

Intent

Inspire- Love of literature, range of audiences, different purposes, challenging, self-motivating and developing a curiosity

Achieve- Enabling independence, becoming a reader, becoming a writer, becoming an active listener and a good communicator. Applying new knowledge and skills to a variety of contexts, challenging thinking. Progress for all, lifelong habit.

Implement

As a result of analysing the needs of the children and the school community the English curriculum has become the key driver for the children's learning. To ensure the children are engaged and inspired by their learning the English curriculum has been designed using key quality texts throughout the school.

Every half term, units of work are based on one or two quality texts that have been carefully chosen to support the development of key skills and knowledge for each year group and to provide a range of genres across the school. A key focus for each unit of work is developing children's oral storytelling skills and the use of Talk for Writing can be seen in various units throughout the school. In the writing, reading and wider curriculum there are planned opportunities to develop the children's speaking and listening skills and confidence to clearly explain their understanding and ideas. To support the children with EAL the class teachers also use the Bell foundation assessments to track progress in Speaking, Listening and Understanding.

The chosen quality texts are then used to support both the reading and writing curriculum to ensure continuity and to provide many opportunities to develop a deeper understanding of the chosen texts and to challenge the children's responses and thinking.

Careful assessment of the children's writing abilities across the domains using the Hampshire Assessment Model in each year group allow the teachers to identify and pitch the learning appropriately.

Each learning journey begins with tasks that engage, stimulate and generate an understanding of the text and the rich vocabulary so that all of the children can access the texts and gain a sense of enjoyment from their learning. Following the stimulate and generate tasks new learning such as grammar, sentence structure, punctuation is introduced and practiced through Capture, Sift and Sort as well as identifying key aspects of different genres and what makes a good example. Every unit of work culminates in providing the children with the opportunity to create, refine and evaluate their own work or their peers. Across the school the units of work are planned to ensure that the children have opportunities to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Goal: Learning Strategy Purpose: To design non-fiction writing about a theme with instruction Activities: The Queen	Learn English: The Queen  The Queen's Fool	Key Writing Strategies: This book is an example of a non-fiction book that uses many of the same strategies as fiction. The author uses a lot of research to create a story that is based on real events. The author uses a lot of research to create a story that is based on real events. The author uses a lot of research to create a story that is based on real events.
Learning Strategy: The Queen	Activities: The Queen	Key Writing Strategies: This book is an example of a non-fiction book that uses many of the same strategies as fiction. The author uses a lot of research to create a story that is based on real events. The author uses a lot of research to create a story that is based on real events. The author uses a lot of research to create a story that is based on real events.

Phonics

The early year's leader has spent time training and supporting many of the feeder pre-schools in phase 1 phonics. At Talavera Infant School we follow 'Little Wandle Letters and Sounds' programme. All staff have received training in implementing and teaching phonic sessions effectively either as whole class or as a keep up intervention. As soon as the children start school in September daily phonics sessions are planned for the children. Phase 2 phonics and the initial phonemes are introduced within the first three weeks of school. The phases are taught to the children at broadly the following times:

Year group	Autumn	Spring	Summer
Year R	Phase 2- Autumn 1 and Autumn 2	Phase 3 – Spring 1 and Spring 2	Phase 4 – Summer 1 and Summer 2
Year 1	Autumn 1 - Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Autumn 2 Phase 5	Spring 1 - Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	Summer 1 – Phonics screening check review – no new GPCs or tricky words
	Autumn 2 - Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Spring 2 – Phase 5 /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	Summer 2 – Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

