

Our English Curriculum

Intent

At West Earham Infant and Nursery School we endeavour to develop and foster a love for reading and writing that is lifelong. We provide motivating and purposeful opportunities for reading and writing. We actively promote the development of vocabulary based on evidence based research. In all areas of learning we encourage children to be resilient and take risks in their learning.

We wish for every children to leave our school with the skills of a reader and writer:

- Children to be fluent readers with a passion for knowledge and a love of literature.
- Children to have a rich and varied exposure to literature and nursery rhymes so that they carry this knowledge through beyond our Infant school.
- Children to write confidently with an author’s voice.
- Children to use an extensive range of vocabulary in both spoken and written language.
- Children to display excellent transcription skills, thus ensuring their writing is well spelt, punctuated and presented.
- Children will speak clearly and coherently for a range of different purposes.
- Children can express themselves and their ideas confidently.
- Children to be able to maintain listening and attention when talking to others.
- Children are able to reflect and improve on their reading and writing.
- Children to show resilience and stamina when using their reading and writing skills.

Implementation

- We teach children synthetic phonics in a systematic scheme called Read, Write Inc.
- In Nursery children are exposed to ‘Box Time’ to promote listening and attention skills and vocabulary. This will continue into Reception with a wide variety of listening and attention games.
- In the EYFS children are exposed and taught a wide variety of nursery rhymes. In Key Stage 1, they are taught a wide variety of songs.
- In each year group children read a bank of well-known and loved stories daily.
- Through our ‘Big Question’ learning in KS1, children have the opportunity to explore real life, purposeful learning with an audience.
- In the EYFS, children are encouraged to explore the environment and develop their own stories supported by story scribing to promote positive attitudes towards writing.
- Our ‘In the moment’ planning approach in EYFS responds to young children’s natural curiosity and exploratory drive and imagination which develops cognitive and social skills, language skills and fine and gross motor skills.
- Adult are well versed in modelling language back to children from early communication through to more complex sentences using the right tense.
- We use text real texts to model writing and demonstrate grammatical structures and features.
- We use strategies including oral rehearsal frames (such as Talk for Writing) to promote and support writing development.
- We use Word Aware to support the children to develop their vocabulary by exploring new words and concepts.
- We provide motivating and purposeful opportunities for writing and reading.
- Throughout the year visits and inviting visitors in are well planned to tie in with a sequence of learning to provide opportunities for reading, writing, listening and attention and learning new vocabulary.

Our children will experience:	Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> ● Visit to our library weekly ● Writing and posting a letter ● Travelling bedtime story box ● Parent reading story café yearly ● Parent writing story cafe yearly ● Story sharing with parents weekly ● Reading volunteer from the Norfolk Reading project for every class each week ● Voting for and sharing their choice of fiction, non fiction or poetry daily 	<p><u>Autumn 1</u> The Magic Porridge Pot</p> <p><u>Autumn 2</u> Mr Wiggle & Mr Waggle</p> <p><u>Spring 1</u> The Little Red Hen</p> <p><u>Spring 2</u> Stuck in the Mud</p> <p><u>Summer 1</u> The Three Little Pigs</p> <p><u>Summer 2</u> The Rainbow Princess</p>	<p><u>Autumn 1</u> 5 Sentence stories Make it up Mondays</p> <p><u>Autumn 2</u> T4W: The Gingerbread Man</p> <p><u>Spring 1</u> T4W: The Enormous Turnip</p> <p><u>Spring 2</u> T4W: The Baby Mouse</p> <p><u>Summer 1</u> T4W: The Three Billy Goats Gruff</p> <p><u>Summer 2</u> T4W: Jack and the Beanstalk</p>	<p><u>Autumn 1</u> Poem: Monkey's Meal Narrative: Monkey See, Monkey Do</p> <p><u>Autumn 2</u> Poem: A Tiny Burning Flame Instructions: How to Wash a Monkey Persuasion: Letter to Santa</p> <p><u>Spring 1</u> Poem: Winter Narrative: How to Catch a Star</p> <p><u>Spring 2</u> Poem: I think I'd Like to Get a Pet Recount: Teacher written based on school event/occasion</p> <p><u>Summer 1</u> Poem: Africa Narrative: Handa's Surprise</p> <p><u>Summer 2</u> Poem: Hot and Cold Information Report: Amazing Antelopes</p>	<p><u>Autumn 1</u> Poem: 'Autumn song' by John Rice. Narrative: Meerkat Mail</p> <p><u>Autumn 2</u> Poetry: Teacher chosen based on theme Fiction: The Owl who was Afraid of the Dark Persuasion: Letter to Father Christmas.</p> <p><u>Spring 1</u> Poetry: Winter poem Information Text: Unicorns</p> <p><u>Spring 2</u> Poetry: The Dragon Inside of me Narrative: Kassim and the Greedy Dragon</p> <p><u>Summer 1</u> Recount: Kassim newspaper report</p> <p><u>Summer 2</u> Poem: Eragon's Head Poetry: The magic box.</p>

