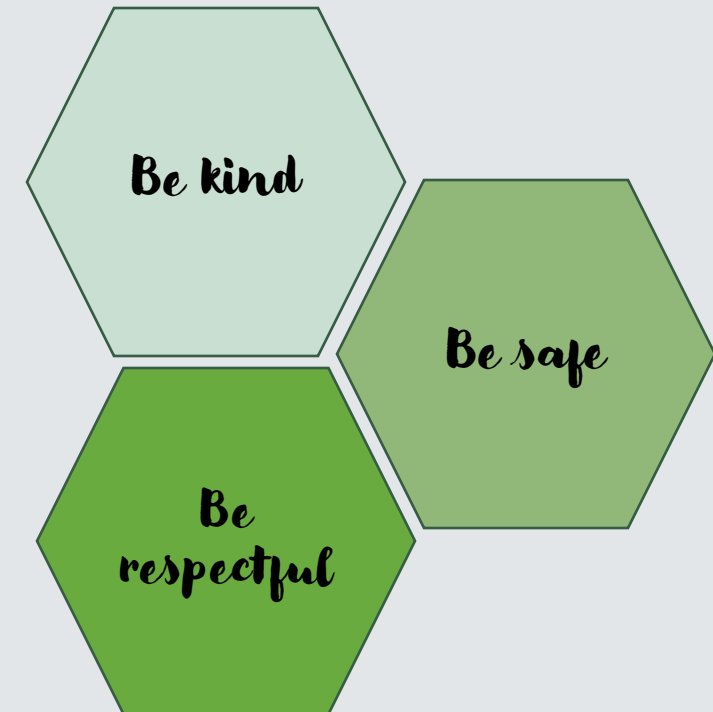




# English

STRATHMORE INFANT AND  
NURSERY SCHOOL

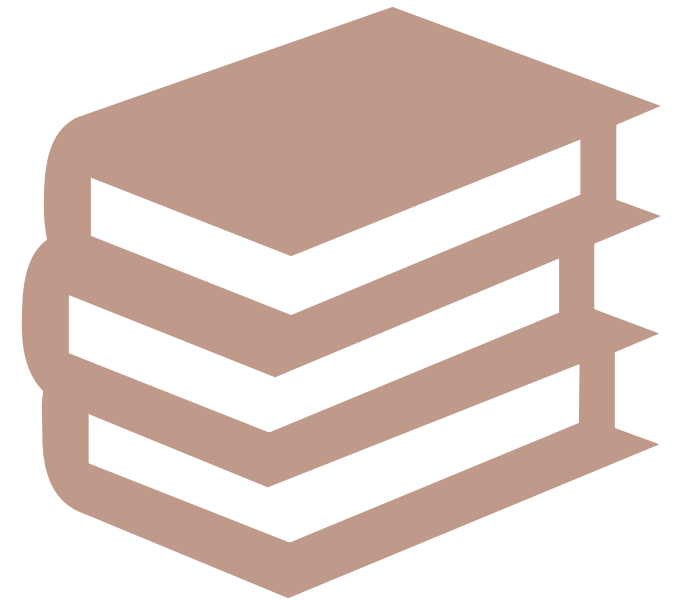
# Our Vision and Values



# Our Curriculum Intent

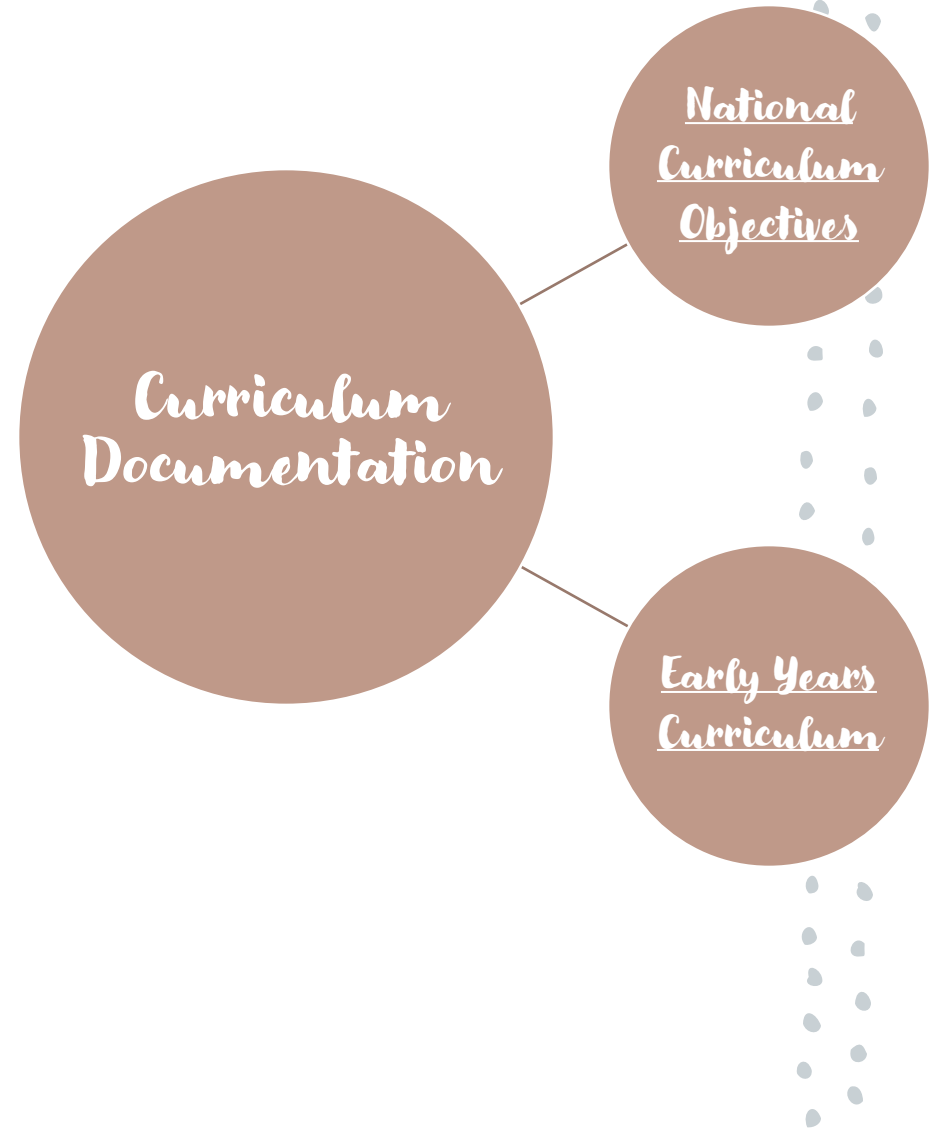
At Strathmore, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that is based on a clear system of progression and provides many purposeful opportunities for children to develop their skills and knowledge. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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.
- see themselves in a book and identify that they too are readers, writers and stars of their own stories.



# Our Curriculum Intent

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance throughout their time at Strathmore and ensuring pupils leave us ready to thrive in their new curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.



# The Big Ideas

## Humankind

- Discover cause and effect of human behaviour through stories

## Processes

- Use explanations to share how things work

## Creativity

- Develop creativity through exploration, questioning, imagination and sharing creativity through writing

## Nature

- Study nature poems and developing core vocabulary to describe the natural world around them

## Investigation

- Experiment with different ways to present information and ideas

## Significance

- Explore why things are meaningful to some and not to others through stories

## Materials

- To develop a core vocabulary to support exploration and enable useful questions

