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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 Reader  Comfortable and inviting  Age-appropriate books - displayed well  Fiction, non-fiction & poetry including graphic novels, comics and magazines as appropriate  Recommended reads  Topic related texts  Decodable texts | | | | | | | | | |
| **Reading for Pleasure** | Teachers who read, readers who teach  Class reader  ‘Book Blether’ - informal book chat  Reading aloud  Book recommendations  Cosy reading spaces/book corners | | | | | | | | | |
| **Whole Class Reading** |  | | Spring term onwards - Just Imagine: Take One Book  Whole class minimum x1 pw | Just Imagine: Take One Book  Whole class reading 3 – 4x per week  Range of genres and themes  (unit length approx. 3 – 4 weeks) | | | | | | |
| **Little Wandle Phonics** | Daily phonics  Ongoing assessment | Daily phonics  Ongoing assessment  Phonics Screening Check | Daily phonics  Ongoing assessment  Catch 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 week  Spelling journals | Year 2 spelling rules taught 3x per week  Spelling journals used | 4x spelling sessions per week  High 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’ texts  Poetry  Mastery 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) | | | | | | | | | |