



English Curriculum

2020-21

Northbourne CE Primary School
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English

At Northbourne we strive for excellence in English achievement throughout the school as we know that a *'high quality education in English will teach pupils to speak and write fluently so they can communicate their ideas and emotions to others'*, not only in our school but into secondary school and the wider world. From their first day at Northbourne we are committed to developing a child's **spoken language** as we understand that *'the quality and variety of language that pupils hear'* plays a pivotal role in developing their communication skills and their understanding of reading and writing. We are committed to making sure all children become confident **readers** who have a real enjoyment and passion for reading books and texts as we know that to successfully access all areas of the curriculum children need to be independent readers who fully comprehend what they are reading. Through reading, children also have the opportunity to foster their curiosity, use their imagination, develop their vocabulary, gather ideas for their writing and *'develop culturally, emotionally, intellectually, socially and spiritually.'* We want children to see that **writing** is meaningful and purposeful, engaging and enthusing them about their writing. We will develop children's skills in composing, organising, drafting and editing their writing, ensuring they record ideas fluently and are proud of their work.

At Northbourne we believe that it is essential to develop all children's English skills as they are the foundation stone of all learning. We want to make the teaching and learning of English inspiring, vivid and real, and show children that it is the key to a world of new experiences.

1. Reading (see 1a below)

Reading is central to our creative, motivating and challenging curriculum. We use the Early Years Foundation Stage Curriculum and the National Curriculum Programmes of Study to guide planning for the formal teaching of reading, and assess pupils' attainment in relation to the objectives contained in these. A child's reading experience is much more than the reading book which comes home from school. Reading happens all the time in classrooms and around the school. It is taught in specific reading lessons which focus on both decoding and comprehension skills, but children practise and use their reading constantly across all subjects too.

Reading for pleasure is also a key aim of our reading curriculum; this is developed through a wide range of whole school reading events and initiatives. Classrooms have well organised and welcoming book areas and the school has a print-rich environment with attractive book displays which promote the written word at all times. The role of parents and carers is central to developing children's reading skills and a love of reading, and we aim to work closely in partnership with families to secure the reading skills which are so vital to academic success and broader cultural understanding.

2. Phonics (see 2a below)

At Northbourne our Phonics teaching and learning follows the progression of *Letters and Sounds: Principles and Practice of High Quality Phonics* and is organised into 6 phases. Teacher's planning is supported by resources and activities from Phonics Play; at the earliest stages of learning to read, teachers use images and songs from Jolly Phonics to make the phonemes memorable. Children are grouped either across Reception or across Key Stage One for their daily phonics sessions which start from term 1 in each academic year. In Nursery, children are taught through whole-class and small group work. Phonics interventions continue into Key Stage Two when needed. The aim of our teaching and planning of phonics is to:

- To present high quality, systematic phonic lessons which are engaging and meet the needs of all children.
- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.

- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by children unaided.
- To encourage children to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar.
- To help children to apply the skill of blending phonemes in order to read words.
- To help children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach children that phonemes should be blended from left to right through the complete word, in order for it to be read.

3. Writing (see 3a below)

At Northbourne we understand and value the link between the child as a reader and the child as a writer and in our Writing curriculum continue to provide opportunities where the children can be immersed into texts which provide rich language models and structures. We also know that, in order for children to become confident and successful writers, they need to be given time to develop and understand the secretarial skills and craft of writing as well as being given meaningful purposes for writing. They need to be given time to develop and rehearse ideas for their writing and, through high quality teaching and modelling, be taught how to draft, edit and publish their work to a high standard. We want children to:

- Enjoy writing, be confident and not hesitate in putting their ideas on paper;
- Recognise the need to adapt their writing to suit a range of audiences and purposes;
- Use the most appropriate form of writing for a given task;
- Use spelling and grammar accurately and with confidence;
- Use a fluent and legible handwriting style in which to write;
- Have the skills and confidence to revise and edit work in progress.

