing opportunities rather than genre-led

Early Years Foundation Stage

In Nursery and Reception, the learning of writing follows the updated Early Years Foundation Stages Framework (2021) We believe writing forms an essential part of the Communication and Language and Literacy areas of development. Children are encouraged to express their ideas at every opportunity. Staff model use of standard English language and create every opportunity for children to develop their spoken language in every lesson and teach children how to use talk to support their writing.

Daily lessons are planned for using the high-quality texts recommended by Literacy Tree. Writing opportunities are planned to be included across all areas of continuous provision. Before children learn to write sufficiently, children are encouraged and supported to use mark making to express their ideas and communicate. A wide range of writing materials and resources are always available to children inside and outside the classroom. Beside writing freely in the continuous provision, specific writing objectives are also planned in order to teach children key writing skills they need as writers.

Key Stage One

In Year One and Year Two, we follow the National Curriculum for teaching and learning of key writing skills.

- Daily lessons are planned to support the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts recommended by Literacy Tree. The elements of the writing process are also taught during the English lesson.
- Engaging discovery points provide hooks to engage and inspire children for the love of the key text.
- Use of speaking, listening and drama activities to enable the development of quality writing skills and outcomes.
- Clear objective is introduced at the beginning of the lesson and referred back throughout the lesson.
- Teacher modelling of the thought processes and writing composition is taught explicitly to the children in each writing lesson through shared and guided writing sessions.
- SPAG is taught within the Literacy Tree Literary Curriculum sequence.

Writing Provision

	Focus Writing Sessions	Additional Writing Opportunities
Nursery	Weekly focus mark making sessions leading to name writing and forming letters	Within continuous provision Writing table Mark making area Fine motor provision Gross provision
Reception	Daily phonics Daily handwriting Daily name writing Bi weekly recording in their Literacy book	Within continuous provision Writing table Mark making area Fine motor provision Gross motor provision
	Focus Writing Sessions	Additional Writing Opportunities
Year 1	5 focus English sessions per week including grammar and punctuation Daily phonics Daily handwriting Weekly Spelling test	Cross curriculum writing Reading comprehension test paper (from Spring term)
Year 2	5 focus English sessions per week including grammar and punctuation including weekly spelling Seeds lesson Daily phonics Daily handwriting Weekly Spelling test	Cross curriculum writing Reading comprehension test paper

English Curriculum Overview – Nursery

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Bears	A Rainbow of Colours	All Aboard	Terrific Tales	How Does My Garden Grow?	All Creatures Great and Small
Key texts	Where's my Teddy? Goldilocks and the three bears We're Going on a Bear Hunt This is the Bear The Best kind of Bear Honey for Me. Honey for You.	The Colour Monster Elmer Autumn story The Squirrels who Squabbled The Best Diwali Ever Stickman Nativity story	Don't Let the Pigeon Drive the Bus The Train Ride What Ever Next Space stories Portside Pirates	The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff The Gruffalo Stomp Chomp Big Roars, Here Come the Dinosaurs Tiger who came to tea	Jack and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar Sam Plants a Sunflower Growing Frogs I Love Bugs!	What the Ladybird Heard Handa's Surprise Giraffe's Can't Dance Billy's Bucket Rumble in the Jungle
Supporting texts	Thread Bear Brown Bear Brown Bear What do you see? A Chair for Baby Bear Peace at Last Can't you Sleep Little Bear? The Everywhere Bear A Brave Bear Owl Babies	The Smegs and the Smoos How Do You Make A Rainbow? Elmer and the Rainbow What Colour is Love? Rainbow Fish Rama and Sita	Naughty Bus You Can't get an Elephant on a Bus The Magic Train Ride Zog and the Flying Doctors Aliens Love Underpants Mr Gumpy's Outing	The Three Billy Goats Fluff The Gruffalo's Child Mr Wolf's Pancakes Good Little Wolf	Errol's Garden The Tiny Seed Oliver's Vegetables The Teeny Weeny Tadpole The Crunching, Munching Caterpillar Yucky Worms Aaarrgghh Spider! Spinderella	Tanka, Tanka, Skunk Rumble in the Jungle Pig in the Pond Commotion in the Ocean
Writing opportunities	Within the provision children will have access to a well-stocked writing area, topic-based writing incentives and opportunities to write across the curriculum. Mark making is encouraged in all areas of the indoor and outdoor provision with regular introduction of new and exciting stimulus. There is a weekly adult focus activity that all children will participate in.					

