

Curriculum Intent: Communication and Language & Literacy (English)

Reading

Early Reading

At Brierley CE Primary School, pupils are taught phonics using the Read Write Inc (R.W.I.) programme. Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments.

Pupils are re-assessed every 5 weeks and the groups are reorganised accordingly. The RWI lead ensures that specific sounds are planned for all staff delivering phonics and by using the teacher's handbooks, set routines are followed to ensure consistency and continuity.

All staff are responsible for organising their R.W.I groups, with the support of the R.W.I lead as required.

Delivery of Phonics

Initial sounds are taught in a specific order.

Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Set 2 sounds are to be taught after Set 1 (initial sounds)

Letter names are to be introduced with Set 3.

Children will then be directed to read a phonetically decodable book based on their current phonic level which has been carefully assessed and monitored by the phonic leader and using AFL by specific group teachers. These books will be used for individual reading with an adult and reading at home. The children will then progress through the levels S1:A to Grey banded books. At this point, the children will then move onto the Accelerated Reader programme.

Reading for pleasure: At Brierley Primary, we encourage our pupils to read for pleasure and to read widely. During this time, pupils explore a book of their choice, developing their reading skills and links to their own experiences. Children will be able to change their books regularly. In EARLY YEARS, a love of reading is instilled through shared reading, using large print books and picture books. Pupils learn that words and pictures have meaning through a range of practical activities and familiar stories. Pupils are encouraged to explore sequences in stories and how to make simple predictions. Children also benefit from shared reading sessions with their class teacher each day, during which they hear reading being modelled using lively intonation and expression.

Our EYFS classroom has a reading corner and children are able to choose a book from it that they may read for pleasure. Within the reading corner, there are a range of genres to support and enable children to read a range of different texts. The school library is available for children to use as a reference tool for supporting their learning in the curriculum. For example, if children are studying rivers in geography, they can borrow a book to help them learn about the different stages of a river, current and/or natural disasters such as flooding.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word listsdecode the ditty/story comprehend the story

Each group leader identifies pupils that need extra reinforcement of a particular element that has been covered and they are supported by 'Pinny time' after the session so that they keep up.

Monitoring and Review

The R.W.I. lead organises the assessment of all pupils accessing phonics and designates pupils to the correct groups, assigns leaders to groups, 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups.

Where necessary the R.W.I. lead models lessons, directs staff to the appropriate teaching spaces and is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Whole Class Reading

Teaching and support staff will listen to children read individually and in groups. Reading is taught through a shared and whole class reading approach using age appropriate class text carefully selected to enthuse the children and expose them to a sophisticated range of language and vocabulary. Pupils are encouraged to explore vocabulary in their independent reading texts. Echo reading is promoted with children so they can practise being 'readers'.

Literacy

Year			
FS2	Autumn 1	Spring 1	Summer 1
Word Reading Early Reading and Phonics	m, a, s, d, t, i, n, p, Speed sounds Single letter sounds Hears and says the initial sound in words.	l, h, r, j, v, y, w, z, x, 1.3 bad, bin, can, cat, cot, cup, kit, mud, up, back, kick, lock 1.4 fan, fat, fish, fun, had, hen, hit, let, lip, log, met, sack, set, ship, shop Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.	Continue to segment and blend sounds to read/write words from Set 1. ay, ee, igh, ow, oo 1.7 bell, best, blob, blip, brag, clip, dress, drip, drop, flag, flop, frog, from, gran, grin, mess, pram, prop, skip, slid, slip, test, thing, think, trip, well, wink ay: spray play day way may say ee: see three been green seen sleep igh: high, night, sight, light ow: blow snow slow know flow glow oo: too zoo mood pool stool moon spoon 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. The, of, to, I, my, me, go, he, said, are, you, your
Comprehension	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects eg <i>What do we use to cut things?</i> Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Shows interest in illustrations and print in books and print in the environment. Able to follow a story without pictures or props. Continues a rhyming string Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks eg <i>who, what, when, how</i> Builds up a vocabulary that reflects their breadth of experience. Beginning to be aware of the way stories are structured. Suggest how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows that information can be retrieved from books and computers.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own explanations by connecting ideas or events. They demonstrate understanding when talking with others about what they have read. They demonstrate understanding when talking with others about what they have read. Shares opinions about books and talks about favourite books and characters. Demonstrate understanding of what has been read to them by retelling stories and narratives.