Teachers plan the Writing curriculum using a range of resources and approaches. Writing is planned using a combination of a text-based approach and the Pie Corbett Talk4Writing approach of imitation to innovation to independent application, selected considering the changing needs of pupils as they develop their writing skills. Teachers use a 'learning journey' method, considering what the outcome and purpose of the writing will be and the steps and skills needed to achieve it successfully, weaving the teaching of grammar and punctuation through this. Within a unit of work, writing is taught through modelled, shared and guided writing sessions; time is also given for pupils to edit and improve their work.

To provide children with opportunities to write at length, in a range of styles and across the curriculum, extended writing opportunities are timetabled into the literacy curriculum. Within this, and within planned Writing, teachers use the Four Purposes for Writing (Michael Tidd) to ensure that pupils are clear about why they are writing and who they are writing for.

Spelling is taught in discrete sessions from Y2 – Y6 following the No Nonsense (Babcock) scheme of work.

Handwriting is taught following the Penpals for Handwriting (Cambridge) scheme of work.

Teachers **assess** children's attainment in writing in and across year group as well as with other schools. Children take part in whole school pieces of pieces of writing to also support and confirm judgements.

1a. Our Reading Curriculum

	Teaching of Reading	Reading at home
Nursery	<ul style="list-style-type: none"> • Developing children’s spoken language and language comprehension. • Provision aims to develop a love of books and reading so children enjoy looking at and sharing books. • Reading frequently to children, and engaging them actively in stories, nonfiction, rhymes and poems. • Teaching of reading through multisensory experiences. • Inviting reading corners with book displays linked to interests and topics. • Book corner displaying carefully chosen books as well as books previously shared and read to children. • Reading and print rich environment. • Books, poems and rhymes shared at least once a day with children. • Use of high-quality picture books. • Rhyme of the week – learn as a class, taken home to share with families. • Encouraging use of vocabulary Word of the week. • Providing a language rich environment. • Resources are labelled with words and photo. • Daily phonics session focusing on phase 1 phonics and phase 2 where appropriate- focusing on a sound each fortnight. • Phonically decodable books for children on phase 2 of Letters and Sounds where appropriate. • Regular literacy based sessions. • Children take books home to share with family. • Visits from Dicot Library and visits to the school library. 	<ul style="list-style-type: none"> • Children choose books daily to take home from book boxes when they arrive. • Reading bug goes home with a different child each week and they bring their favourite book in on Monday to share with class.

