



# Our English Curriculum: Glastonbury Thorn School

At Glastonbury Thorn, high quality literature (chosen from the CLPE Power of Reading and Core Book lists) lies at the centre of our English curriculum. Our curriculum encourages a lifelong love of reading, writing and discussion.

We know how essential it is for children to have the language skills to enable them to fully participate in school and wider society. Our aim is for all children to securely develop the knowledge, skills and vocabulary needed to become confident readers and writers as well as being able to speak and listen with confidence and the accuracy necessary to articulate feelings, opinions and ideas.

We continually strive to create a reading rich environment and aim for all our children to develop the habit of reading widely and often with both confidence and independence. Through access to the wonders of quality texts, we aim to instil a love for reading and a passion for curiosity and discovery.

Inspiring, quality texts are also at the heart of our writing curriculum and when combined with real-life experiences our children are motivated to write in a meaningful way. Furthermore, we have carefully designed writing opportunities around our creative curriculum and intend for our children to become confident, independent writers who see themselves as authors.

Our English curriculum is planned to be progressive and allows children to develop, apply and embed their knowledge and skills through linked topic learning, building on what they already know and can do. These skills are developed through daily phonics lessons (EYFS and Year 1), spelling lessons (Year 2), reading lessons, handwriting lessons and daily English lessons.

We believe that all children should be given the opportunity to make progress to reach the age related expectations and provide opportunities for children to catch up when they are falling behind.



## **Speaking and Listening**

We believe that communication is one of the most important skills in life and our aim is for all our children to understand and to be understood which we believe is a basic human need.

Speaking and listening is at the heart of our curriculum and we aim to provide all children with the opportunity to:

- develop vocabulary, grammar and pupils understanding for reading and writing by hearing quality spoken language;
- reciting rhymes and poems;
- gain information by listening in a variety of contexts;
- elaborate, explain, clarify thinking and explain their understanding;
- use discussion to challenge, probe and remedy misconceptions and
- present ideas clearly.

The children learn to recite rhymes and poems from EYFS to Year 2. This is set out in our Nursery Rhyme and Poems to be recited progression document.

## **Phonics**

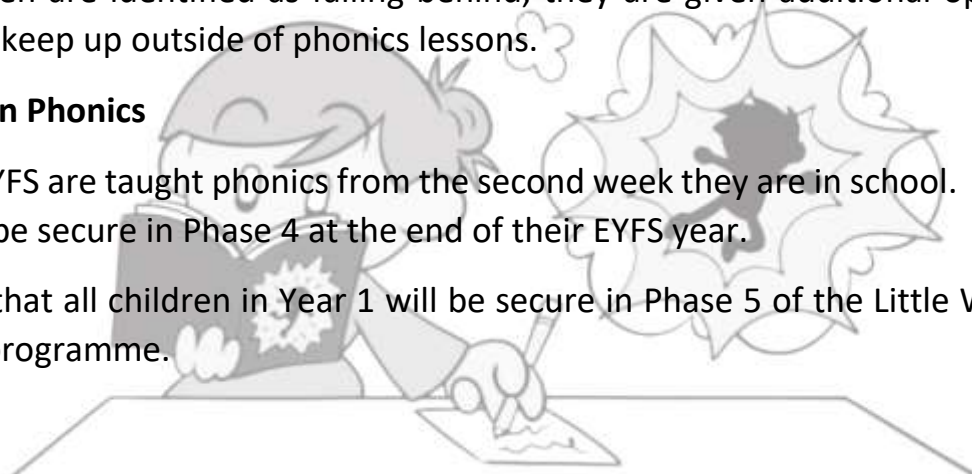
Phonics teaching lays the early foundations for children to learn to read and write. It is our aim that all children will at least reach the expected standard to pass the Phonics Screening Check at the end of Year 1 and aim for children to exceed this standard where possible. Where children do not reach the expected standard at the end of Year 1 children will continue to learn phonics with the aim that they will pass the check at the end of Year 2. Our aim is that all children will leave GTS at the end of Year 2 having reached the expected standard in phonics.

