

Summary of GSIS Curriculum Intent	Summary of GSIS English Curriculum Intent
<p>Our pupils come to us from a very wide range of pre-school/nursery and home experiences, with varied self-help skills, motor skills, language skills and cultural capital. In recent months, we have welcomed a significant number of children who are new to English, and to the UK school system, including an increasing number of children who are refugees. The number of children entitled to Pupil Premium funding, has increased from 14% in May 2019, to 25% in May 2022.</p> <p><b>Our Curriculum Intent prioritises the following:</b></p>	<p>including Speaking and Listening, Reading, Writing and SPaG (Spelling, Punctuation and Grammar).</p> <p>At Garden Suburb Infant School, we prioritise the development of each child's ability to communicate effectively and purposefully in English.</p> <p><b>We aim for our children to foster a love of reading, that will also feed into an enthusiasm for writing.</b> We base our curriculum around good quality key texts, that reflect the diverse backgrounds of our children, and lead them to sources of knowledge and information as well as imaginative worlds beyond their own experience. We aim to create a rich and inspirational reading environment, giving our children opportunities to hear, share and engage with quality texts in a range of genres.</p> <p><u>Reading</u> is an important life skill, and we aim for our children to enjoy reading, read widely and to have age-appropriate fluency, prosody (pitch, stress and timing) and comprehension. Our reading curriculum is designed to provide a balanced and engaging approach to developing reading skills, which include both decoding and comprehension.</p> <p><u>Writing</u> is closely linked with the development of reading, and builds on the skills and experiences our children develop through their reading activity and access to literature. Across the school, we are aiming for the same endpoint - children who write clearly, accurately and coherently with a sense of purpose across a range of genres. We aim for our children to develop good handwriting, using accurate spelling. Our choice of high-quality texts, with opportunities for first hand experiences, is designed to inspire our children to want to compose stories and ideas, both orally and in writing.</p> <p><u>Phonic</u> knowledge and skills are crucial in enabling our children to progress in their reading and writing. They develop this through daily phonic lessons, with regular reading sessions throughout the week. The children thoroughly enjoy phonic lessons and take part with enthusiasm.</p> <p>We recognise the right of each child to develop their ability to speak and listen, read and write in the English language, appropriate to their age and previous experience. We aim to ensure that, through our curriculum and school environment, children begin to acquire the necessary literacy skills to allow them to become lifelong confident and competent users of English. We expect the teacher's own speaking, listening, writing and reading of English to support the development of children's language and vocabulary.</p>
<p><b>Language Development</b></p> <p>We have an exceptionally rich language experience in our school, with some children who are articulate with a wide vocabulary, some skilled bilingual speakers, and others who are very new to English. All children need to develop the language skills and vocabulary, in order to express themselves in school, communicate with their peers and adults and access the curriculum.</p> <p>We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary, with a learning environment that promotes language development and interventions to support children who need additional help.</p>	<p><b>Language Development</b></p> <p>We are ambitious in the vocabulary we teach children, teaching key topic vocabulary and encouraging them to be able to read and write these words by the end of each topic. The children develop their understanding of the meanings of core English vocabulary in order to develop both substantive and disciplinary knowledge. Topic vocabulary is clearly evident on whole class English working walls which builds through a topic and supports children to remember and use it. Children are taught common exception words as outlined in the English National Curriculum throughout the year in phonic lessons, SPaG lessons and writing lessons. Children have a word of the day or word of the week, which they are encouraged to use verbally, read and then write in a sentence, correctly and in context.</p>