Stories and Nursery Rhymes that will be shared in each Year group

Conkers	Seedlings	Saplings
<p><u>Nursery Rymes</u> Wind the bobbin up Incy wincy spider Twinkle Twinkle little star Baa Baa black sheep 1, 2, 3, 4, 5 Hickory Dickory Dock Humpty Dumpty</p> <p><u>Conkers Core Books</u> Dinosaur roar A bit lost Brown Bear, Brown Bear, what do you see? Hug Dear Zoo Peepo Ten little fingers, ten little toes From head to toe</p>	<p><u>Nursery Rymes</u> I hear thunder Wind the bobbin up Incy wincy spider Twinkle Twinkle little star 5 little buns in a bakers shop Wheels on the bus Row row row your boat Baa baa black sheep</p> <p><u>Seedlings Core Books</u> Hooray for fish Hippo has a hat Brown Bear, Brown Bear, what do you see? Hungry Caterpillar A fabulous day for birds Shark in the park It's not a stick</p> <p><u>Traditional tales</u> Three little pigs</p>	<p><u>Nursery Rymes</u> London's burning I'm a little teapot Hey diddle diddle 5 little ducks</p> <p><u>Saplings Core Books</u> Brown Bear, Brown Bear, what do you see? Rosie's walk We're going on a bear hunt Dear Zoo Handa's surprise The Gruffalo Chocolate moose for greedy goose</p> <p><u>Traditional tales</u> Goldilocks The Gingerbread Man</p>
Reception	Year 1	Year 2
<p><u>Reception Core Books</u> Mr Gumpy's Outing Sshh Farmer Duck Pumpkin Soup Oi Frog, Oi Cat, Oi Dog, etc The Tiger who came to Tea The Mixed Up Chameleon Spiderella Silly Suzy Goose Monkey Puzzle</p>	<p><u>Year 1 Core Books</u> Voices in the Park Owl babies Hairy Maclary Dogger Elmer Rainbow fish Not Now Bernard Where the Wild things are On the way home Squash and a squeeze</p>	<p><u>Year 2 Core Books</u> BFG The Twits The Enormous Crocodile Book with no pictures True story of the three little pigs The Scarecrow's Wedding Superworm The Day the crayons quit Bob man on the moon Dougal Deep sea diver</p>