## Change

- To understand how characters change over time through stories

## Place and Space

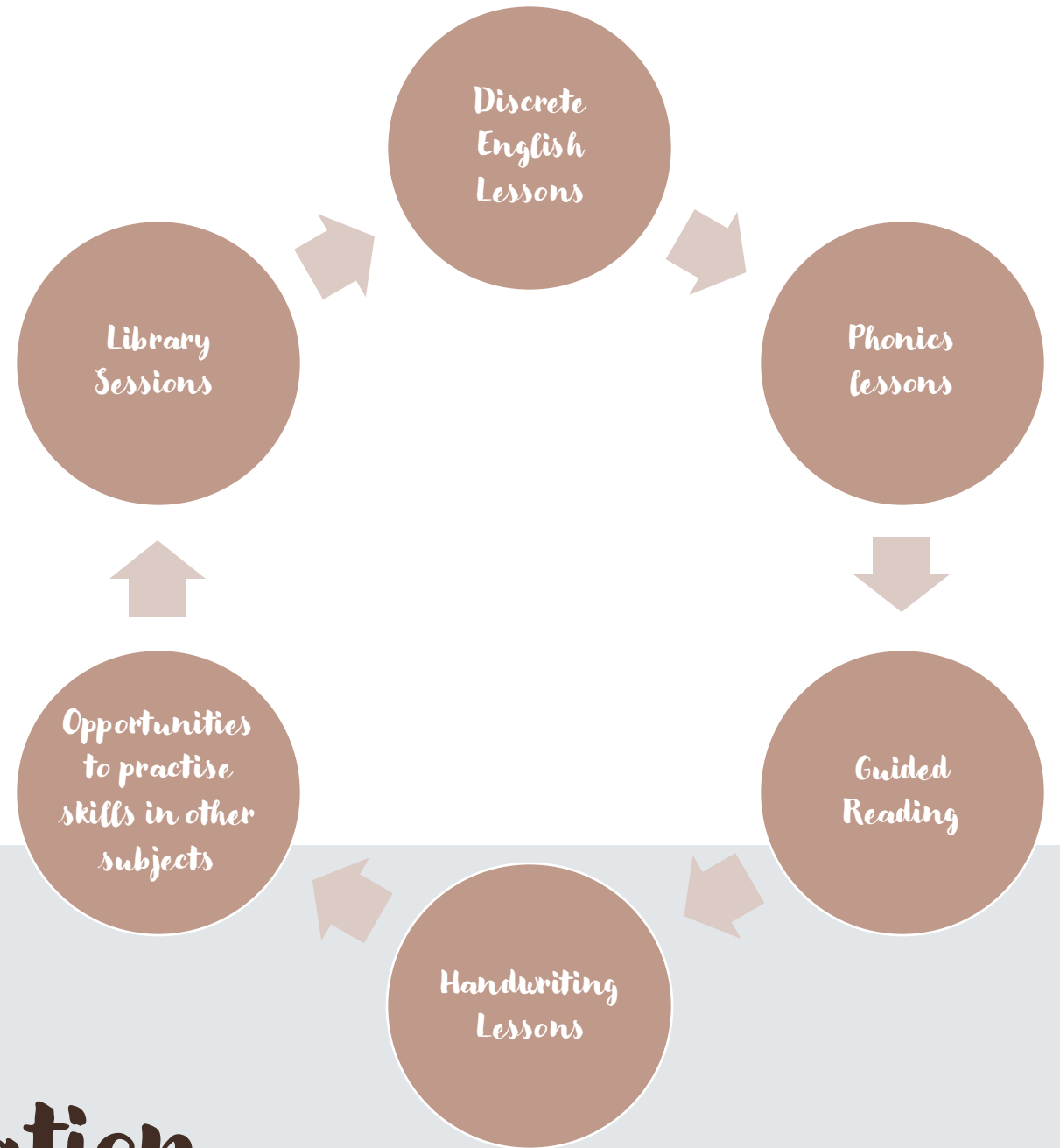
- To learn about a wide range of countries and cultures through stories

## Comparison

- Develop the vocabulary needed for debate and to identify similarities and differences

Our English Curriculum is delivered across the school day through a range of the following lessons/activities.

