



Nurturing the Future, Inspiring Success

## English

### Intent

At North Farnborough Infant School we believe that a high quality English curriculum should develop a child's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing as well as speaking and listening through discussion, drama and role play. Our aim is to ensure that all children will be confident and excited readers and writers who can apply their skills to access all areas of the curriculum, as well as nurturing their own enjoyment for these key skills. We are passionate about supporting our children in developing their decoding and comprehension skills. We actively encourage our children to read and experience a range of vocabulary and story language through our 'rich texts' curriculum. This provides children with the opportunity to apply this knowledge to develop their writing skills to communicate with others for a purpose, showing stamina and resilience when writing, editing and improving.

Our curriculum follows the aims of the National Curriculum for English 2014 to enable all children to achieve the following outcomes:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the EYFS curriculum to KS1 and beyond. Effective assessment and review will ensure that we are able to provide targeted support to all children, to ensure they experience success in English; we believe that a secure basis in English is crucial to a high quality education and will give our children the tools they need to participate fully as a learner and as a member of society.

## Implementation

In Year R we plan for English using the Development Matters 2021 framework.

In Key Stage one we use the National Curriculum aims and objectives to plan our English curriculum.

### Phonics

We teach phonics daily in each year group through a systematic and synthetic approach using the Read, Write Inc programme. For further details, please see the phonics progression documents, located on the website [here](#).

### Reading

We recognise that opportunities to read and share books in different situations is extremely important to the children at North Farnborough. Children visit the library each week to borrow books. A range of fiction and non-fiction books are available in the classroom and the outside area for children to read and enjoy independently. Children change their home reading books each week. Each class has at least one story session per day when children can practise or enhance their skills in inference, understanding the text or sharing their preferences and experiences.

Children read sounds and words daily in Reception as part of their phonics programme. Children read with an adult in a one to one situation each week. By spring term, they also take part in a guided reading session each week when a small group read a shared text with the class teacher or LSA. Reading is modelled daily as part of the phonics or English sessions.

In Key Stage One children take part in guided reading sessions each week. Children who need additional reading opportunities also read in one to one situations. Reading is modelled and practised daily as part of the phonics and English sessions.

All children are encouraged to read at home each night and home school reading diaries aid communication between home and school.

### Writing

In Year R, children have access to a wide range of writing opportunities during their continuous provision. Writing is modelled regularly in phonics sessions as well as discrete writing sessions. Children write in a one to one or small group session each week. Much of the writing is based on a high quality text, although children are also encouraged to write about their personal interests.

In Key Stage One, writing skills are taught during the English and phonics sessions but opportunities to implement these skills are planned for across the curriculum areas. Writing in English is planned and taught through learning journeys, starting with a high quality text. Each writing skill is broken down into smaller parts for teaching and practising, before combining these elements to produce a piece of extended writing. Good writing is modelled by the class teacher or LSA so the children know what a good one looks like. In Year One, children start to re-read and edit their own writing and this is continued in Year Two.

### Handwriting

We recognise the importance of good fine motor skills and they are developed in Year R where the children have a daily 'Funky Fingers' session. Tasks are carefully planned to ensure the children have opportunities to manipulate small items as well as how to correctly hold tools such as pencils and scissors.

We teach children to form their letters correctly from Year R. Lower case letters are introduced in their handwriting families and the children learn which letters belong to which family. We use the Read Write Inc. letter formation rhymes to support the learning of the correct letter formation. Children are also taught to correctly form capital letters and numbers.

Handwriting is taught at least three times a week in Key Stage One, both in discrete handwriting sessions and as part of the phonics and English sessions. It is taught and practised on a whole class, flexible group or individual basis, depending on the focus and the handwriting needs of the children involved.

### **Spoken Language**

Our curriculum encourages children to speak clearly, confidently and with expression and to listen and respond carefully and appropriately. Role play and drama and also discussion are planned and used in all areas of the curriculum, through 1:1, paired, small group or whole class activities to develop speaking and listening skills. At Christmas, all children are involved in a Christmas performance. All children are also encouraged to share personal achievements and awards in our weekly whole school celebration assemblies.

Opportunities for Speaking and Listening come through in all areas of the curriculum but as an essential skill we also need to specifically teach this in an overt way. Drama is part of this also, including sessions covering ideas such as Role on the Wall, Hot Seating and Freeze frames. Specific speaking and listening skills are taught through the English sessions and drama sessions are often based around the high quality texts we use for teaching English.

Safe      Respectful      Ready