Reception	<ul style="list-style-type: none"> • Provision aims to develop a love of books and reading. • Daily opportunities for children to listen to stories, rhymes and poems (2 books and 1 poem per day), which are shared and discussed to develop comprehension, vocabulary and language skills. • Planned opportunities for children to develop language and listening skills. • Planned opportunities to develop comprehension through looking at pictures and illustrations. • Planned opportunities for role play to develop comprehension skills. • Books displayed in classrooms which link to topics and planned writing opportunities. • Welcoming and ordered book corner containing carefully chosen books and books the children can revisit. • Explicit modelling of decoding and comprehension skills by adults (daily). • Daily phonics sessions with children ability grouped. • Reading books sent home linked to sounds taught in phonics. • Additional reading books sent home for parents to read to their children. • Poem of the week – learnt as a class and taken home to share with families. • Reading and print rich environment. • Word of the Week and key vocabulary displays linked to class books, topics and writing • Development of children’s spoken and language comprehension. • Parents invited in to share books. • Visits from Dicot Library and visits to the school library. 	<ul style="list-style-type: none"> • High profile of reading at home promoted in the class. • Reading diaries collected in and checked daily; expectation that children will read at home with an adult five times a week. Non-reading followed up by class teachers. • Each class has a chart displayed in the classroom to show who has read. • Rewards and praise given to regular readers. • Reading Bug to be sent home with the class reader of the week. • Reading books selected by teachers and linked to sounds taught in phonics sessions. Books are then changed by parents and children from a selection linked to phonics phases and sounds being currently taught. • Children also take home a reading for pleasure book from class book boxes which are shared with them by an adult at home. • Children are heard read by their class teachers at least once every two weeks and a comment is written in reading diaries to share with parents. Children read to other adults, including Teaching Assistants, in between reading to class teacher. • Teachers write a summative progress comment in reading diaries every term. • Children’s reading progress through the book bands/ phonics phases is tracked by class teacher.
Year 1	<ul style="list-style-type: none"> • Books displayed in classrooms which link to topics and planned writing opportunities. • Book corner displaying carefully chosen books as well as books previously taught and read to children. • Welcoming and ordered book corner; reading and print rich environment • Daily phonics sessions with children ability grouped across classes. • Daily opportunities for sharing and discussing texts to develop comprehension skills. • Children are ability grouped and receive a small group guided reading session at least once a week to apply decoding and comprehension skills. • This planning is based around a text at instructional level: challenging but not so difficult as to disrupt the flow of reading (based on 90% accuracy). There is a clear objective to each lesson. The assessment of each child is also included on planning sheets. • Guided reading sessions follow the structure: introduction, strategy check, independent read, return to the text and respond to the text. • Reading objectives taken from NC (reading content domains) and broken down into small steps. Children are introduced to the Reading Vipers used in the rest of the school. • Daily whole-class story session. • School library sessions • Regular visits to Didcot Library. • Reading progress tracked through plans, book bands and Target Tracker. • Reading books sent home linked to sounds taught in phonics. • Reading books sent home for parents to read to their children. • Word of the Week and key vocabulary displays linked to class stories, writing and topics. 	<ul style="list-style-type: none"> • High profile of reading at home promoted in the class. • Reading diaries collected in and checked daily; expectation that children will read at home with an adult five times a week. Non-reading followed up by class teachers. • Each class has a chart displayed in the classroom to show who has read. Rewards given to regular readers. • Teachers select appropriate book band for children’s reading books which is linked to the sounds they are learning in phonics. • Children’s reading progress through the book bands is closely monitored by class teachers with oversight by Phonics and Early Reading Lead. • Children also take home a reading for pleasure book once a week which could be read to them by an adult. • Teachers hear children read individually at least once every three weeks with a comment written in reading diary to share with parents. More frequent reads are planned, including with Teaching Assistants and Volunteer Reading Helpers, for those children making less than expected progress or leading less than expected at home. • Summative progress comment written each term in reading diaries by class teachers.

- Books displayed in classrooms which link to topics and planned writing opportunities.
- Book corner displaying carefully chosen books as well as books previously taught and read to children.
- Welcoming and ordered book corner; reading and print rich environment
- Daily phonics sessions with children ability grouped across classes.
- During a week, 3 x 30 mins whole class reading sessions planned by teachers to cover a range of reading skills and text genres. Classwork from this is collected in class folder, moving to more formal recorded work during the course of Y2.
- Reading VIPERS used to teach key reading skills, taken from the KS1 reading content domains and broken into smaller steps.
- Key reading skills being taught explicitly modelled by teacher in each session, followed by pupil practice of how to orally answer comprehension questions
- Explicit teaching of key or new vocabulary embedded in each reading session.
- Reading lessons may include a grammar element if they are focusing on being able to explain author's use of text layout, structure and construction.
- Additional Guided Reading groups for children who need to practise phonic decoding in addition to comprehension are planned in during the week.
- Assessment recorded on Target Tracker.
- Daily story or shared read.
- Library sessions, with additional visits to Didcot Library during the year.