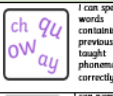
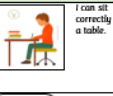
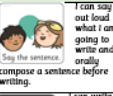
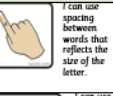
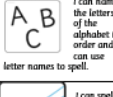
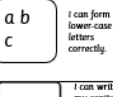
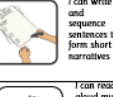
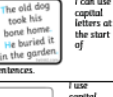
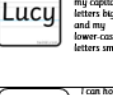
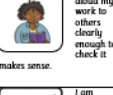
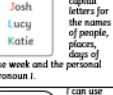
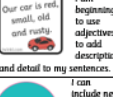
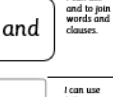
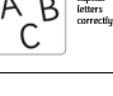
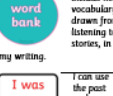
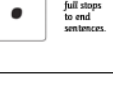
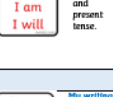
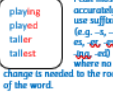
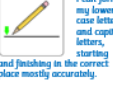
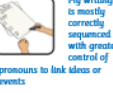
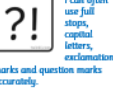
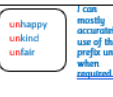
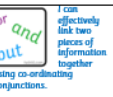
English Curriculum Overview

Reception	Outside Inside Autumn 1		Knowing Yourself Autumn 2	
Writing Root Text	 <i>Where the Wild Things Are</i> Maurice Sendak		 <i>Bringing the Rain to Kapiti Plain</i> Verma Aardema	 <i>Look up!</i> Nathan Bryon and Dapo Adeola
Theme/Term	Talents & powers Spring 1		Sowing a seed Spring 2	
Writing Root Text	 <i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart	 <i>Super Milly and the Super School Day</i> Stephanie Clarkson	 <i>The Tiny Seed</i> Eric Carle	 <i>The Extraordinary Gardener</i> Sam Boughton
Theme/Term	Celebrating self Summer 1		Family & friends Summer 2	
Writing Root Text	 <i>Weirdo</i> Zadie Smith and Nick Laird	 <i>The Night Pirates</i> Pete Harris and Deborah Allwright	 <i>So Much</i> Trish Cooke and Helen Oxenbury	 <i>My Shadow is Pink</i> Scott Stuart
Year 1	Journeys & exploration Autumn 1		Heroes & villains Autumn 2	
Writing Root/ Spelling Seed Text	 <i>OR Naughty Bus</i> Jan Oke and Jerry Oke	 <i>Astro Girl</i> Ken Wilson-Max	 <i>I Want My Hat Back</i> Jon Klassen	 <i>Billy and the Beast</i> Nadia Shireen
Theme/Term	Similarities & differences Spring 1		Nature & environment Spring 2	
Writing Root/ Spelling Seed Text	 <i>OR Beegu</i> Alexis Deacon	 <i>The Odd Egg</i> Emily Gravett	 <i>Stanley's Stick</i> John Hegley and Neal Layton	 <i>Dinosaurs and all that Rubbish</i> Michael Foreman
Theme/Term	Friendship & kindness Summer 1		Imagination & creativity Summer 2	
Writing Root/ Spelling Seed Text	 <i>Lost and Found</i> Oliver Jeffers	 <i>Yeti and the Bird</i> Nadia Shireen	 <i>Iggy Peck, Architect</i> Andrea Beaty and David Roberts	 <i>Julian is a Mermaid</i> Jessica Love
Year 2	Creation and conservation Autumn 1		Creation & conservation Autumn 2	
Writing Root/ Spelling Seed Text	 <i>Grandad's Camper</i> Harry Woodgate	 <i>If All the World Were...</i> Joseph Coelho	 <i>The Journey Home</i> Erann Preston-Gannon	 <i>OR We Are Water Protectors</i> Carole Lindstrom
Literary Leaf Text	 <i>Fanatical about Frogs</i> Owen Davey	 <i>Hotel Flamingo</i> Alex Milway	 <i>There's a Rang-Tan in my Bedroom</i> James Sellick	 <i>Lost Species</i> Jess French
Theme/Term	Bravery vs. fear Spring 1		Change & relationships Spring 2	
Writing Root/ Spelling Seed Text	 <i>The Minions</i> Roald Dahl	 <i>The Bear and the Piano</i> David Litchfield	 <i>The Goldilocks Project</i> Anthony Browne, Lauren Child and Leigh Hodgkinson	 <i>Wolves</i> Emily Gravett
Literary Leaf Text	 <i>Too Small Tola</i> Akinuke	 <i>The Magic Finger</i> Roald Dahl	 <i>Cinderella: An Art Deco Fairy Tale</i> Lynn and David Roberts	 <i>Dixie O'Day: In the Fast Lane</i> Claire Vallum
Theme/Term	Fictional Worlds & fantasy Summer 1		Urban metropolis Summer 2	
Writing Root/ Spelling Seed Text	 <i>The Dragon Machine</i> Helen Ward	 <i>Or Toys in Space</i> Mini Grey	 <i>The Great Fire of London</i> Emma Adams	 <i>Rosie Revere, Engineer</i> Andrea Beaty
Literary Leaf Text	 <i>Eric</i> Shaun Tan	 <i>Ride-by-Nights</i> Walter de la Mare	 <i>Ada Twist and the Perilous Pantaloons</i> Andrea Beaty	 <i>The Street Beneath my Feet</i> Charlotte Guillian