<p><b>Learning Behaviours</b></p> <p>All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs. We structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.</p>	<p><b>Learning Behaviours</b></p> <p>We understand that our infant children love <b>reading for pleasure</b> and enjoy reading books with both their friends and adults. They love talking about their books and making links to other books they have read, and they show excitement about sharing stories they have read at home. We recognise that this engagement and excitement fosters positive learning behaviours in our phonic and reading sessions. We aim for children to become confident as readers, supporting their resilience to persevere with a story.</p> <p>Children enjoy engaging in drama activities in our English sessions. We believe this supports and extends children in their <b>writing</b>. Many of our children write for pleasure and will write frequently outside of school. Our children show a particular interest in writing stories. We recognise that this engagement and excitement fosters positive learning behaviours in our phonic and writing sessions. We understand children need the resilience to persevere with their writing, which is why we plan small steps in each of our topics throughout the year, focusing on key skills, building up to larger pieces of writing.</p> <p>Reading, writing and phonic sessions incorporate individual, paired and/or group work depending on the tasks. We actively promote positive learning behaviours through including our animal mascots during our sessions, alongside our learning behaviour stickers.</p>
<p><b>Physical Activity</b></p> <p>An active lifestyle can boost good mental health, and can develop the motor skills which will support the children's recorded work. We ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor skills, core strength, hand and upper body strength.</p>	<p><b>Physical Activity</b></p> <p>We understand how important gross and motor skills are in developing writing, in particular. Our playground equipment, including monkey bars, climbing walls and traversing ropes, is geared towards developing children's core strength and hand grip, to support their pencil grip, hand control and stamina in their writing. This is supplemented by classroom activities to build strength in the children's hands, such as dough disco and various fine motor activities. We encourage children to sit upright and place both feet on the floor whilst writing, holding their pencils with the correct grip, forming letters in the correct direction.</p>
<p><b>Cultural Capital</b></p> <p>All children need to have access to the experiences that will enrich their understanding, put their learning in context and reflect their rich and diverse cultural backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching and a programme of visits and experiences that enable children to make connections in their learning, reflecting the diversity of our school community.</p>	<p><b>Cultural Capital</b></p> <p>We introduce each English topic with a practical WOW starter, engaging children in the topic from the beginning. Our WOW starters make the learning memorable and helps it to stick. Wows have included visits from story characters, treasure hunts for topic books, dragon eggs, hats and the discovery of a spaceship on top of the shed in the playground.</p> <p>We promote a love of reading and writing by providing children with ongoing rich experiences and sharing our love of good quality literature.</p> <p>From Reception, the children become engaged in stories and non-fiction books that form core texts, around which all learning activities are planned. Sometimes we plan an author study such as topics based on Julia Donaldson, Sue Hendry and Aaron Becker; sometimes we focus on the narrative in a wordless picture book, or even a painting.</p> <p>We aim for the children to become immersed in the characters, stories and illustrations of quality texts. During Black History month and throughout the year, we focus on both historical and contemporary role models, sharing books and resources in which the children are able to see "someone who looks like me", exploring the works of authors such as Floella Benjamin, children's laureate Joseph Coelho and Isabel Sanchez Vegara. We celebrate World Book Day, encouraging children to come as their favourite character from a story. We aim to use quality literature across the curriculum, such as "Little Leaders Bold Women in Black History", by Vashti Harrison.</p> <p>We aim for our book corners to be cosy and inviting for the children including topic books, books for pleasure and books for fluent readers.</p>
<p><b>Creative Curriculum Design and Progression</b></p> <p>Our curriculum, based on the Early Years Foundation Stage Curriculum and The National Curriculum for Key Stage 1, provides children with a rich variety of creative, practical and stimulating learning experiences both inside and outside the</p>	<p><b>Creative Curriculum Design and Progression</b></p> <p>We follow the EYFS statutory framework and National Curriculum for English. We aim to build on the key foundation skills in reading, spelling and writing. Planning is carefully designed to be coherent and accessible, to enable children to make clear links with, and build on, prior learning.</p> <p>To teach <b>Phonics</b>, we follow "Little Wandle Letters and Sounds Revised". All children, in all year groups, receive five phonic lessons per week, with some children receiving additional keep-up interventions.</p>

classroom, enabling each child to access learning appropriate to their age and stage of development. Our children are given strong and creative teaching across the whole curriculum, with catch-up programmes and interventions for those children who need additional help. Topic based thematic links.

We aim for **Reception** children to be blending by the end of December, and progress to phase 4 by the end of the year.

In **Year One**, we revisit and review previously learnt sounds, aiming for them to access phase 5 before they move to Year Two. Children in these year groups without secure phonic knowledge, receive daily keep up sessions.

In **Year Two** we revisit and review previously learnt sounds from phase 5, aiming for the children to have secure phonic knowledge, allowing them to move on to spelling patterns and rules in SPaG lessons. From the start of the spring term, children who are not yet secure in their phonics receive rapid catch up interventions, to ensure no child is left behind.

We want the children to understand that their learning in Phonics and reading sessions is integral to all other learning, and a key skill in our lives.

The children have regular **Reading Practice** sessions, when specific reading skills such as prosody and comprehension are taught alongside phonic skills. We aim for the children to have two reading practise sessions in school, with some children supported with an “extra read”.

All children take a ‘reading for pleasure’ book home, to enjoy and share with an adult.

They also take a fully decodable book home each week, which they are expected to read to an adult. This is usually an e-book. We encourage fluency through only reading books which are fully decodable and accessible to them, only containing the sounds they have learned.