<p>What the ladybird heard Room on a broom Wonky Donkey There was an old lady who swallowed a fly <u>Reception Windows & Mirrors Books</u> The New Small Person The Tale of the Whale Chapati Moon We're Going to Find the Monster My Dad is a Grizzly Bear Ravi's Roar My Monster and Me Super Duper You My Nana's Garden Never Show a T-Rex a Book Jabari Jumps Jabari Tries Ruby's Worry Meesha Makes Friends Shubh Diwali! <u>Traditional tales</u> Little Red Hen The Three Billy Goat's Gruff Gingerbread Man Enormous Turnip <u>Nursery Rhymes</u> The wheels on the bus Happy and you know it 5 little men in a flying saucer 5 little speckled frogs 5 little monkey's Dingly dangle scarecrow Jack and Jill Grand Ole Duke of York Dingle Dangle Scarecrow The Farmer's in his den</p>	<p>Snail and the whale Tiny Seed Meerkat Mail How to catch a star Funny Bones The Jolly Postman <u>Year 1 Windows & Mirrors Books</u> The Boys My Must Have Mum Julian at the Wedding Look up! Clean Up! Full, Full, Full of Love The Girls Astro Girl So Much Maisie's Scrapbook My Hair The Many Colours of Harpreet Singh Julian is a Mermaid Chapati Moon Luna Loves Library Day <u>Traditional tales</u> The Magic Porridge Pot Little Red Riding hood Jack and the beanstalk Rumpelstiltskin <u>Nursery Rhymes</u> Re-visits nursery rhymes taught in the EYFS</p>	<p>Mr Gum Traction Man Cat in the hat The tunnel The Bad tempered ladybird Tadpole's Promise Town Mouse, Country Mouse <u>Year 2 Windows & Mirrors Books</u> The Tango Makes Three My Two Grannies The Pirate Tree The Word Collector My Beautiful Voice I Talk Like a River That's Not a Daffodil Proudest Blue Eyes that Kiss in the Corners Thank you Omu! Billy and the Dragon The Invisible Amy Wu and the Perfect Bao Amy Wu and the Patchwork Dragon <u>Traditional tales</u> Hansel and Gretel The Elves and the shoemaker Wizard of Oz Alice in Wonderland <u>Nursery Rhymes</u> Re-visits nursery rhymes taught in the EYFS</p>
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Reading				
	Nursery	Reception	Year One	Year Two
Progre sion	<p>Interested in books and rhymes and may have favourites.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Ask questions about a book. Make comments and share their own ideas.</p> <p>Develop play around a favourite story using props.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Shows awareness of rhyme and alliteration.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Continues a rhyming string. Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and</p>	<p>Reading – word reading</p> <p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading – comprehension</p> <p>Develop pleasure in reading by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level</p>	<p>Reading – word reading</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Reading – comprehension</p>

		<p>knows which letters represent some of them. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>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</p>	<p>beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming familiar with and retelling a wider range of stories. 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. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart. Understand books 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.</p> <p>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.</p>	<p>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</p> <p>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</p>
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		<p>their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> - 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. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>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</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Writing				
Progression	<p>Distinguishes between the different marks they make</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Writing - Transcription</p> <p>Spell (words containing phonemes taught, common exception words, days of the week).</p> <p>Name letters of alphabet.</p> <p>Add prefixes and suffixes.</p> <p>Apply simple spelling rules as outlined in English Appendix 1.</p> <p>Write from memory simple dictated sentences.</p>	<p>Writing - Transcription</p> <p>spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>

	<p>of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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.</p>	<p>Writing – handwriting Sit and hold pencil correctly. Begin to form lower case letters in correct direction. Capital letters. Digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writing – composition 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 and other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher Writing – vocabulary, grammar and punctuation Leaving spaces between words. Joining words and clauses using 'and'. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.</p>	<p>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. Writing- handwriting 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. Writing – composition develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional)</p>
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			<p>Learning the grammar for Year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>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 Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading 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. 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)</p>
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				<p>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
Key Vocabulary		Letter, sound, special friends, digraph, word, sentence, full stop.	letter, sound, special friends, digraph, split-digraph, word, sentence, capital letter, full stop, punctuation, singular, plural, questions mark, exclamation mark.	Verb, tense, (past, present), adjective, noun, suffix, apostrophe, comma.