- Books displayed in classrooms which link to topics and planned writing opportunities.
- Welcoming and ordered book corner; reading and print rich environment.
- Book corner displaying carefully chosen books as well as books previously taught and read to children.
- Phonics interventions for children who have not successfully completed phase 5 of Letters and Sounds, who have failed their phonics screening retake in Y2, or who have been identified through other means as needing continued support in decoding, blending or segmenting.
- 3 x 45 mins whole class reading sessions planned by teachers to cover a range of reading skills and text genres. Texts/ stimulus used are challenging and build engagement and opportunities for learning for all groups of pupils. **A small number of pupils who may be unable to access the whole-class text for any reason may be taught in a small group or receive a reading intervention, such as Project X CODE, during whole-class reading sessions.**
- Reading Vipers are used to explicitly teach key reading skills from the KS2 reading content domains. In each reading lesson, teachers explicitly model both orally and in a written form their understanding of the text and how to answer a key question linked to the learning objective for the session. Around three questions are set per session in order to allow children to answer them in detail and therefore develop their skills.
- In each lesson, teachers share VIPER and objective which is the focus for the session, probe understanding of key vocabulary, investigate LO, extend, share text again/ read for pleasure.
- Explicit teaching of key or new vocabulary embedded in each reading session.
- Reading lessons may include a grammar element if the session is focused on developing ability to explain author's use of text layout, structure and construction.
- Children are taught the PEE (point, evidence, explanation) approach to answering comprehension questions.
- Reading journals are used to record children's written work. iPads are used to take photographs of the outcomes of collaborative work including drama, where necessary and appropriate.
- VIPERS are displayed in classrooms and on resources used to teach the lesson.
- Assessment recorded on Target Tracker.
- Daily story or shared read.
- Library session once every two weeks, with additional visits to Didcot Library during the year.
- Children are expected to read aloud at home to a parent or adult between three and five times a week and this should be recorded in the reading diary. These are monitored on a daily basis and adults initial at least once a week to show they have been checked.
- Reminders are put in diaries for those children who have not read at home and rewards for those who have read. Consistent non-readers are to be followed up quickly by the class teacher with the child's parents to see where support can be offered.
- At the start of each year, pupils are taught the importance of the diaries and how to fill these in correctly.
- Children are rewarded for keeping their reading diaries up to date.
- Each class sets a termly reading target for the children to work on at home. This target is achievable for all children and is written or stuck in their reading diary. It may take the form of reading a book of a certain genre or by a certain author or writing a book review for example.
- Each reading diary has a genre wheel for children to complete with the support of their parents, to record the coverage of text types read.
- Children, with support of their parents, complete list of books they have read in their reading diary.
- Teachers hear children read once every 3 weeks and record this in the child's reading diary. This quick check enables teachers to determine whether the books being read by children are appropriately challenging.
- More frequent reads are planned, including with Teaching Assistants and Volunteer Reading Helpers, for those children making less than expected progress or leading less than expected at home.
- Teacher's record one summative progress comment per term for each child in the reading diary.
- Most children select their own reading books/ materials from class book corners or the school library, or bring books from home or the local library where these are suitable.
- Some children may continue to select from book bands (including the schools own free reader book banding) which will continue to be tracked by class teacher.

2a. Phonics

Nursery	Reception	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> Follows Phase 1 of Letters and Sounds with daily whole-class and small-group activities from the start of term 1. From term 2, children will be exposed to phase 2 phonemes and graphemes through songs, rhymes, print and stories. Examples of approaches to teaching and learning include stories, singing, listening activities and games. The F2 children will move onto Phase 2 focused activities and teaching when ready. Appropriate intervention will be put in place for those children who are identified as needing extra support to access and move through phase 1 of Letters and Sounds. Each teacher to have a phonics folder evidencing planning, evaluations, comments, tracking, assessments. 	<ul style="list-style-type: none"> Daily sessions from term 1 building from 20 mins in length. Lessons follow revise, teach, practise, apply structure. Lessons include dictation. Whole class teaching starts in term 1, drawing on assessments from the end of Nursery where possible. Some children are given extra sessions for support or challenge. Children's phonics progress passed on weekly to enable this to be consolidated in Writing and other activities. Phonics resources available for child-initiated and adult-initiated activities. Tracking uses phase assessments at the start and end of each phase. Tracking on class/ year group tracking grid. Each teacher to have a phonics folder evidencing planning, evaluations, comments, tracking, assessments Phonics 1:1 catch up interventions where pupils are not keeping up with the pace of the planned programme. Weekly sounds are sent to parents for practice. Children are given words to practice blending at home. 	<ul style="list-style-type: none"> Daily sessions of a minimum of 30 mins in length starting from the first full week of term 1. Lessons follow revise, teach, practise, apply structure Children initially ability grouped according to data from Reception / Y1. Pupils grouped across classes and rotated between staff; staff targeted strategically. Children's phonics progress passed on weekly to class teacher to enable this to be consolidated in Writing and other activities. Tracking uses phase assessments at the start and end of phase. Tracking on class/ year group tracking grid. Each teacher to have a phonics folder evidencing planning, evaluations, comments, tracking, assessments. Phonics 1:1 catch up interventions where pupils are not keeping up with the pace of the planned programme. 	<ul style="list-style-type: none"> Phonics interventions for children who have not successfully completed phase 5 of Letters and Sounds, who have failed their phonics screening retake in Y2, or who have been identified through other means as needing continued support in decoding, blending or segmenting. School assessment and tracking procedure for phonics will continue to be used.