It is supplemented through whole school/year group/class events, for example World Book Day, book sales, author visits etc.



# Curriculum Implementation



# Discrete English Lessons - Nursery

In Nursery learning is based around a core text. The children respond to this text creatively, developing learning across the 7 areas of learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What makes me, me?</p>      	<p>What is all around me?</p>    	<p>Who can help me?</p>    	<p>What happened long, long ago?</p>     	<p>How do things grow?</p>   	<p>Where can we explore?</p>    

# Discrete English Lessons – Reception

- Receptions learning is also based around core texts that the children use to explore the half term's topic.
- The children have a weekly English input and individual task based on constructing words and sentences which contain the phonemes from the week.
- We use story time to develop story sequencing, retelling and rhyme etc.
- Children develop their sense of narrative in the small world area, home corner and deconstructed role play areas, as well as across the classroom.
- As the year progresses, the tasks can be delivered 1:1, in pairs, in small groups or whole class activities.
- The children are taught the concept of a sentence through focusing on dictated words, then dictated sentences and then writing their own sentences.
- After Easter, the focus of the individual tasks changes to tasks linked to the text including further developing a sense of narrative.
- In the Summer term, every child starts the day writing words or a sentence based on a picture stimulus.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What makes me, me?</p>      	<p>What is all around me?</p>      	<p>Who can help me?</p>       	<p>What happened long, long ago?</p>     	<p>How do things grow?</p>       	<p>Where can we explore?</p>     

For the full coverage of texts from Nursery to Year 2, click [here](#)



# Discrete English Lessons – Key Stage 1

- In Key Stage 1, we follow the Essential Writing Scheme. We believe that every child is a writer and are passionate about developing every child's knowledge, motivation and confidence in their writing.
- Essential Writing is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences.
- As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives.

# Discrete English Lessons – Key Stage 1

- Both Year One and Year Two have between 13 and 16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and to help to motivate and inspire our children to write.
- Each unit is progressively structured and centred around the two different writing purposes: to entertain and to inform. These writing purposes are also progressively sequenced across the school.

Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List poems 	Recipes 	Narrative (traditional tale) 	Narrative 	Rules & recount 	Poetry: Rhyme & Nonsense 	Narrative 	Poetry: Performance Poems 	Letters 	Poetry: Free Verse 	Narrative 	Explanation 	Narrative 
 				   		 		 		  			 	
<p>Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</p> <p>Sam Plants A Sunflower by Kate Petty and Axel Scheffler</p>	Puffin Peter by Petr Horacek	'Purple Is...' by anon	Gruffalo Crumble by Julia Donaldson and Axel Scheffler	<p>The Three Billy Goats Gruff by Mac Barnett &amp; Jon Klassen</p> <p>The Princess and the Pea by Rachel Isadora,</p> <p>Stop! That's Not my Story by Smriti Halls and Erika Meza;</p> <p>Professor Goose Debunks Goldilocks by Paulette Bourgeois and Alex G Griffiths</p>	Stanley's Stick by John Hegley and Neal Layton	Ravi's Roar and Ruby's Worry by Tom Percival	Oi Frog! by Kes Gray and Jim Field	Madlenka by Peter Sis; Martha Maps it Out by Leigh Hodgkinson	Poems to Perform edited by Julia Donaldson	<p>Paddington's Post by Michael Bond</p> <p>Here Comes Mr Postmouse by Marianne Dubuc</p> <p>Click Clack Moo: Cows that Type by Doreen Cronin</p>	Out and About: A First Book of Poems by Shirley Hughes	Little Red and the Very Hungry Lion by Alex T Smith	<p>The Big Book of Bugs by Yuval Zommer;</p> <p>Tad by Benji Davies</p>	We're Going to Find the Monster! by Malorie Blackman and Dapo Adeola
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

