



The Lizard English Curriculum Statement

Intent	<p>English is at the heart of our curriculum; it is the foundation on which every subject is built. We value reading and writing as key life skills, and are dedicated to enabling our pupils to become lifelong readers and writers, ensuring children read fluently and widely when they leave. The reading and writing journey begins in the Foundation Stage, where a multitude of learning activities are available for children to experience books, mark making and phonics, igniting a passion for these skills at an early age. As the children's journey continues into KS1, the teaching of phonics continues and there is a greater expectation that this knowledge will also be applied to their written work. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination, which is then transferred to their writing. We believe reading is key for academic success and so we ensure that there is a holistic approach to the teaching of reading. In writing, we want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they can decipher unfamiliar words and then use them when speaking and writing both informally and formally.</p>			
	Underpinned by			
	High Expectations	Modelling	Fluency	Vocabulary
	It is our intention that all children will succeed and make progress.	Teachers model good spoken English and model a passion for the enjoyment of reading and writing.	Children will apply their skills from English across the curriculum.	Children will be immersed in a vocabulary rich environment with the expectation that this new, acquired knowledge of words will be applied in different situations.

Implementation

Cross-Curricular

Reading and writing, in collaboration with aspirational vocabulary, are taught during English lessons with the intention that skills acquired are then transferred to other subjects across the curriculum. Vocabulary is explicitly taught across the curriculum.

Phonics

Across our schools, we follow the synthetic phonic schemes: Little Wandle Letters and Sounds Revised or Read Write Inc. These are a method of learning letter sounds and blending them to read and segment to spell. This is a daily lesson.

Read Write Inc= Coverack, Grade Ruan, St Keverne, Manaccan

Little Wandle= Breage

Decodable Reading Books

Children on the phonics scheme read fully decodable books to match their current phonics level.

Phonics intervention

If a child is falling behind, they will immediately be placed on an intervention programme linked to the SSP.

Reading beyond phonics

Once children have completed the phonics programme, they then begin the whole class reading journey.

Class Novel

The carefully chosen, high-quality class novel will be read for 15 minutes every day separate to the reading lesson. This ensures children have access to and study a text in its entirety from start to finish and build the skill of following a text through.

There will be a daily reading lesson from 9-9.30am.

This reading curriculum will incorporate VIPERS, which is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise

Monday and Friday Lessons- linked to class novel

These 2 lessons a week are based on the class novel. There is no new reading – the questions are based on the chapters they have currently read.

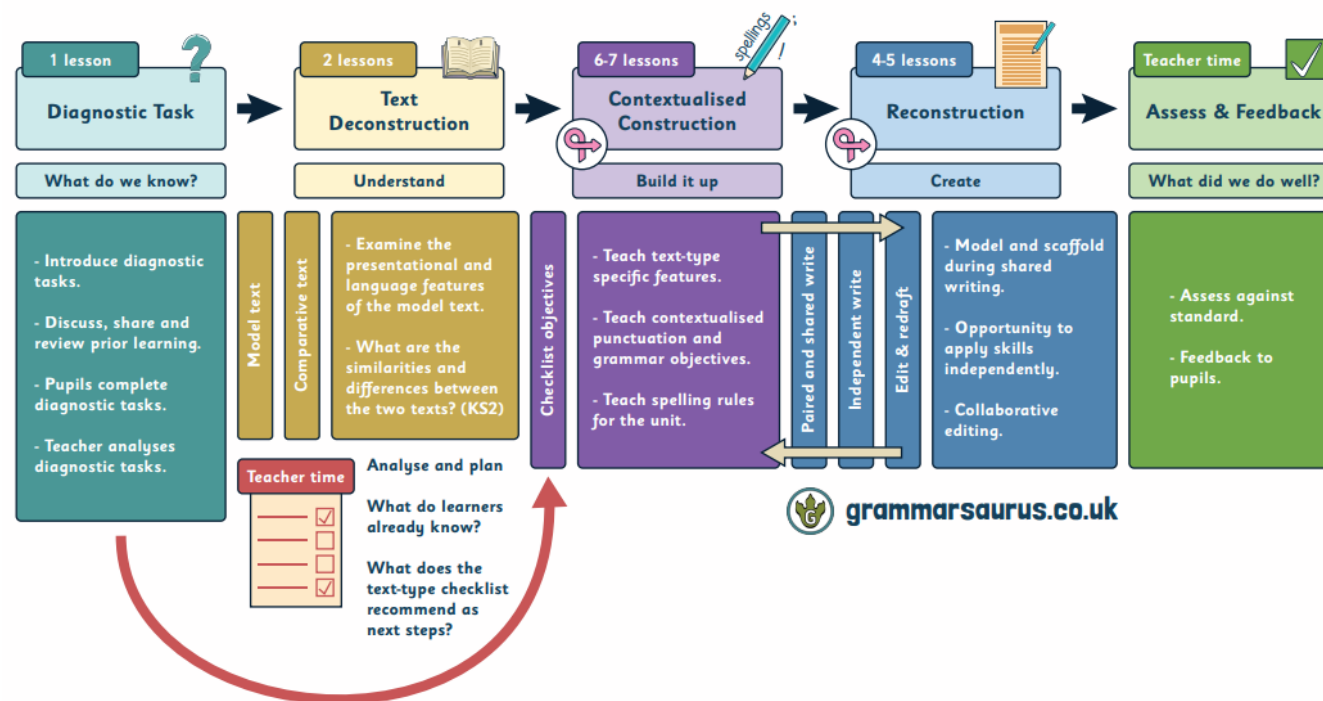
Tuesday, Wednesday and Thursday- linked together with a theme