3a. Writing

	Writing	Spelling	Handwriting
Nursery	<ul style="list-style-type: none"> Teachers plan opportunities and activities for the children to experience and develop their skills in, but also to develop confidence and enthusiasm. Daily fine- and gross-motor skills. Daily mark-making inside and outside. Exposure to range of types of environmental print. Adults scribe and model writing regularly. Children encouraged to recognise and write their names on a daily basis using their name cards. Writing resources readily available throughout provision. Correct pen grip reinforced wherever appropriate. Children will articulate and structure ideas in speech, before writing. 		<ul style="list-style-type: none"> Penpals for Handwriting Foundation 1 used as guidance Teachers plan opportunities for the children to experience and develop: <ul style="list-style-type: none"> Whole-body responses to the language of movement; Large movements with equipment and malleable materials; Body responses to music; Fine motor skills through, for example, hand and finger play; Making and modelling; Messy play; Use of one-handed tools and equipment; Hand responses to music; Pattern making including dots, straight lines, crosses, circles, loops and waves.
Reception	<ul style="list-style-type: none"> Activities will be planned each week to develop both children's transcription and composition skills. Children will articulate and structure ideas in speech, before writing. Children will be provided with opportunities to practice their writing through dictation. Adult led sessions are provided each week (2 to 3) to develop ELG in writing. Adult led whole class adapted Talk4Writing session, followed by adult-led guided smaller groups and independent opportunities planned leading on from these sessions. Writing resources provided inside and outside classroom. Range of paper in different sizes, writing tools, stationery, visual supports for writing. Writing areas with places for children to display their work Writing stimulus provided for child-initiated activities. Resources to support children in their writing- laminated name cards/ alphabet friezes / phonic mats etc. 	<ul style="list-style-type: none"> Spelling is taught in the daily phonics session which follows Letters and Sounds. Children are taught to spell words linked to the phonics phase they are being taught. Children are taught how to segment words and grapheme and phoneme correspondence. Teachers model spelling in shared and guided writing sessions. 	<ul style="list-style-type: none"> Following Penpals for Handwriting Foundation 1 and 2, teachers also: <ul style="list-style-type: none"> Plan for specific activities and opportunities for children to develop their gross and fine motor skills. Provide extra support and interventions for children who need support in developing gross and fine motor skills. The teaching of letter formation is incorporated into daily phonics sessions with an additional two handwriting teaching sessions taking place outside this. Children are taught the correct pencil grip and posture for writing and are taught how to sit at a desk and write. Correct letter formation is always identified and reinforced.

