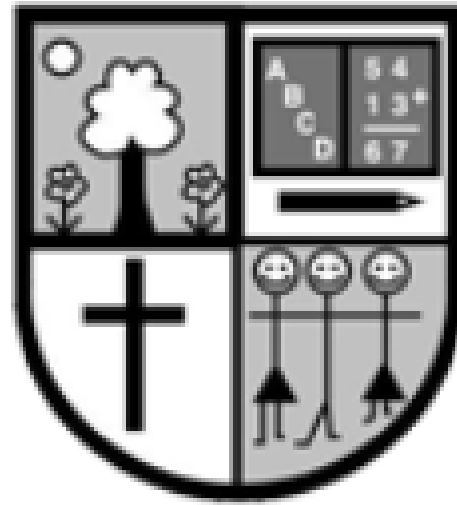


# Little Bollington C of E Primary School



**English**  
**Curriculum Journey**  
**EYFS-Year 6**



# Little Bollington- How Our Children Learn ENGLISH

Through Faith, we are changing our lives for the better, forever  
*How is this reflected in our English Curriculum?*

We celebrate the creativity, imagination and magic that literature gives to the world. We foster creativity in our children through opportunities to write imaginatively. We share text that show the wonder of the world and how our children can make an impact on it. We learn to support others through partner work in tasks during class work, shared reading, and group work. We work as a team to present our work and ideas, valuing everyone's opinions, ideas and contributions.

## English-Our Intent

Language provides the main instrument of learning throughout the whole of the curriculum. In English, we aim to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written language, and developing their love of literature through widespread reading for enjoyment.

All children are given access to the curriculum at the level that is appropriate to their own development and needs. It is an inclusive and equal experience that they will receive throughout their school career.

- Phonics is taught daily in EYFS and Key Stage 1
- 4 daily session a week with a writing focus
- 1 focused spelling session a week
- Additional spelling practice at home
- SPAG is taught explicitly once a week and revisited throughout reading and writing lessons
- Reading Skills are taught guided reading in EYFS and Key Stage 1
- Reading skills in key stage 2 are through shared reading session 3 times a week
- Daily story time
- Reading for pleasure time planned through the week

# Reading at Little Bollington

For our children at Little Bollington the main aim of our reading curriculum to ensure that children are fluent and confident readers and that we foster a love of reading. We encourage them to enjoy reading a wide range of texts, Fiction, Non-Fiction and Poetry to build up a bank of knowledge to help their writing and understanding in the wider curriculum. Through modelling and direct teaching of comprehension skills the children will become confident to deduce, infer and predict with increasingly challenging texts. Exposure to carefully planned and high-quality literature ensure that children have a secure and wide level of vocabulary.

## Early Reading and Phonics

The teaching of Phonics and a love of reading starts as soon as children join Little Bollington in Pre School. With simple listening games, early communication skills, rhymes and sharing of stories and poems. Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want our child to **love** reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.



We teach phonics through Ready, Steady, Phonics which is a progressive systematic synthetic programme with carefully crafted fully decodable texts that exactly match children's growing phonic subject skills and knowledge. The children learn how to 'read' the (Phonemes) sounds in words and how those sounds can be written down (Graphemes). This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Once the children have learnt to blend accurately, they start to read with fluency. This is achieved through speedy reading of individual words and repeated reads of their shared reading books. 'Tricky words' such as 'once' 'said' 'the' are not phonetically decodable and these are taught explicitly as part of the reading session. Phonics learning is carefully tracked to ensure that the children 'keeping up' with their phonics and when needed children will be given additional support. Phonics is taught daily through EYFS and KS 1.

To develop the children's love of stories, we have dedicated story time, across all Key Stages, daily. The teachers read to the children, introducing them to a variety of stories, poetry and information books - and authors. They acquire new vocabulary through teaching, which focuses on embedding new words into their long-term memory.

## Reading at Key Stage 2

### Steps to Read

In KS1 and KS2, children will also be taught using Literacy Count's *Steps to Read* scheme. Lessons provide a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way. The primary aim of Steps to Read is to teach reading comprehensions skills and strategies explicitly.

### In KS1, skills include:

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

### In KS2, skills include:

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

## Reading For Pleasure

Every class through the school has a dedicated story time where they will listen to stories read to them selected from our school's reading spine. This ensure that children are exposed to a variety of enjoyable stories at a suitably challenging level. The spine is made up of a diverse cast of authors. Within the classroom there is a signposted reading corner including book recommendations from staff and children. These areas are designed to be inviting and to encourage the children to spend time selecting and reading books. The books are regularly reviewed and updated with new and relevant texts linked to curriculum areas.

# Writing at Little Bollington

At Little Bollington, we aim for all children to be able to communicate proficiently through the medium of writing; they use their ideas, knowledge and emotions across a range of genres, understanding, and utilising the power of the written word. Writing is a tool which is used to bring to life children's imagination, and which gives them the opportunity to express their understanding of the wider world. From early mark making to writing articulately across a range of genres, children make significant progress. Children experience a rich diet of language, both spoken and read, and through meaningful discussions they develop the foundations on which to build their writing. Our children have their own unique style of writing, and we will always encourage individuality of our writers. We aim for our children to be ambitious with their writing across all subjects.

## Early Writing

EYFS lay very strong foundations in all areas of writing

## Writing and Key Stage 2

We follow the Read to Write scheme for the teaching of writing. Children are immersed in high quality, engaging texts then follow the reoccurring structure of analyse, plan and write.

- units of work that are carefully planned to: immerse the children in the quality text, teach them how to analyse, plan and then to write.
- children producing well-structured, detailed writing for different purposes and audiences .
- a number of units which create cross-curricular links and that draw upon and reinforce knowledge and skills learnt in other subjects.
- regular feedback from teachers which not only addresses misconceptions but also deepens, challenges and supports learning.
- the use of clear and progressive plans that challenge and support children accordingly.
- the revisiting of grammar and punctuation in relation to the children's writing and its effect.
- discussions that develop children's confidence and competence in spoken language and listening skills.
- a focus on the explicit teaching of vocabulary that utilises effective questioning and strategies to broaden children's language, their understanding of it and how to use it effectively and with purpose.
- Revise, edit and improve their writing independently.

# Spelling at Little Bollington

At Little Bollington, we aim for all children to be able to communicate proficiently through the medium of writing; they use their ideas, knowledge and emotions across a range of genres, understanding, and utilising the power of the written word. Writing is a tool which is used to bring to life children's imagination, and which gives them the opportunity to express their understanding of the wider world. From early mark making to writing articulately across a range of genres, children make significant progress. Children experience a rich diet of language, both spoken and read, and through meaningful discussions they develop the foundations on which to build their writing. Our children have their own unique style of writing, and we will always encourage individuality of our writers. We aim for our children to be ambitious with their writing across all subjects.

## Phonics

EYFS and KS1 pupils are taught to read through a systematic, synthetic phonics programme Ready Steady Phonics

## Spelling

We follow the Spelling Shed scheme in Key Stage 1 and 2. Spelling rules are explicitly taught and strategies for accurate spelling such as syllable maps, phoneme maps and irregular words are shared. Where appropriate the etymology and morphology of words is highlighted and the children explore word families and the meaning of unfamiliar words. Spellings are set on Spelling Shed for the children to practice thorough various online games and these are tested on a weekly basis. Spelling rules are reinforced through the Read to Write scheme. When needed children have access to bespoke spelling programs.