These days link together with a theme. The carefully selected, age-appropriate texts should cover all genres: fiction, non-fiction, poetry, songs and picture books. These lessons are heavily focused on reading fluency strategies, including: teacher modelling, choral, echo, paired reading.

	Reading Rewards *Leave up to individual schools Children are expected to read at home at least four times a week. Once this expectation is achieved, they are entered into a raffle. First prize from each year group will receive a Waterstones voucher and second prize is a bookmark. Children are then entered in a termly raffle to have an opportunity of receiving a book of their choice and they enjoy a hot chocolate and cake with the Head of School and have their book presented to them.															
	Whole School Events *Add lots more here! We celebrate National Poetry Day, Roald Dahl Day and World Book Day. We also plan whole school competitions. These events unite the whole school to concentrate on one theme.															
	Reading for Pleasure Book spine/recommended reads Teacher reading aloud Building reading communities Taking home high quality books Links with the library service to ensure books are regularly updated															
Writing	Early writing Early writing will involve transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children will experience new and extra vocabulary around a story, tale or animation. As the children progress, they will move on from letters to words and then to captions/sentences.															
	<table><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td>Vocab</td><td>Vocab</td><td>Vocab</td><td>Vocab</td><td>Vocab</td></tr><tr><td>Character</td><td>Setting</td><td>I wonder...</td><td>I wonder...</td><td>I wonder...</td></tr></table>	Monday	Tuesday	Wednesday	Thursday	Friday	Vocab	Vocab	Vocab	Vocab	Vocab	Character	Setting	I wonder...	I wonder...	I wonder...
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The Place Value of Punctuation and Grammar In KS1 and 2, at some point in the Autumn Term, the children are taught the Place Value of Punctuation and Grammar to embed their grammar knowledge before moving on to extended writing. This is mapped across our key stages to ensure progression.																

Our Writing Journey

By the Spring Term, our writing journey commences. Our writing journey ensures that children recap text types, genres and story structures in different year groups to build on previous skills: text-type specific features, grammar, punctuation and syntax. Units generally last three weeks and consist of a diagnostic task, text deconstruction using a model text, and contextualised teaching of grammar, punctuation and spelling based upon gaps identified from assessment for learning. Writing is then organised into sections and children use this application opportunity to cohesively organise new and existing grammar, punctuation, spelling and syntax learning. Children are taught to edit and redraft their work before writing a final version, which is assessed to inform future planning.



Spelling

The 'Spelling with Grammarsaurus' curriculum overview will be used to map the key spelling rules for each writing unit. There will always be a spelling check at the beginning of a unit in the diagnostic task and the specific spelling rules will be explicitly taught during the contextualised construction element of the unit. There will be many opportunities throughout the unit to apply these spelling rules independently and they will be assessed against the standards.

Handwriting

*All schools will use the Morrells handwriting lines.

Motor skill milestones- Strong Foundations for handwriting

Postural control and shoulder stability

Before a child can hold their pencil effectively, they need to be able to sit up. Sitting requires adequate postural control. Postural control is our ability to keep our bodies stable when we are stationary and when we move. It is essential for us to be able to use our arms, hands and fingers with good control. Climbing is a great way to help to improve shoulder stability. Swings and slides help with postural control. Walking, or running, up and down unstable surfaces also helps with postural control and endurance. Secondly, crawling is a great way to help with shoulder stability. This includes crawling on hands and knees and also commando crawling where the child keeps their bottom down on the ground. Tunnels can be fun.

