September 2026

West Earlham Infant & Nursery School

Our English Curriculum

Intent

At West Earlham 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/Word Kapow 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 visitors are well planned to tie in with a sequence of learning to provide opportunities for reading, writing, listening and attention and learning new vocabulary.

September 2026

West Earlham Infant & Nursery School

Our children will experience:	Nursery	Reception	Year 1	Year 2
• 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/Welcome Wednesday with parents • Reading volunteer for every class each week • Voting for and sharing their choice of fiction, non fiction or poetry daily	**Autumn 1** **Text (starting after 3.5 weeks)** Dear Zoo **Story Pattern** Cumulative Tale **Autumn 2** **Text** The Magic Porridge Pot **Story Pattern** Finding a magical object **Spring 1** **Text** The Rainbow Princess **Story Pattern** Journey Tale **Spring 2** **Text** Stuck in the Mud **Story Pattern** Cumulative Story **Summer 1** **Text** The Three Little Pigs **Story Pattern** Defeating the Monster Tale **Summer 2** **Text** We're Going on a Bear Hunt **Story Pattern** Journey Tale	**Autumn 1** **Text** The Squeaky Story **Story Pattern** Cumulative Story **Focus** Revisiting oral rehearsal and retelling of story **Autumn 2** **Text** The Gingerbread Man **Story Pattern** Journey Story **Focus** Description, story language **Non -Fiction** Mapping the journey, recount of Gingerbread man recipe **Spring 1** **Text** The Enormous Turnip **Story Pattern** Cumulative Tale **Focus** Description, story words (finally/happily ever after). **Non -Fiction** Turnip Soup - recipe and making **Spring 2** **Text** Gunny Wolf **Story Pattern** Warning Story **Focus** Description, time connecting language **Non -Fiction** Going for a magical seasons walk recount	**Autumn 1** **Poem** Monkeys Meal **Focus** Short simple sentences, rhyming patterns **Text** Monkey See, Monkey Do **Story Pattern** Meeting Tale **Focus** Opening and Endings **Autumn 2** **Poem** Tiny Burning Flame **Focus** Descriptive language, extension of vocabulary **Text** How to Wash a Monkey **Non Fiction** Instructions **Text** Letter to Father Christmas **Non Fiction** Persuasion **Spring 1** **Poem** I am a Tree **Focus** Introduction to setting description & language **Text** Little Red Riding Hood **Story Pattern** Journey Story **Focus**	**Autumn 1** **Poem** The Forest Floor **Focus** Setting description and adjectives **Text** Meerkat Mail **Story Pattern** Journey Tale **Focus** Setting, Opening & Ending **Autumn 2** **Poem** The Jabberwocky **Focus** Nonsense Poem - focusing on literary techniques **Text** Unicorns **Non Fiction** Information Report **Text** Letter to Father Christmas **Non Fiction** Persuasion **Spring 1** **Poem** The Dragon Inside of Me **Focus** Descriptive language of a dragon **Text** Kassim and the Greedy Dragon **Story Pattern** Warning Tale **Focus** Suspenses (revisit setting) & Action **Spring 2** **Poem** Eragon's Head **Focus**

		Summer 1 **Text** Three Billy Goats Gruff **Story Pattern** Defeating the Monster **Focus** Description, temporal connectives (before, after, suddenly, meanwhile). **Non -Fiction** Wanted poster to the Troll/Message to the Troll to behave **Summer 2** **Text** Jack and the Beanstalk **Story Pattern** Defeating the Monster **Focus** Description, extended dialogue **Non -Fiction** Letter to the Giant explaining why he should be friends with Jack and his mummy	Character, Setting **Spring 2** **Poem** A Spiders Skill **Focus** Descriptive language used throughout the poem **Text** Sidney Spider **Story Pattern** Suspense Tale **Focus** Description **Summer 1** **Poem** Little Leapers **Focus** Topic specific vocabulary **Text** Super Spiders **Non Fiction** Information **Summer 2** **Poem** On the Ning Nang Nong **Focus** Nonsense Poem - focusing on literary techniques **Text** The Three Bears **Story Pattern** Cumulative finding tale **Focus** Dialogue	similes and metaphors for description of dragons **Text** How to Trap a Dragon **Non Fiction** Instruction **Summer 1** **Poem** The Curious Cloud **Focus** Introduction to dialogue and speech **Text** The Papaya that Spoke **Story Pattern** Journey Tale **Focus** Character, Dialogue **Summer 2** **Text** Newspaper Report (Farmer's perspective - Papaya) **Non Fiction -** Recount (newspaper) **Poem** The Magic Box **Focus** Description language, memories of WEINS, emotive