All children have opportunities to discuss books and respond to texts through open-ended questioning, with more formal comprehension activities to support them to engage with the text, as they progress through the school, appropriate to their age and level of understanding.

**Writing** begins with talking, as this is the basis for formulating written ideas. The children have plenty of opportunities to talk, narrate and act out what they have been doing as this helps them to sequence what they may want to write.

Each child has a writing book that is started in Reception, to showcase the independent writing of the children each half term. This moves up through the school with them and shows clear progression and helps teachers identify next steps to move the learning forward.

In **Reception**, at first, children’s writing is just mark-making. Through child-led and adult-directed activities, they also pick up conventions such as moving from left to right on the page and from top to bottom. As the children develop their core strength and begin to learn about Phonics, their writing enters a new phase where they start to write letters. As their Phonics learning progresses, they begin to write with more accuracy. By the end of Reception, most children will be writing clearly enough that you can read what they’ve written.

We are ambitious with our vocabulary and we create articulate learners. In Reception, we aim for our children to have the skills to segment and blend, to develop solid fine motor skills and to have the confidence to have a go. We expect the children to be able to compose and retain simple sentences with a significant level of independence by the end of Reception. Importantly, this is the foundation for future learning, so the children can apply the skills and knowledge learnt when they move on to Key Stage One.

In **Year One**, we tie writing to the topic, in order to inspire the children with creative ideas and give their writing purpose. All our writing begins with talk. The children talk to each other and use acting as a vehicle to rehearse what they are going to write before they start. We also focus in on SPaG, building up their writing over the weeks to ensure they are learning to write neat, correctly punctuated sentences with finger spaces before teaching them to extend and develop them. At first the children are encouraged to work independently, applying their phonic knowledge using a Phonic Support Sheet, but then they learn to apply more accurate spellings through teacher verbal feedback and editing time.

This continues in **Year Two**, where the children take part in shared, guided, extended and independent writing sessions across all areas of the curriculum. They are provided with many opportunities to write meaningfully for different purposes and audiences. They learn to include features specific to the genre for which they are writing, whilst also applying the technical rules of phonics, spelling, punctuation and grammar. We teach the children how to proof-read and check their writing makes sense, and then how to make revisions and additions so they can improve their writing. We aim for children to be able to write for sustained periods of time independently.

**Handwriting** is taught using a rigorous, sequential approach with coherence and continuity across the school. We teach regular, discrete handwriting sessions, using the Nelson Handwriting scheme, focusing on handwriting 'families' (letters that are formed in a similar way). We use handwriting practice resources closely matched to children's individual needs and these are often multi-sensory (particularly in EYFS) in order to develop necessary fine motor skills needed for correct letter formation. We expect that the teacher's own handwriting is used as a consistent and high-quality model. We assess handwriting attainment informally and address gaps quickly and effectively with targeted interventions. We use teaching videos to support handwriting practise at home, particularly in Year Two, where the children are learning cursive (joined up) writing, which will eventually support their speed and fluency.

**If you were to walk into an English lesson at Garden Suburb Infant School you would see:**

**Phonics, Reading, Writing, Handwriting and SPaG**

- All children engaged and enthusiastic to gain phonic and English language knowledge.
- Children who can work independently, and are also consistently co-operative; they take turns to discuss their learning, share and build on each other's ideas.
- Children using subject specific vocabulary, appropriate to their age and stage of development, with understanding and confidence, to talk about different aspects of their work.
- A sharp focus on reading and topic vocabulary embedded in lessons.
- Children reading books for pleasure both independently and collaboratively.
- Teachers demonstrating secure subject knowledge, teaching lessons which are explicitly adapted to be both ambitious and to meet the needs of pupils with Special Educational Needs.
- Teachers demonstrating correct letter formation and modelling sentence writing before shared writing with the class.
- Teachers demonstrating the correct pronunciation of phonemes and encouraging children to pronounce them accurately too.
- Teachers modelling spelling by using 'Grow the Code' charts and choosing appropriate graphemes.
- Teachers and support staff presenting information clearly, addressing misconceptions and encouraging appropriate discussion to learn key knowledge and concepts.
- Children writing with increasing resilience and independence, using their knowledge of phonics.
- Children editing their writing, checking it makes sense, making corrections and improving it.
- Children sharing their writing and feeling proud of their achievements.
- Teachers and support staff helping children embed and use knowledge, not just memorise disconnected facts.
- Teachers sharing their love of literature and reading a rich variety of fiction and non-fiction texts.
- Children sharing books from home that are important to them.
- A powerful learning environment, including visual resources and displays which reflect their learning.