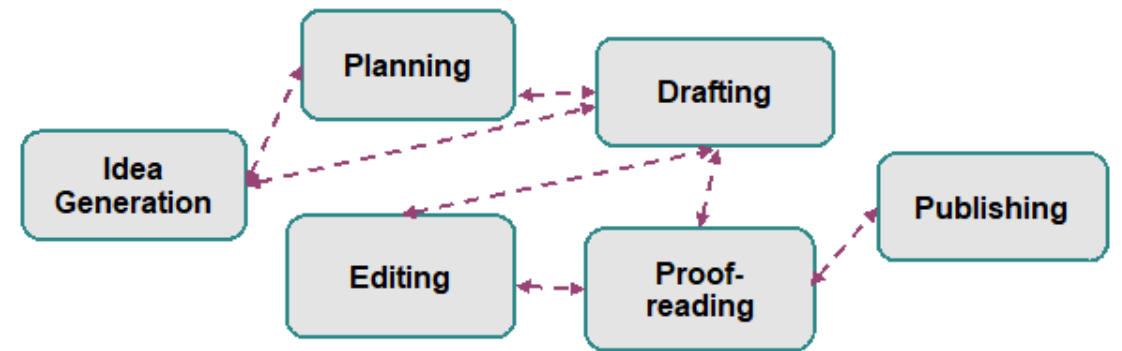
Autumn					Spring				Summer				
Narrative 	Instructions 	Poetry: List poems 	Narrative 	Letters, postcards 	Narrative 	Non-Chronological Report 	Narrative 	Poetry: Free Verse & Simile 	Narrative 	Instructions 	Recount 	Narrative 	Poetry: Take One Poet 
							 					 	
Frog and the Stranger by Max Velthuis	How to Make Friends with a Ghost by Rebecca Green	The Puffin Book of Fantastic First Poems edited by June Crebbin	Last Stop on Market Street by Matt de la Peña and Christian Robinson	Dragon Post by Emma Yarlett	Rapunzel by Bethan Woollvin	Big Blue Whale by Nicola Davies and Nick Maland	Julian is a Mermaid by Jessica Love  Splash, Anna Hibiscus! by Atinuke	The Puffin Book of Fantastic First Poems edited by June Crebbin	The Lost Homework by Richard O'Neill and Kirsti Beautyman	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Here I Am by Patti Kim and Sonia Sanchez	Super Joe Does Not Do Cuddles by Michael Catchpool and Emma Proctor  Traction Man by Mini Grey	Belonging Street by Mandy Coe
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				



- The children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers.
- Both simple and more complex sentence structure is emphasised along with the use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins.
- The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing.
- They will become familiar with a range of genres, such as narratives, recipes, letters and explanations and enjoy playing with language whilst writing their own poetry.

	Write to entertain	Write to inform
<b>Year 1</b>	Storyboard Short picture book Fairy tale /Traditional tale Short story Poetry	Lists, labels and captions Instructions Recipe Rules Letter Recount Explanation
<b>Year 2</b>	Picture book Short story Narrative based on real experiences Fairy tale/ Traditional tale Poetry	Instructions Letter Postcard Recount (inc. real events) Simple non-chronological report

- The stages of writing process are given dedicated teaching time to enable all children to behave as writers.
- The children are given time to collect their ideas, plan and compose their writing orally before writing.
- Every child is provided with regular opportunities to share their writing by reading and re-reading it aloud. They regularly discuss what they have written with their teacher and their peers to ensure their meaning is clear.
- The children are taught to proof-read to make corrections in spelling, grammar and punctuation so that their readers can follow their writing with clarity.
- The children are also given time to publish their writing to share it and celebrate their success with their intended audience.



# Phonics

At Strathmore, we use the DfE validated scheme **Little Wandle** to structure our phonics lessons.

Daily phonics lessons are taught in Reception, Year 1 and Year 2

Nursery introduce the children to phonics through the Phase 1 **Foundation to Phonics** programme.