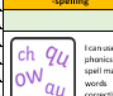
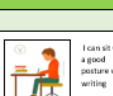
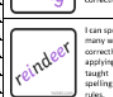
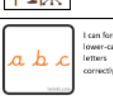
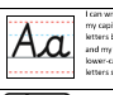
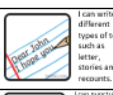
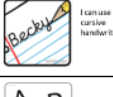
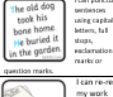
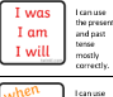
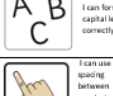
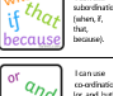
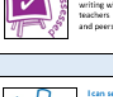
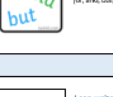
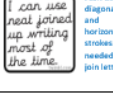
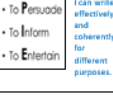
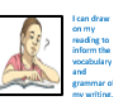
Writing Targets

We use visual writing targets to support children's development of key writing skills. Writing targets sheets are at the front of the writing book. Teacher will tick achieved on the target sheet when the children have met the writing target and a new target will be set to move the pupil's learning onto the next level.

Year 1 Writing Target Sheet

My Year 1 Writing Targets			
Transcription -spelling	Transcription -Handwriting	Composition	Punctuation and Grammar
 I can spell words containing previously taught phonemes correctly.	 I can sit correctly at a table.	 I can say out loud what I am going to write and orally compose a sentence before writing.	 I can use spacing between words that reflects the size of the letter.
 I can name the letters of the alphabet in order and can use letter names to spell.	 I can form lower-case letters correctly.	 I can write and sequence sentences to form short narratives.	 I can use capital letters at the start of sentences.
 I can spell many common exception words.	 I can write my capital letters big and my lower-case letters small.	 I can read about my work to others clearly enough to check it makes sense.	 I use capital letters for the names of people, places, days of the week and the personal pronoun I.
 I can spell the days of the week correctly.	 I can hold a pencil correctly and comfortably.	 I am beginning to use adjectives to add description and detail to my sentences.	 I can use and to join words and clauses.
 I can apply simple spelling rules.	 I can form capital letters correctly.	 I can include new vocabulary, drawn from listening to stories, in my writing.	 I can use full stops to end sentences.
 I can write from memory simple dictated by the teacher.		 I can use the past and present tense.	
 I can mostly accurately use suffixes (e.g. -s, -es, -er, -est) where no change is needed to the root of the word.	 I can form my lower-case letters and capital letters, starting and finishing in the correct place mostly accurately.	 My writing is mostly sequenced with greater control of events	 I can often use full stops, capital letters, exclamation marks and question marks accurately.
 I can mostly accurately use the prefix un- when required.	 I can write at length, making sure my handwriting is consistent.	 I can use past and present with growing accuracy across a short narrative.	 I can effectively link two pieces of information together using co-ordinating conjunctions.