Year 1	<ul style="list-style-type: none"> • Typically Talk4Writing used as a framework. • Class teachers provide a rich writing environment in their classroom through, for example, working walls, key features displays, learning journeys, displays of published work. • Daily literacy session teaches writing skills and moves through the stages needed to build to an independent piece of writing. Opportunities to write on average three out of every five sessions, and longer than this in some phases of teaching. • Teachers then use modelled, shared, guided and independent writing to teach writing. • Daily modelling by adults on how to compose, write and punctuate simple sentences. • Editing is explicitly taught. • Opportunities provided for writing outside the main English lesson including, for example, writing resources provided in continuous provision for Y1 and one opportunity for sustained writing independent writing once every two weeks. Independent, extended writing clearly marked with a sticker in children's books. • Progress tracked on Target Tracker, including against the ITAFs for Y2. 	<ul style="list-style-type: none"> • Spelling conventions and rules, as outlined in the National Curriculum, are taught through English teaching. • Spellings are sent home weekly and tested the following week. • Word lists containing a mixture of common exception words and words which link to the phonemes/ graphemes taught that week are sent home for parents. • Teachers apply the Marking Policy for Spelling. • Progress is tracked on Target Tracker and class records against common exception words. 	<ul style="list-style-type: none"> • Following Penpals for Handwriting Year 1 and 2 • The teaching of handwriting is incorporated into daily phonics sessions where children practise correct letter formation linked to the graphemes and words they are learning. • Pupils use handwriting books and pencils and, on some occasions, whiteboards with thin whiteboards pens. • Children are taught correct pencil grip and how to sit at a desk. Correct letter formation is always expected. • Incorrect pencil grip, letter formation, size and orientation are identified and corrected. • Teachers and other adults model correct letter formation in their own writing. • Handwriting/ gross/ fine motor interventions are used where appropriate. Support through, for example, use of pencil grips also provided where appropriate.
Year 2		<ul style="list-style-type: none"> • Once Phase 5 of Letters and Sounds complete, children follow the No Nonsense (Babcock) spelling programme. • Children receive a taught daily spelling session; spelling conventions are also taught and modelled in English sessions. • Teachers have high expectation of spelling accuracy in children's independent writing and apply the Marking Policy for Spelling accordingly. • Weekly spelling are sent home and tested the following week. • Progress tracked on Target Tracker and through class records, including for common exception words. 	

Key Stage Two	<ul style="list-style-type: none"> • Class teachers provide a rich writing environment in their classroom for example through working walls, key features displays, learning journeys, displays of published work. • There are four Writing sessions per week which focus on building writing skills. As teachers move through a unit these will move from: <ol style="list-style-type: none"> 1. Identifying and understanding the features of a text type. 2. Practising the application of the language, grammar and punctuation features. 3. Adapting and improving a text 4. Planning, drafting, editing and producing their own version of a text type. • Teachers should modelled, shared, guided and independent writing to teach writing. • Editing is explicitly taught; there should be frequent evidence of editing in the children's books at the appropriate writing phase. • One session per week provides the children with the opportunity to write a length. This could be linked to the current unit of work or provide the children with the opportunity to practise and build upon skills taught in a previous unit. The Writing 4 Purpose Grids are used to ensure children write for a range of purposes and audiences during these sessions. • Independent writing recorded in separate Writing Books which are then also used to assess children's attainment. These are not necessarily marked but are initialed and, over time, contain positive comments about the children's writing. They are used by teachers for formative assessment. • Progress tracked on Target Tracker and, for Y6, against the ITAFS. 	<ul style="list-style-type: none"> • Teachers follow the No Nonsense spelling scheme of work on a two year rotation. • This is taught through three discrete spelling sessions per week. • Pupils use spelling journals for investigative work. • Spellings which are sent home for weekly tests are practised daily using a Look, Cover, Write, Check sheet; these may also be incorporated into handwriting practice. • Pupils are taught use dictionaries and use word mats to support their spelling. • When editing, children are expected to identify misspelt words and have a go at correcting them. • Teachers have high expectation of spelling accuracy in children's independent writing and apply the spelling Marking Policy accordingly. • Progress tracked on Target Tracker and class records, including against the relevant KS2 statutory word lists. 	<ul style="list-style-type: none"> • <i>Following Penpals for Handwriting for appropriate year group / stage</i> • Y3/4 twice a week: one session containing teaching and one application; Y5/6 teaching session once a week. • Handwriting books used for recording. • Interventions and extra sessions are planned for those children requiring extra support.
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