# Introduction to Little Wandle



At Strathmore, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.



# Phonics Across the School



The National Curriculum clearly defines goals for the development of pupils' reading skills. The prime focus is to ensure children read fluently by the time they leave primary school and an important step to read and write to this standard is understanding the relationship between sounds and letters.



At Strathmore our teaching always includes modelling phonics and scaffolding sentences using weekly phonics. Our text rich classrooms and English working walls also increase vocabulary awareness and sight vocabulary. In addition to this, we teach discrete phonics sessions across the school.



We teach the sounds and actions of the alphabet to our Nursery pupils through Monster Phonics and this is further embedded as children move through the school. Teachers use the scheme as a tool and amend their planning as necessary.



We hold regular phonic workshops for parents. They are positively received and provide parents with information on how best to support their child at home as well as to understand how Phonics is taught in school. [Click here to view our most recent parent's workshops.](#)

# Intervention

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Phonics is taught as whole class lessons to ensure all pupils are given access to age related phonics learning.

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We approach phonic intervention with a 'Keep Up and Catch Up' approach.

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Systematic interventions are planned and delivered to all pupils who need additional support. This can be whole class, group or individual interventions.

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Any pupils who still need phonic instruction in Year 2 follow the Rapid Catch Up Programme.

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For our pupils who require a graduated approach, we use the Little Wandle SEND programme.

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Where a pupil has additional needs, external agencies are consulted to give clear guidance on how to structure the development of reading and phonics.

# Reading Practise Sessions

- All children are heard to read at least three times a week during guided reading sessions.
- In addition to this, teachers, support staff and volunteers read with the pupils on an individual basis.
- Our disadvantaged pupils and/or lowest 20% readers are prioritised during individual reading sessions.
- Guided reading sessions are led by the teacher and support staff within the classroom. If a member of staff is absent, members of staff from other classes come in to support during the guided reading sessions.
- At the end of each session, staff record observations on each child to support ongoing assessment and future planning.
- The guided reading sequence is split into three sessions, each with its own purpose and focus.



# Assessments

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for Learning (AfL)** is used:  
daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching  
to plan repeated practice throughout the day to ensure all children secure learning  
weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- **Summative assessments** are uploaded onto the Assessment tracker for Reception and Year 1.

These are used:

- to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
- by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught  
to establish if learning is secure for more than 70% of children before new content is taught  
to identify any children needing additional support and to plan the Daily Keep-up support that they need.
- every three weeks, we reassess every child who is not on track.



# Reading Practice Sessions Day 1 – Decoding

- Every guided reading session begins with a pre-teach of the focus sounds, decodable words, tricky words and new vocabulary, to ensure all pupils are confident to read.
- The aim of this session is to support pupils to use their phonic and high frequency word knowledge to decode and read the text.
- The children then read the text independently, asking a peer or signalling to the adult when they need help with a word in the text.
- During this time, the adult will be tapping into the reading, hearing every child in the group read a section of the text.

# Reading Practice Sessions Day 2 – Prosody



The aim of this session is to support pupils to develop their prosody, fluency and expression while reading a text.



After the children have reviewed the phonemes and word cards, they re-read the text with the adult tapping in.



Then, the adult will read through a section of the text, modelling pronunciation through echo reading. During this session the children will echo the reading led by the adult, with the adult actively listening and fine tuning to support their reading of the text.



During this session conversations may be held about the role of punctuation or italics to inform the readers' pronunciation.



They will discuss the expression used to read the text and check understanding of the story and core vocabulary through discussion about the text.

# Reading Practice Sessions

## Day 3 - Comprehension



The aim of this session is for the children to use the text to find information.



The adult will recap the sounds and word cards, then the children will re-read the text, with the adult tapping in.



The adults will then ask the comprehension questions found at the end of the book. [Question stems](#) are also provided for adults to develop further questions if required.