Finger and hand control

In order to hold their pencil with their fingers children first need to be able to isolate their fingers from their palm. Initially, when they hold a pencil, a child will grasp their entire hand around it. This is because they have not developed the hand control to isolate their fingers from their palm. As they have more experience with fine motor activities, children establish more control over their fingers. This is what allows them to hold their pencil with their fingers.

Before they hold onto a pencil, children need to be playing! Messy play is a great way to help with hand awareness. Sand, shave foam and finger paint are a good starting point. Mud kitchen can be loads of fun. Cooking can also be fun. Making pizzas or cutting out pastry or biscuits are great ways to develop finger and hand control. Playdough and Dough Disco are also an excellent choice.

Finger songs are also a great way to improve the fine motor skills of younger children. There are a number of animated songs on YouTube, this playlist has a good selection. The song 'Crocodile Snap' is also written to help children to find their 'crocodile fingers,' or the fingers they need to use on their pencil.

Construction toys, such as Duplo, Sticklebrix and Popoids, are great activities to help with finger and hand control. Musical instruments are brilliant as they help with hand control and timing and sequencing. Scissors and craft are also great choices. Many pretend play toys, e.g. doctor sets, dolls houses, trucks and cars, also encourage fine motor skills.

Pre-writing skills

Pre-writing skills are the things a child needs to be able to do before they are ready to write. This includes being able to colour and trace inside lines, and to draw certain shapes. Shapes such as vertical and horizontal lines and circles form the foundation of most letters.

A useful way to think about pre-writing skills is to call it 'mark making.' So, before a child writes they need to be able to use their pencil to make marks and colour. It can be really helpful let the child be as creative as they want to. There are no rules. Old school black boards are also excellent. You just want the child to be holding onto a marker, crayon or pencil and make some marks. This helps with their pencil control. Next, colouring and drawing are really important foundations for handwriting. Again, these skills help with the pencil control required for handwriting. If a child isn't that interested in colouring, find colouring sheets of their favourite characters. Use different types of markers and crayons. Bath crayons can also be fun, as can window markers to write on windows and mirrors, and drawing with chalk on the pavement. Activity workbooks with mazes and dot to dots are also good at this stage.

Developing the correct pen(cil) grip



Incorrect grip



Correct grip



These simple strengthening exercises will build up the pincer grip. This will help the writer to hold the pen(cil) correctly for speedy unrestricted handwriting.

Handwriting skills progression

Our handwriting skills progression will be used to ensure the accuracy of age appropriate handwriting skills. They will have the opportunity to explore these skills across the whole curriculum.

Assessment







Morrells Checklist: Printed Handwriting

Date: _____

Use this checklist to assess the writer's handwriting progress.

Tick the box that applies to their current handwriting ability and assess them again on a regular basis.

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	Circle the letters when I can use the correct starting point and direction every time I write them: a b c d e f g h i k l m n o p q r s t u v w x y z	YES	NO	SOME
	I can use a consistent size for my letters (relative to one another in my writing).			
	I can use spacing between my words.			
	I can write the descenders correctly.			
	I can use capital letters correctly.			
	I can hold a pen(cil) correctly in the dynamic tripod grip.			

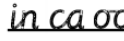
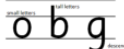




Morrells Checklist: Cursive Handwriting

Date: _____

Use this checklist to assess the writer's handwriting progress.

Tick the box that applies to their current handwriting ability and assess them again on a regular basis.

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	I can use the correct starting point and direction every time I use joined-up handwriting.	YES	NO	SOME
	I can use a consistent size for my letters (relative to one another in my writing).			
	I can use spacing between my words.			
	I can write the descenders correctly.			
	I can use capital letters correctly.			
	I can hold a pen(cil) correctly in the dynamic tripod grip.			

Impact	<p>PUPIL VOICE</p> <p>Through discussion and feedback, children talk enthusiastically about reading and different genres of writing, thus understanding the importance of this subject. In addition, they can talk about books and authors they have enjoyed, can make connections with their own experiences, and make reading recommendations.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.</p>	<p>EVIDENCE IN SKILLS</p> <p>Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.</p>	<p>OUTCOMES</p> <p>At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p>
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