



Curriculum Intent	English Intent
Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners. Our curriculum is based upon 4 main principles: Creative: • Inclusive, exciting and engaging. • Stimulates creative thinking and problem solving. • Develops effective communication skills. • Discovers, nurtures and celebrates children's talents. Ambitious: • Ensures children seek out and enjoy challenges. • Teaches resilience and the ability to persevere. • Promotes independence and motivation. • Develops the ability to self-reflect and know how to move forward. • Fosters enthusiasm and a love of learning. Curious: • Encourages questions to be asked to extend thinking. • Enables ideas and experiences to be connected to help make sense of the world we live in. • Supports British Values and our School Values. • Practical, memorable and fun. Healthy: • Encourages a mentally and physically healthy lifestyle. • Nurtures and supports social and emotional development. • Encourages collaboration with others.	At Brookland Infant and Nursery School we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the essential skills they need to foster an enthusiasm and a love of learning. Our English curriculum is key in achieving this goal. We aim to ensure all of our children develop a genuine love of language through an exciting and engaging curriculum. Careful links are made across subjects to ensure that children's English learning is relevant and meaningful. Through our English teaching, we aim to develop the vocabulary of all children and give them an opportunity to read for pleasure and to listen to good role-models reading. We want all children to leave here as confident writers who are able to write effectively across a range of genres with a sound understanding of purpose and audience to equip them for real-life situations later in life. Our English curriculum intends to equip all children with a strong command of the spoken and written word, and fosters their love of reading for enjoyment and knowledge. Through following the EYFS Statutory Framework and National Curriculum for English, we aim to ensure that all children: • Speak clearly and convey ideas confidently. • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. • Read fluently and develop a love for reading, for both pleasure and information. • Communicate ideas in writing efficiently and effectively. • Write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences. • Use discussion to support and enhance learning.



English Implementation

All children in Reception and Year 1 receive 5 phonics lessons per week. In Year 2, children who continue to need to practise phonics receive teaching through targeted interventions and Reading Practice sessions. English lessons are focused on developing writing skills and are often centred around a high-quality text. Children develop the core skills necessary for writing a range of text-types. They have the opportunity to draft, edit and publish writing, which therefore enables them to become a skilled and reflective writer. All children benefit from regular Reading Practice sessions with a school adult. Reading is a key priority for us so our children receive a high-quality daily story time and a weekly visit from a Mystery Reader.

Phonics:

In Phonics, we follow Little Wandle Letters and Sounds Revised.

In Nursery, children begin to learn the foundations for phonics, which is based around developing listening skills. We understand the importance of the foundation skills so children all through the school have regular opportunities to practise using these skills which are essential to become a successful reader and writer.

In Reception, children are taught Phase 2 and Phase 3 sounds and the skills needed to decode increasingly challenging words as set in Phase 4. This ensures they are ready to access the Key Stage 1 curriculum.

In Year 1, children continue to revisit and review all previously learnt sounds and are introduced to Phase 5 sounds.

In Year 2, it is expected that the majority of children will have secure phonic knowledge and therefore are ready to move on to learning about spelling patterns and rules and we use Spelling Shed to teach this. Those children who are not yet secure at Phase 5 receive additional support with the identified sounds to ensure all children keep up and no child is left behind. Children use the skills and knowledge gained in phonics to help them progress in reading and writing.

Reading:

We believe reading is a key aspect of developing a child's learning and supports every child to access the wider curriculum. Throughout their time in Nursery, children are introduced to high-quality texts through engaging story times. They are encouraged to take books home to share with a grown-up and have access to books both inside the classroom and outside area. This love of reading and listening to stories is built upon in Reception where story times are all focused around a high-quality and engaging text. Every week, children take home a decodable reading book that is carefully matched to their phonic ability and choose a library book to share at home. Children in Reception are also introduced to small group Reading Practice sessions in the Autumn term which focus on the development of early key reading skills.

As children move in to Year 1 and Year 2, they continue daily Reading Practice sessions with more emphasis on decoding and comprehension where they are explicitly taught key reading skills e.g. prediction, inference, clarifying and questioning. Children are encouraged to respond to texts verbally and take part in group discussions about the texts. They have opportunities to discuss events in books and to respond to texts through open-ended questioning. Children in Year 2 are encouraged to make links between texts that they have read and are taught how to comprehend texts on a deeper level than in Year 1.

In Year 1, every week children take home a decodable reading book that is carefully matched to their phonic ability and choose a library book to share at home. In Year 2, children who are working beyond phase 5, take home a reading matched to their reading ability from Big Cat



Collins books which follow on from the Little Wandle reading books. If children are still securing their phonics skills they will take home a decodable reading book matched to their phonic ability.