Year 2 Writing Target Sheet

My Writing Targets			
Transcription -spelling	Transcription -Handwriting	Composition	Vocabulary, Grammar, and Punctuation
 I can use phonics to spell many words correctly.	 I can sit with a good posture when writing.	 I have a positive attitude towards writing.	 I can write statements, commands, questions and exclamations.
 I can spell many words correctly by applying spelling rules.	 I can form lower-case letters correctly.	 I can write about real events simply and clearly.	 I can use adjectives to describe.
 I can spell many common exception words.	 I can write my capital letters big and my lower-case letters small.	 I can write different types of text such as letter, stories and recounts.	 I can use expanded noun phrases to describe and specify.
 I can spell words with contracted form.	 I can use cursive handwriting.	 I can punctuate using capital letters, full stops, exclamation marks or question marks.	 I can use the present and past tense mostly correctly.
 I can use an apostrophe to show possession of a singular noun.	 I can form capital letters correctly.	 I can re-read my work aloud to check it makes sense.	 I can use subordination (when, if, that, because).
 I can write dictated sentences from memory.	 I can use spacing between words that reflects the size of the letter.	 I can evaluate my writing with teachers and peers.	 I can use co-ordination (or, and, but).
 I can spell most Common Exception Words.	 I can use the diagonal and horizontal strokes needed to join letters.	 I can self-evaluate my own writing.	 I can write effectively and coherently for different purposes.
 I can spell add suffixes to spell most words correctly including -ment, -ness, -ful, -less.	 I can use the full range of punctuation marks correctly including commas and apostrophes.	 I can make simple additions, revisions, and proof-reading corrections to improve my writing.	 I can draw on my reading to inform the vocabulary and grammar of my writing.

Handwriting

Handwriting Steps of Progression Map

Early Years Foundation Stage						
Nursery				Reception		
Fine & gross motor skills Letter placement Letter orientation Letter Sizing Fine motor and gross motor activities				Fine & gross motor skills Letter placement Letter orientation Letter Sizing Correct pencil grip Learn to form lowercase letters in print font		
KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fine motor Gross motor Patterns	Print Ladder family (l, i, t, y, j) <i>Assess and review</i> One-armed robot family (n, m, h)	Print One armed robot family (k, b, p, r) <i>Assess and review</i> Curly caterpillar family (c,a,d,e,s,g)	Print Curly caterpillar family (f,q,o) <i>Assess and review</i> Zigzag monster family (z,v,w,x,) <i>Assess and review</i>	Pre-cursive Ladder family (l, i, t, y, j) <i>Assess and review</i> One-armed robot family (n, m, h) One armed robot family (k, b, p, r) <i>Assess and review</i> Curly caterpillar family (f,q,o) <i>Assess and review</i> Zigzag monster family (z,v,w,x,) <i>Assess and review</i>	Revisit all pre-cursive <i>Assess and review</i>
Year 2	Review pre-cursive	Joint - cursive Print Ladder family (l, i, t, y, j) <i>Assess and review</i> One-armed robot family (n, m, h)	Joint – cursive One armed robot family (k, b, p, r) <i>Assess and review</i> Curly caterpillar family (c,a,d,e,s,g)	Joint – cursive Curly caterpillar family (f,q,o) <i>Assess and review</i> Zigzag monster family (z,v,w,x,) <i>Assess and review</i>	Joint – cursive Revisit and review	Joint – cursive Develop style, speed and stamina using cursive handwriting.

Pencil Grip Assessment

☐  Four Finger Grasp	☐  Static Quadropod Grasp	☐  Static Tripod Grasp	☐  Dynamic Tripod Grasp	☐  Thumb Wrap Grasp
☐  Thumb Tuck Grasp	☐  Transpalmar Grasp	☐  Index Grasp	☐  Interdigital Brace Grasp	☐ Other

Spelling

Reception:

- teach spelling decodable and irregular common words from the Bug Club Phonics scheme during phonics lessons.

Key Stage One:

- teach spelling common exception words through phonics lessons and SPAG lessons.
- Year Two uses Literacy Seeds from Literacy Tree to teach NC required spelling rules through weekly contextualised sequences linking to the key English texts.
- Weekly spelling words are set and sent home as homework. Weekly spelling test is carried out on Friday.

