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|  | **English Curriculum (INTENT)** |
| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading Environments** | Rights of the ReaderComfortable and invitingAge-appropriate books - displayed wellFiction, non-fiction & poetry including graphic novels, comics and magazines as appropriateRecommended readsTopic related textsDecodable texts |
| **Reading for Pleasure** | Teachers who read, readers who teachClass reader ‘Book Blether’ - informal book chatReading aloudBook recommendationsCosy reading spaces/book corners |
| **Whole Class Reading**  |  | Spring term onwards - Just Imagine: Take One BookWhole class minimum x1 pw  | Just Imagine: Take One BookWhole class reading 3 – 4x per weekRange of genres and themes(unit length approx. 3 – 4 weeks) |
| **Little Wandle Phonics** | Daily phonicsOngoing assessment | Daily phonicsOngoing assessmentPhonics Screening Check | Daily phonicsOngoing assessmentCatch up Resit Phonics Screening Check | Catch up intervention | Catch up intervention |
| **Reading Practice Sessions (Little Wandle)** | 3 x per week  | 3 x per week  | 3 x per week  | Catch up reading sessions | Catch up reading sessions |
| **Spelling -****Spelling Shed** |  | Year 1 spelling rules 3x per weekSpelling journals | Year 2 spelling rules taught 3x per week Spelling journals used | 4x spelling sessions per weekHigh frequency words taught.Spelling journals used. |
| **Grammar and Punctuation** |  | Grammar and punctuation taught in context within the writing sequence - include discrete lessons as necessary.Distinct grammar and punctuation features may need to be taught outside of the writing sequence. |
| **HCPS writing sequence** |  | Enjoy, Explore, Practice, Apply |
| **Bob Cox Opening** **Doors** |  | High-quality, ‘classic’ textsPoetryMastery questions |
| **Handwriting** **Letter-join** | Following Letter-join handwriting scheme Taught 3 – 4 x weekly |
| Where children are not working at the age-related expectation for handwriting, previous year groups’ modules are used or interventions that would be better suited:• Write from the start• Shine Handwriting • Peg to Paper• Motor skills strengthening activities (threading, Play Doh, cutting, etc) |