<p>Writing</p>	<p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters eg letters from their name.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand. Begins to use anti-clockwise movements and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>They use key features of narrative in their own writing.</p>	<p>Children use their phonics knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some simple irregular words.</p> <p>Somewords are spelt correctly and others are phonetically plausible.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Handwriting</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Form lower-case and capital letters correctly.</p>
<p>Speaking</p>	<p>Beginning to use more complex sentences to link thoughts eg using and / because.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses a range of tenses eg play, played, playing</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Listens and responds to ideas expressed by others in conversations or discussion. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by the experience of books.</p>

	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Word Reading Early Reading and Phonics	<p>q, o, c, k, u, b, f, e, Speed sounds Single letter sounds Blending sounds into words</p> <p>1.1 at, mat, mad, sad, dad, sat and, an, dog, dig, gap, got, in, it, on, pan, pin, sit, tip, top</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>th, sh, ch, qu, ng, nk (Special Friends) 1.5 jam, jet, jog, rat, red, run, sock, vet, web, wet, win, wish, yap, yes, yum 1.6 bang, box, chat, chin, chop, fox, fix, quit, quiz, sing, six, thick, thin, thing, this, wing, zap, zip, the, your, said, you, my, I, he, are, of, no</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p>	<p>Early Reading and Phonics Continue to segment and blend sounds to read/write words from Set 1 and Set 2. 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</p>
Comprehension	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understands use of objects eg <i>What do we use to cut things?</i></p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Can retell a simple past event in correct order eg <i>went down slide and hurt finger</i></p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>Enjoys an increasing range of books. Able to follow a story without pictures or prompts.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future.</p> <p>They develop their own explanations by connecting ideas or events.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Shares opinions about books and talks about favourite books and characters</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p> <p>Use their own words and recently introduced vocabulary to retell narratives</p> <p>Anticipate (where appropriate) key events in stories</p> <p>Links what has been read to own experiences</p> <p>Features of fiction and non-fiction books</p>

Writing	<p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment with greater accuracy.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters eg letters from their name.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand. Begins to use anti-clockwise movements and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name and other things, such as labels and captions.</p> <p>Shows a preference for a dominant hand.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some simple irregular words. Some words are spelt correctly and others are phonetically plausible.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Handwriting	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.
Speaking	<p>Continue to use more complex sentences to link thoughts eg using and / because.</p> <p>Uses a range of tenses eg play, played, playing</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Vocabulary	Letter, Alphabet, Rhyme, Phoneme, Grapheme, Digraph, Trigraph, Sentence, Capital letter, Finger spaces, Full Stop		

Handwriting Progression Map EYFS

Teaching sequence in handwriting

This is the sequence that is followed:

Hand and finger strength

Seating position

Pencil grip

Tracing

Patterns

Over teacher's writing (highlighter)

Under teacher's writing (directly under words - write in large letters, leave large spaces between words)

Independence

These are the four-letter families and order that they are taught:

Curly Caterpillar Letters: c, a, o, d, g, q, e, s,

Ladder Letters: l, i, t, u,

One-Armed Robot Letters: r, b, n, h, m, k, p

Zigzag Monster Letters: v, w, x, z

More complex letters from the 4 families: f, j, y


Digits 0-9

Capital Letters A-Z

Capital letters do not join to lower case letters

Links to phonic knowledge and development





As children begin learning the pure sounds in FS2, reference is made to the pictures and the air-write phrase which acts as an aid in helping the children to write the sound. By learning the rhymes helps remind them of the pictures and symbols that demarcate the sounds.

Sound	Sound with picture	Air-Write phrase
m		Down Maisie, mountain, mountain

Example of a RWI sound card with the mnemonic

The development of a tripod grasp

The pictures below show the developmental stages that a child may go through when learning to hold a pencil. In all year groups we remind children to use the appropriate grasp when writing.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

Handwriting position

Posture: Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat.

Position of paper: Left handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.



Our handwriting style

We use Twinkl Cursive unlooped as our preferred handwriting style.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

EYFS Handwriting

EYFS Requirements (Development Matters)

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Form lower-case and capital letters correctly.

<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
<p>Focus on mark making and developing fine motor skills through a range of activities, such as Funky Fingers</p> <p>Teaching the correct seating position</p> <p>Pencil Grip</p> <p>Tracing patterns</p> <p>CC Letters: c, a, o, d, g, q, e, s,</p> <p>Learn to write name (copy)</p>	<p>L Letters: l, i, t, u (recap as needed)</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>Digits 0-9</p> <p>Write name using the correctly formed lower case letters with a capital at the beginning</p>	<p>ZM Letters: v, w, x, z (Recap as needed)</p> <p>More complex letters: f, j, y</p> <p>Begin to use and apply in writing activities with some independence</p>
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<p>Teaching the correct seating position</p> <p>Pencil Grip</p> <p>Tracing patterns</p> <p>CC Letters: c, a, o, d, g, q, e, s (Recap as needed)</p> <p>L Letters: l, i, t, u,</p> <p>Learn to write name</p>	<p>OR Letters: r, b, n, h, m, k, p (recap as needed)</p> <p>ZM Letters: v, w, x, z</p> <p>Digits 0-9</p> <p>Write name independently using the correctly formed lower case letters with a capital at the beginning</p>	<p>Consolidation of letter formation of lower case letters</p> <p>CC Letters: c, a, o, d, g, q, e, s,</p> <p>L Letters: l, i, t, u,</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>Use and apply in writing activities with independence</p>