Children are taught phonics through the Little Wandle Letters and Sounds systematic, synthetic phonics programme. This is a systematic synthetic phonics programme which is designed to build progressively across EYFS and Year 1 and give children the opportunity to embed learning through regular revision to help them to know more and remember more. Where children are identified as falling behind, they are given additional opportunities to catch up and keep up outside of phonics lessons.

## **Progression in Phonics**

Children in EYFS are taught phonics from the second week they are in school. The aim is that children will be secure in Phase 4 at the end of their EYFS year.

It is our aim that all children in Year 1 will be secure in Phase 5 of the Little Wandle Letters and Sounds programme.



All children are taught a daily 15-30 minute phonics lesson and are given opportunities throughout the day to apply knowledge taught.

Assessments are carried out every half term to ensure children are on track and to ascertain the level of their secure phonic knowledge. Any children falling behind the expected progress are included in daily intervention to help them catch up and gaps in learning sent home for additional support.

## **Reading**

We understand the importance of all children being given the opportunity to develop the knowledge and skills to enable them to read confidently and fluently with good comprehension. It is our aim that children will be able to read with 90 words per minute fluency and that they will acquire the relevant comprehension skills to enable them to reach the expected standard or higher by the time they leave GTS at the end of Year 2.

In EYFS and Year 1 (and for those children in Year 2 who are not secure with the Year 1 content of Little Wandle Letters and Sounds) our aim is that all children will develop confidence in phonics to enable them to initially decode unfamiliar words and read familiar words with growing automaticity.

Children in EYFS and Year 1 are taught reading in a 20-30 minute reading session three times a week. The aim is that children will be able to read their reading book with 95% fluency, read with expression and for meaning (prosody) and develop an understanding what they have read. The books the children read are fully decodable books to allow them to be successful and are matched to children's secure phonic knowledge. The reading books used at GTS are part of the Little Wandle Letters and Sounds Big Cat series and are fully aligned to the programme of study.

Children in Year 2 will continue to read fully decodable books until they are secure in the Year 1 Little Wandle Letter and Sounds programme of study and can read with 60-70 words per minute fluency.

When Year 2 children are reading confidently at 60-70 words per minute fluency, they will move to colour banded reading books to practise reading at home and take part in whole class reading lessons 5 times a week. These lessons focus on the 5 reading domains: retrieval, making inferences, predicting, sequencing and vocabulary. The lessons follow the format of:

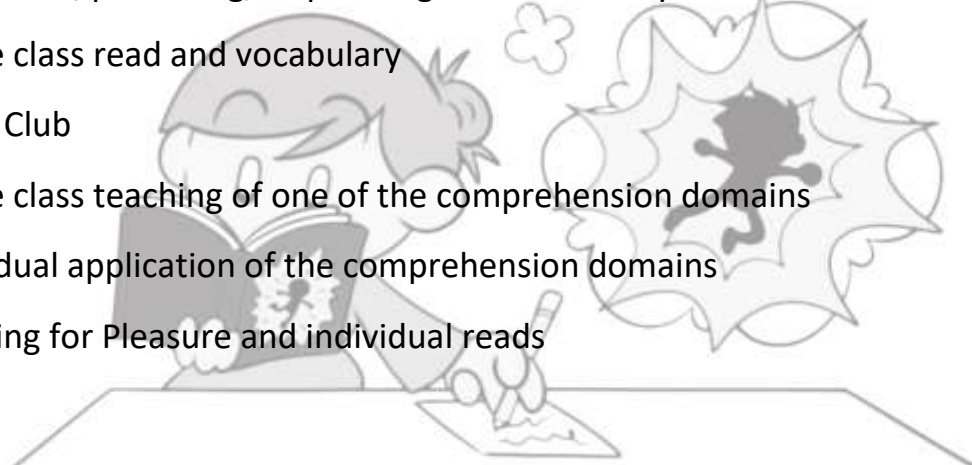
Day 1 - whole class read and vocabulary

Day 2 – Book Club

Day 3 - whole class teaching of one of the comprehension domains

Day 4 - individual application of the comprehension domains

Day 5 – Reading for Pleasure and individual reads



The progression in reading comprehension skills is set out in our reading comprehension progression document setting out expectations from EYFS to Year 2.