To support comprehension across a wider range of texts and genres, the question stems are also used in English lessons and class story times.

# Introducing Reading Practice Sessions in Reception

When children enter reception, we want them to read straight away.

Children are sent home with **wordless** books at the end of their first full week in Reception.

These books consist of wordless books, nursery rhymes, traditional tales and non-fiction texts.

During guided reading sessions, children initially focus on developing their ability to blend vc and cvc words, first with oral blending and then through reading.

Once children are secure with their blending skills they begin formal reading **practice** sessions. *This will typically be by Christmas at the latest.*



# Reading Practice Sessions in Year 2



Guided reading in Year 2 follows the same 3 day model as Year 1 and Reception, starting with decoding, then prosody and comprehension each week.



Once the children are able to read a phase 5, set 5 text at 60-70wpm, they move on from the Phase 5 texts.



They will then move onto longer books designed to support their progress with comprehension and prosody, while giving them the opportunity to continue developing their automaticity.

# Recording Reading Practice Sessions



- In each session the adult reading with the children makes notes on an accompanying sheet.
- The notes made link to the TAF assessments for Years 1 and 2, to support assessment and planning for each group.
- These record sheets are filed and stored in the group's guided reading folder. A copy of the TAF can be found at the front of each folder to support the adult making notes.
- Click here to see [Guided Reading Record Sheet](#)

# Handwriting



At Strathmore handwriting is taught through the development of gross motor skills, fine motor skills and a focus on letter formation.



We use the scheme Letterjoin to ensure consistency in teaching and letter formation across the school.



[Click here for full information on how we teach handwriting at Strathmore.](#)

# Opportunities in Other Subjects

- As well as promoting writing within our English lessons, pupils are given the opportunity to apply their skills within their work on the foundation subjects.
- Within Reception, all English lessons and tasks are linked to the topics that they are learning about, making links between all subjects.





# Library Sessions

- Every class visits our library once a week.
- We want all pupils to love reading so, in January 2023, we redeveloped our library to make the space inviting and accessible for all.
- During this time we also invested over £5000 into a wide range of high quality and diverse texts.
- A key focus in book choice, was ensuring that all pupils can 'see themselves in a book'.
- Every child takes home two books a week - one phonics or chapter book to practise the skill of reading and one library book to develop the 'will'

# Assessment in English

- In Reception, English is assessed against the Early Learning Goals at the end of the year.
- Across the year, progress is assessed, using a school assessment tool that is informed by both 'Birth to 5 Matters' and 'Development Matters'.
- Within Year 1, progress and attainment is assessed using the Herts TAFs for [reading](#) and [writing](#).
- Within Year 2, progress and attainment, in reading and writing, is assessed using the [STA TAFs](#).



# Inclusive learning

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work, as well as practical and formal lessons that allow the children to focus on evaluating their work. This variety means that lessons are engaging and appeal to all learning styles. Teachers are able to adapt and differentiate each lesson based on the needs and requirements of their class, enabling all children to access the objective for the lesson as well as stretch the children's learning where appropriate. Some key changes we may make for children with SEND are:

## Hearing Impairment

- using pictorial representations, vocabulary lists and explanations, careful positioning within class.

## Visual Impairment

- Enlarged resources, use of technology

## Dyspraxia

- Alternative ways of recording, simplification of diagrams

## Memory/Processing

- Dual coding, pre and reteaching

## ASC

- Dual coding, visual representation

## ADHD

- Dual coding, step by step instructions

## SEMH

- Clear end points, clear expectations, clarity of modelling and explanations

## Cognition

- Graphic organisers, dual coding, alternative methods of recording



# Diversity and Inclusion

We have carefully selected all of the core texts studied across the school to ensure that all children are able to see themselves in a book.

In 2023, we also invested £5000 into high quality diverse texts that were selected to ensure all pupils feel represented and to celebrate difference through opening doors to a wider range of communities, cultures and disabilities.