Writing:

In EYFS, children are encouraged to mark make and give meanings to the marks they make. Staff ensure that children are given plenty of exciting and engaging opportunities to mark make independently such as in salt, glitter, paint and chalk. Children are taught how to form letters and how to use their phonic knowledge to write simple words. In Reception, and once the children are ready, they are then taught how to orally compose and write a simple sentence. There is a focus on using finger spaces between words so both the child and adults can read their writing.

In KS1, the teaching of writing skills are carefully plotted out across the year to ensure progression. These are explicitly taught and opportunities are provided for children to apply these skills independently. They are taught how to use different types of sentences e.g. statements, commands, exclamations and questions. High quality texts are used as a stimulus which include a range of texts and different writing genres.

In Year 1, the expectations for writing increase as children are expected to finish the year writing correctly demarcated sentences using capital letters and full stops. They are also taught to extend their sentences using conjunctions e.g. 'and' and 'because'. Children will learn to write for different purposes – stories, lists, letters, poems etc. – and will develop their composition, stylistic and presentational skills.

When children begin Year 2 with this secure knowledge, they are then able to build on this and learn how to use more advanced conjunctions e.g. 'but', 'if' and 'when'. They continue to write for different purposes – stories, lists, letters, poems etc. and will develop their composition, stylistic and presentational skills. They will develop their editing skills.

Every child starts their own Writing Journal in the last half term of Reception to showcase their independent writing skills. The child adds to their journal every half term. These move up through the school with them and show clear progression, helps teachers identify next steps to move the learning forward. The Writing Journals are a lovely way for the children to reflect upon and celebrate the progress they make in writing during their time in our school.

Handwriting:

Handwriting remains an important skill, despite the increase in digital technology. We want our children to communicate their ideas in writing efficiently and effectively. We believe that all our children can become fluent writers and recognise that handwriting skills are essential as part of the writing process. In the early years, the children take part in activities to develop their fine-motor control before being introduced to print. In Reception, letter formation is taught as part of daily phonic lessons following the Little Wandle guidance and all children take part in daily phonics lessons. Children in Year 1 will consolidate individual letter formation. Letter formation is reinforced during daily phonics sessions as well as 2 – 3 short handwriting lessons each week. Letters are reintroduced to children as part of letter families with 2-3 focus letters each week. Children in Year 2 should be secure in forming individual lower case and capital letters. There are 2-3 handwriting lessons each week with a focus on a new letter/join in each session. Children will be taught the lead in and lead out horizontal and diagonal strokes required to join letters.



English Impact

In English, our children are confident and articulate. They like to read for pleasure and purpose and write in a variety of styles. They can use phonics to underpin all elements of their learning and can confidently segment and blend to help them read and write unfamiliar words. They have a rich learning experience and are exposed to a range of opportunities which build their vocabulary and encourage them to be curious, independent learners.

We will be able to see that the children know more and remember more through evidence in their reading and writing. We will see that they are able to recall prior learning and apply it in a range of contexts, for example, when demonstrating their understanding in our foundation subjects. We will see that children will have developed automaticity in the required skills they need by the end of each year. This will ensure children start their next year of learning with the necessary skills and knowledge.

We aim for all our children to:

- Speak clearly and convey ideas confidently.
- Read fluently and develop a love for reading.
- Communicate ideas in writing efficiently and effectively.

The impact of the curriculum on our children is based upon 4 main principles:

Creative Learners will:

- Express themselves through speaking and listening and through their writing.
- Use vocabulary from their reading experiences in their speaking and writing.
- Think creatively and use their imagination.
- Develop effective communication skills.

Ambitious Learners will:

- Be able to decode and infer when reading.
- Have a strong grasp of spelling, punctuation and grammar rules and apply these skills in their writing
- Reflect on their learning verbally and edit their written work.
- Be resilient and persevere.
- Challenge themselves.

Curious Learners will:

- Enjoy reading and writing and see it as purposeful and exciting.
- Enjoy reading texts from a range of cultures.
- Develop a sense of enjoyment and fascination in learning about the world around them by asking questions about what they are reading and writing about, to make connections in their learning and to help make sense of the world they live in.

Healthy Learners will:

- Show respect and kindness to everyone when taking part in group discussions and when sharing their own viewpoints and appreciate those of others.
- Socialise and collaborate with others and develop their understanding of mutual respect through the use of talk partners and group work.



If you were to walk into an English lesson at Brookland Infant and Nursery School you would see:

- a high-quality text being used as a stimulus for learning.
- lessons based around encouraging discussions, role-play, debating and developing vocabulary.
- children being given opportunities to plan, draft, edit and publish their writing.
- purposeful writing opportunities which excite children and motivate them to write.
- the input of all learners being valued and supported regardless of their ability.
- fun and engaging opportunities for learning.