### **Reading at Home**

Children take home their reading book to practise reading fluently at home. The expectation is that children read at least 4 times each week and this is recorded in their reading record books.

### **Reading for Pleasure**

Our aim is for all children to understand the importance of reading and to develop a love of reading for themselves. As well as taking home a reading book which can be read by them, they take home a 'sharing' book which is chosen from the library.

The children have a weekly library session where they are taught how to use the library effectively and are encouraged to choose books from a range of authors and across different genres. Bookmarks are used to record the breadth of their reading and to promote this initiative.

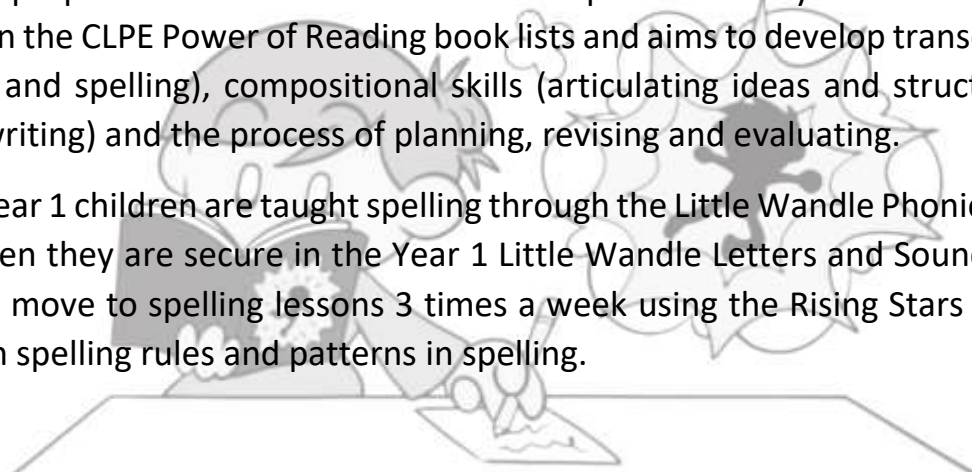
To give children the opportunity to experience the writing from different authors and across different genres, we have a focus 'Book of the Month' which is shared in assembly and all classes. Parents are invited to share the book at home and to come to our monthly Book Club in school. When the book has been read in class it is put into the library so children can take it home to share with their families.

We have a specified time of the day when all teachers read to their classes. This time is non-negotiable and is a time for children to relax and listen to stories and rhymes and to explore non-fiction texts. As well as teachers choosing which books to read to their class, books are chosen from our Reading for Pleasure progression document. Books read in Reading for Pleasure sessions are placed in the class libraries and displayed in class to help children to remember texts that have been read and to enable them to talk about their reading.

### **Writing**

Our aim is for all children to develop the key skills to write quality texts and to write for pleasure and purpose. Our curriculum is focused predominantly around key high quality texts based on the CLPE Power of Reading book lists and aims to develop transcriptional skills (handwriting and spelling), compositional skills (articulating ideas and structuring them in speech and writing) and the process of planning, revising and evaluating.

In EYFS and Year 1 children are taught spelling through the Little Wandle Phonics programme. In Year 2, when they are secure in the Year 1 Little Wandle Letters and Sounds programme of study they move to spelling lessons 3 times a week using the Rising Stars programme of study to learn spelling rules and patterns in spelling.



Children in KS1 are taught grammar and composition in a daily English lesson. The progression in knowledge and skills is set out in our writing progression document.

Assessment grids, alongside Next Step Targets, are used to ensure children are on track to meet the expected standard at the end of Year 1 and Year 2. Children's Next Step Targets are used to plug any gaps and, where necessary, additional intervention is put in place to help children to catch up.

