

ENGLISH : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.' – Roald Dahl

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

Reading sits at the heart of the Kirk Fenton curriculum and our long term plans include a wide range of diverse texts which reflect our inclusive vision and values. A love for reading is promoted throughout the school with a recently refurbished library, texts linked to wider areas of the curriculum, daily reading time and quality books in classrooms. We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts.

At Kirk Fenton we follow The Write Stuff approach for writing from EYFS to Year 6. Through explicit teaching and sentence scaffolding, children are able to learn what to write and how to write with grammar techniques built into each lesson. Our reading journey follows Little Wandle Letters and Sounds phonics which is followed by the study of spelling patterns from Year 2.

PHONICS

Curriculum Content:



At Kirk Fenton, EYFS and KS1 teachers use *Little Wandle Letters and Sounds* for teaching phonics. Little Wandle is a DfE validated systematic approach for teaching children to read using phonics.

In EYFS all children begin learning phase 2, 3 and 4 sounds. At the start of Year 1 there is time for recapping phase 3 and 4 before the main focus on phase 5. Phonics teaching is carefully planned, reinforcing and building on previous learning to secure children's progress. Regular ongoing assessment allows us to quickly identify any sounds children find difficult and put additional support in place. Year 1 children participate in the Year 1 national phonics screening in the summer term. Books matched to the sounds children are familiar with are used throughout EYFS and KS1. We use Big Cat Collins for Little Wandle to ensure that reading books are fully decodable.

It is expected that children entering Year 2 will start phase 6 which develops a variety of spelling strategies including homophones (word specific spellings) e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. The spelling of common exception words and tricky words are taught continuously throughout the phases.

[Little Wandle Letters and Sounds](#)

READING

Curriculum Content:

At Kirk Fenton, our reading for pleasure pathways include a variety of fiction, non-fiction, poetry and graphic novels. Books are carefully chosen and reviewed each year so that new releases may be included alongside texts from our literary heritage. These can be found on the individual year group English long term plans.

Our main reading scheme is Collins Big Cat for Little Wandle in EYFS and Year 1. Collins Big Cat books are used by other year groups, supplemented by appropriately chosen texts. Regular home reading is encouraged to build confidence, fluency and expression with books that match each child's current reading ability. In school, small group guided reading, 1:1 and whole class reading help children learn to read and transition to read to learn.

[Collins Big Cat for Little Wandle](#)

[Barrington Stoke](#)

[Hooked on Books](#)

[Reading for Pleasure Pathway](#)

[Poetry Pathway](#)

Reading comprehension becomes more formalised from Year 2 with the introduction of Hooked on Books (Jane Considine). Book Talk, Demonstration Comprehension and Independent Comprehension sessions support word reading and both oral and written comprehension.

All children have the opportunity to regularly visit the school library. Refurbished in summer 2021, we have a growing collection of new texts including magazines, subject specific texts as well as books by popular authors.

Basket of Brilliant Books

Each EYFS and KS1 class has a basket of brilliant books. Consisting of more than thirty well-loved picture books from our literary heritage, these books are returned to time and again as part of daily reading time. Our children enjoy seeing the same basket of books in each class which supports transition in EYFS and KS1.

Barrington Stoke

Our KS2 classes have access to a growing collection of books from this dyslexia-friendly publisher. These more accessible, age-appropriate texts help every child become a reader.

Diversity and Representation

To enhance our book selections in school, we have recently invested in a range of texts to promote diversity and inclusivity. These include books with positive representation of characters from ethnic minority backgrounds, LGBT themes and diverse life experiences.

WRITING

Curriculum Content:

At Kirk Fenton, we follow The Write Stuff approach from EYFS through to Year 6. Beginning with Fantastic Foundations in EYFS which builds children's vocabulary and oral communication skills, from Year 1 children are guided to become confident, independent writers.

The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

Grammar, punctuation and spelling

[The Write Stuff](#)

Grammar and punctuation teaching is planned for as part of each writing lesson to give children the opportunity to see these skills modelled and embedded as real, relatable examples. Standalone grammar and punctuation teaching and learning is used to practise particular skills which the class teacher's have identified as a focus for the class or individuals.

Handwriting

Handwriting is taught explicitly, starting in EYFS with the Teach Handwriting scheme. The whole school adopts a continuous cursive script and introduces individual letter formation aligned with the phonics sounds. Further practice takes place in Year 1 and Year 2, with children at the end of Year 2 learning how to begin to join letters correctly. In KS2 children continue to practise how to join letters to develop a comfortable, speedy, fluid and legible handwriting style.

[Teach Handwriting](#)

SPOKEN LANGUAGE

Curriculum Content:

At Kirk Fenton, we ensure that there are planned opportunities for pupils to speak in different contexts, listen and respond to others, engage in group activities and discussion, and participate in roleplay sessions.

EYFS and Year 1 classes learn a range of nursery rhymes by heart, linked to areas of their curriculum. From Year 2, children are exposed to a variety of poetry with some learned by heart. See our poetry pathway for more detail.

All children have the opportunity to take part in school productions and class assemblies throughout their time at Kirk Fenton e.g. EYFS nativity, reading work aloud for an audience in a class assembly and Year 6 productions.

[Poetry Pathway](#)