Grammar and Punctuation

- **Early Years:** teaching grammar and punctuation through speaking and phonics lessons
- **KS One:** teaching grammar and punctuation through Literacy Tree English sequences discreetly and use Bug Club Grammar and Spelling Bug programme as a supplement to consolidate

Grammar & Punctuation Progression Map

Year 1	Leaving spaces between words Combining words to make sentences	Join words and clauses using 'and' Use capital letters, full stops and capital letters Use exclamation marks Use questions marks Use capital letters for name and 'I' properly Putting sentences together to make short narratives.	Turn words into plurals using s Turn words into plurals using es Add suffixes to verbs without changing the root word Using prefix un- to change the meaning of verbs and adjectives Putting sentences together to make short narratives.
Year 2	Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Terminology for Pupils noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Text Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Review in Summer Term

Home- School Link

- English curriculum overview is available on school website for parents to gain an insight of our curriculum and coverage.
- Weekly lessons are explained in weekly newsletter. Useful resources and guidance are provided for parents to support children's English learning at home.
- Weekly spelling is set as homework.
- Children are encouraged to write in real-life context when they are at home or on holiday, e.g writing shopping list, postcard, message for Birthday cards etc.
- Parents workshop and information sessions are planned and delivered to support parents.

Section 6 : Subject Enhancement Opportunities

- Engaging reading corner in each classroom
- A wide range of fiction, non-fiction and poetry books available in book corner in each classroom
- World Book Day
- Poetry Week
- Regular visits to school Library lodge
- Promote home reading and share favourite books with the class
- Author visits
- Writing letters to authors
- Visit public library
- Books collection across the curriculum
- Writing across the curriculum
- Sponsored Read

Appendix A. Whole School English Teaching and Learning Timetable – Nursery				
Nursery				
Monday	Tuesday	Wednesday	Thursday	Friday
Daily routines singing – days of the week, weather, welcome and goodbye.	Daily routines singing – days of the week, weather, welcome and goodbye.	Daily routines singing – days of the week, weather, welcome and goodbye.	Daily routines singing – days of the week, weather, welcome and goodbye.	Daily routines singing – days of the week, weather, welcome and goodbye.
Story time.	Story time.	Story time.	Story time.	Story time.
Alphabet, nursery rhymes and number songs.	Alphabet, nursery rhymes and number songs.	Alphabet, nursery rhymes and number songs.	Alphabet, nursery rhymes and number songs.	Alphabet, nursery rhymes and number songs.
Guided writing focus activities across the week	Guided writing focus activities across the week	Guided writing focus activities across the week	Guided writing focus activities across the week	Guided writing focus activities across the week
Mark making within the provision	Mark making within the provision	Mark making within the provision	Mark making within the provision	Mark making within the provision

Appendix B. Whole School English Teaching and Learning Timetable – Reception				
Reception				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics Phonics learning challenges (provision)	Phonics Phonics learning challenges (provision)	Phonics Phonics learning challenges (provision)	Phonics Phonics learning challenges (provision)	Phonics (Reading/Spelling focus) Phonics learning challenges (provision)
Literacy lesson	Literacy lesson	Literacy lesson	Literacy lesson	Literacy lesson
Communication and Language	Communication and Language	Communication and Language	Communication and Language	Communication and Language
1:1 reading – 6 per day	1:1 reading – 6 per day	1:1 reading – 6 per day	1:1 reading – 6 per day	1:1 reading – 6 per day
Planned story time	Planned story time	Planned story time	Planned story time	Planned story time
Handwriting / Funky fingers activities (provision)	Handwriting / Funky fingers activities (provision)	Handwriting / Funky fingers activities (provision)	Handwriting / Funky fingers activities (provision)	Handwriting (/) Funky fingers activities (provision)

Appendix C. Whole School English Teaching and Learning Timetable – KS One

KS One				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Phonics	Phonics	Phonics	Phonics
English lesson	English lesson	English lesson	English lesson	English lesson (SPAG focus)
Handwriting/ fine motor	Handwriting/ fine motor	Handwriting/ fine motor	Handwriting/ fine motor	Handwriting/ fine motor
Group Guided Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading
Whole class Guided reading	Whole class Guided reading	Whole class Guided reading	Whole class Guided reading	Whole class Guided reading
Planned story time	Planned story time	Planned story time	Planned story time	Planned story time
Independent reading	Independent reading	Independent reading	Independent reading	Independent reading
Ongoing key vocabulary				