Individual Reading

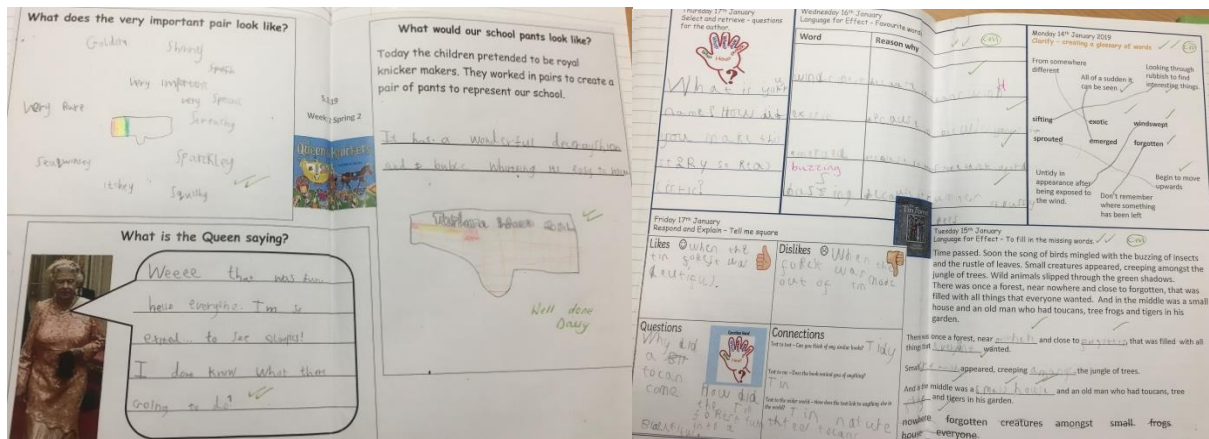
As the children progress to Year 1 and 2 they select two reading books to read both at home and with staff in school. One of the chosen books will match their current phonic knowledge and will be chosen from the Big Cat Letters and Sounds reading scheme. The second book is self-chosen from a variety of reading schemes to further support their phonic ability and to increase their sight vocabulary. When children complete the turquoise reading book band they choose two individual books to reinforce their phonic skills.

All children are encouraged to read their individual reading books a minimum of three times a week to a parent at home. We celebrate reading at home in our weekly celebration assembly by awarding certificates to both the children and their parents. In school children are heard reading individually at least once a week, where there are children who need extra support further opportunities to hear them read more regularly are planned.

Guided and Shared Reading

Guided reading across Key stage 1 is taught daily and focusses on developing the children's reading skills and deep understanding of key texts. Guided reading units of work are planned carefully and link to the quality texts used in the writing curriculum to ensure the children gain the maximum learning opportunities from each text. Whole class sessions focus on modelling reading, using the think aloud and talk aloud strategy, effective questioning, developing vocabulary, linking and comparing texts.

Following whole class inputs the children complete their learning using a reading journal and explore a variety of different ways to represent their understanding of the texts, characters, vocabulary and genres.



Year 1 example

Year 2 example

Careful assessment of the children's reading abilities across the domains using the Hampshire Assessment Model in each year group allow the teachers to identify and pitch the learning appropriately.

Reading for Pleasure

Children across the school are encouraged to develop a love of reading. All classrooms have a book corner that have a variety of texts for the children to access and enjoy either individually, with their peers or enhanced by an adult. Year R children also have a reading area in their outside area. All classes have frequent story times where children hear good quality texts which are chosen to develop their vocabulary and interests. Within each year group the staff are creatively exploring ways to develop the children's reading for pleasure. The Year R team are beginning to film teachers during story time and this is uploaded onto Tapestry where parents can share with their child and they are encouraged to film their own story times. Both Year R and Year 1 are developing the idea of sending home a class book with the class mascot/bear with a sachet of hot chocolate to encourage special story times as a family. The Year 2 team are developing the use of audio books, to encourage the children's imaginations and developing their listening skills. They are also using a Forbidden book idea where a book is placed out of reach of the children and the teachers explain that they are not to read it. Eventually the children have the opportunity to enjoy listening to this book during story time.

Impact

Attainment in the Early Years Foundation Stage and in the year 1 phonics test in 2019 compared favourably with the national average. Attainment at key stage one in reading and writing at age related expectations was also slightly higher than the national average and at a greater depth it was at least in line. In both reading and writing, attainment has risen steadily over time since 2016, both at the expected standard and depth.