September 2026

West Earlham Infant & Nursery School

Stories and Nursery Rhymes that will be shared in each Year group			
Conkers	**Seedlings**	**Saplings**	**Blossom**
Nursery Rhymes 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 **Conkers books** Brown Bear, Brown Bear, what do you see? Hug Dear Zoo Ten little fingers, ten little toes From head to toe Where's Spot? Each Peach Pear Plum We're Going on a Bear Hunt Dinosaur Roar **Traditional tales** Three little pigs	**Nursery Rhymes** 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 **Seedlings books** Hooray for fish Hippo has a hat Brown Bear, Brown Bear, what do you see? Hungry Caterpillar Not a stick Jasper's Beanstalk Peace at Last Busy Day for Birds Handa's Surprise Duck in the Truck There's a Shark in the Park **Traditional tales** Three little pigs Little Red Hen Three Billy Goat's Gruff	**Nursery Rhymes** London's burning I'm a little teapot Hey diddle diddle 5 little ducks **Saplings books** Rosie's walk We're going on a bear hunt Dear Zoo The Gruffalo Chocolate moose for greedy goose Hairy Maclary from Donaldsons Dairy You Choose The Tiger who Came to Tea **Traditional tales** Goldilocks The Gingerbread Man	**Nursery Rhymes** 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 Pat-a-cake Baa Baa black sheep 1, 2, 3, 4, 5 Hickory Dickory Dock Humpty Dumpty 5 little ducks Happy and you know it Tricky word songs **Blossom Books** Ruby's Worries Polar Bear, Polar Bear what do you hear? Oi Frog, Oi Cat, Oi Dog, et The Tiger Who Came to Tea Room on the Broom The Hungry Caterpillar Handa's Surprise Little Red Riding Hood **Traditional tales** Little Red Hen The three Billy Goat's Gruff Gingerbread Man Enormous Turnip Jack and The Beanstalk
Reception	**Year 1**	**Year 2**	**Juniper**
Nursery Rhymes 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	**Nursery Rhymes** Re-visits nursery rhymes taught in the EYFS **Year 1 books** Voices in the Park Dogger	**Nursery Rhymes** Re-visits nursery rhymes taught in the EYFS **Year 2 books** The Enormous Crocodile	**Nursery Rhymes** Re-visits nursery rhymes taught in the EYFS/ Blossom Class/KS1 (cohort dependent)

Dingly dangley scarecrow Jack and Jill Grand Ole Duke of York Dingle Dangle Scarecrow The Farmer's in his den **Reception books** Mr Gumpy's Outing Sshh Farmer Duck Pumpkin Soup Oi Frog, Oi Cat, Oi Dog, etc Room on a broom Wonky Donkey The Full Stop that Got Away When Jelly Had a Wobble Whatever Next Billy and the Beast Handa's Surprise Six Dinner Sid Owl Babies A Little Bit Brave **Traditional tales** Little Red Hen The three Billy Goat's Gruff Gingerbread Man Enormous Turnip **Windows and Mirrors Books** The New Small Person by Lauren Child, Penguin The Tale of the Whale by Karen Swann, Scallywag Press 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	Elmer Rainbow fish Not Now Bernard Where the Wild things are On the way home How to catch a star Funny Bones The Jolly Postman The Proudest Blue The Leaf Thief Somebody Swallowed Stanley Peace at Last Beegu **Traditional tales** The Magic Porridge Pot Little Red Riding hood Jack and the beanstalk Rumpelstiltskin **Windows and Mirrors Books** The Boys by Lauren Ace 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	Book with no pictures True story of the three little pigs The Scarecrow's Wedding Superworm The Day the Crayons Quit Dougal Deep sea diary Traction Man Cat in the hat The tunnel The Bad tempered ladybird Tadpole's Promise Town Mouse, Country Mouse Meerkat Mail Here we Are Flat Stanley (Summer 1 Chapter Book Read) Mr Gum (Summer 2 Chapter Book Read) **Traditional tales** Hansel and Gretel The Elves and the shoemaker Wizard of Oz Alice in Wonderland **Windows and Mirrors Books** 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	**Juniper Books** Mr Gumpy's Outing Sshh Farmer Duck Oi Frog, Oi Cat, Oi Dog, etc Room on a broom Whatever Next Five Minutes Peace Handa's Surprise Six Dinner Sid Owl Babies **Traditional tales** Little Red Hen The three Billy Goat's Gruff Gingerbread Man Enormous Turnip Little Red Riding hood Jack and the beanstalk Rumplestiltskin Magic Porridge Pot

Jabari Tries Ruby's Worry Meesha Makes Friends Shubh Diwali!		The Invisible by Tom Amy Wu and the Perfect Bao Amy Wu and the Patchwork Dragon	

Reading				
	Nursery	**Reception**	**Year One**	**Year Two**
Progression	Interested in books and rhymes and may have favourites. Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. Ask questions about a book. Make comments and share their own ideas. Develop play around a favourite story using props. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	**Reading – word reading** 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. 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. Read most words quickly and accurately, without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. Re-read these books to build up their fluency and confidence in word reading. **Reading – comprehension** 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 beyond that at which they can read independently.	**Reading – word reading** 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 Re-read these books to build up their fluency and confidence in word reading **Reading – comprehension** Develop pleasure in reading, motivation to read, vocabulary and understanding by:

		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. **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.**	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. 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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	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

		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.**		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.
Writing				
Progression	Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Form lower-case and capital letters correctly. 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;**	**Writing - Transcription** Spell (words containing phonemes taught, common exception words, days of the week). Name letters of alphabet. Add prefixes and suffixes. Apply simple spelling rules as outlined in English Appendix 1. Write from memory simple dictated sentences. **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.	**Writing - Transcription** spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 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.

		- Write simple phrases and sentences that can be read by others.	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'. Learning the grammar for Year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.	**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) 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) 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.
Key Vocab ulary		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.

September 2026

West Earlham Infant & Nursery School