

St Vincent de Paul

Curriculum



Reading and Phonics

Curriculum Intent:

In Phonics we aim to:

- Ensure that every child receives daily Phonic input.
- Ensure that every child possesses a developing phonic knowledge that they can independently apply; enhancing spelling skills through carefully planned practice, rigorous assessment and intervention.
- Instil confidence in every child with their encoding and decoding skills.
- Provide all pupils with opportunities to deepen their understanding through applying their skills across all areas of the curriculum.
- Celebrate children's achievements.

In Reading we encourage children to:

- Engage with a wide range of different text types
- Read accurately, fluently and with understanding
- Be able to read with expression, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar

Gain a life-long enjoyment of reading and books

Implementation: All year groups will be following the 'CLPE Power of Reading' from September 2023.

Early Years/KS1

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

KS2

Phonics practice

- Provide targeted teaching for those still in need of phonics practice, using the Little Wandle Letters and Sounds Revised scheme.

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending.

- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children

- use books matched to the children's secure phonic knowledge

- are monitored by the class teacher, who rotates and works with each group on a regular basis.

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading

- Regular assessment of those in receipt of targeted teaching in phonics.

Teaching reading

- Teaching of reading skills (vocabulary, inference, prediction, explanations, retrieval and summarising) incorporated into English lessons.
- Utilisation of CLPE long term planning map, ensures coverage of key skills and progression across the key stage.
- Each unit is supported by high quality fiction/non-fiction texts.
- Children are assessed using a variety of formative and summative assessment – and is reported on a termly basis – with timely intervention is planned for those working below the expected levels as soon as their needs are identified.
- All pupils are heard reading aloud during individual or class reading sessions – with the focus being on the lowest 20%.

Guided Reading

- Delivered to support reading skills and can be delivered on a group or whole-class basis. Autonomy in delivery provides teachers with an opportunity to provide pupils with a model that will ensure progress for all.

Reading Books

- All pupils are to have a reading for pleasure book, that they can read independently with ease.
- Pupils are encouraged to read a range of books – varying in text type and genre, and where needed, children are guided in the book choice by teachers and teaching assistant.

practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books
- In Year 2 to 6, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- Decodable phonics books are sent home or made available online once per week for children to practise the application of taught phonemes when reading.

Impact:

We will see the impact of our curriculum by:

- children developing an enjoyment and interest of reading
- fluency of reading to progress as pupils move through the school
- pupils are confident in reading - both aloud and independently
- pupils able to read an extract of text and be able to respond to a range of question (verbally and written)
- pupils making progress in line with individual targets
- pupils attainment to be in line with national figures at key points

Writing

Curriculum Intent:

In writing, we aim to:

- enable children to confidently communicate their knowledge, ideas and emotions through writing.
 - enable all children to acquire a wide vocabulary and to be able to spell new words by effectively applying spelling patterns and rules that they learn.
 - have a solid understanding of grammar and be able to apply it effectively to their writing.
- enable all pupils write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, with legible handwriting.
- nurture each individual on their own personal journeys to becoming successful writers.
 - to provide exciting writing opportunities and experiences that engage and enhance all pupils.

Implementation: All year groups will be following 'CLPE Power of Reading' from September 2023.

Early Years/KS1

Teaching writing

- Development Matters and Birth to 5 underpin the writing curriculum delivered within the EYFS, which is further enhanced by the implementation of CLPE. This allows the children to develop the skills needed over time to enable a smooth transition into KS1.
- Within EYFS, writing is enhanced by the use of quality texts that link to the learning theme within the classroom.
- KS1 Teachers use the CLPE overview to ensure that different writing styles are met through a spiral curriculum. Long, medium and short-term planning shows a progress in skills being taught to pupils.
- Writing is incorporated into lessons through well planned and structured units of work that are provided by CLPE.
- Through high-quality teaching, pupils will acquire and learn the skills to plan, draft, edit and publish their work over time.
- Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum

KS2

Teaching writing

- Teachers use the CLPE overview to ensure that different writing styles are met through a spiral curriculum. Long, medium and short-term planning shows a progress in skills being taught to pupils.
- Writing is incorporated into lessons through well planned and structured units of work that are provided by CLPE.
- Through high-quality teaching, pupils will acquire and learn the skills to plan, draft, edit and publish their work over time and are encouraged to develop their independence in being able to identify their own areas of improvement.
- Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are being taught through a combination of approaches and opportunities e.g.
 - opportunities to participate in drama & spoke activities
 - exploring features of different text types and modelled examples

objectives are being taught through a combination of approaches and opportunities e.g.

- opportunities to participate in drama & spoken activities
- exploring features of different text types and modelled examples
- handwriting practice
- vocabulary practice
- shared writing (modelled expectations)
- discrete spelling, punctuation and grammar lessons
- independent writing

Planning, drafting, editing, and publishing.

- Writing is also a focus in the wider curriculum, especially in RE and ‘topic’ lessons, where children are given the opportunity to explore and record their learning.

Handwriting

- Handwriting is taught within the EYFS using the Little Wandle formation phrases.
- Cursive handwriting is introduced within KS1.
- Teachers model the correct formation of letters and children are given regular opportunities to practise within their handwriting books.

Spellings

- A progressive spelling scheme – provided by Purple Mash – enables teachers to explore spellings, patterns, and rules.

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 - vocabulary practice
 - shared writing (modelled expectations)
 - discrete spelling, punctuation and grammar lessons
 - independent writing
- Planning, drafting, editing, and publishing.

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Handwriting

- Teachers build on from the work done in EYFS and KS1 to ensure pupils are correctly forming and joining their letters. Handwriting practice is common in KS2 classes, whether this be in directed teaching time or incorporated into lessons.

Spellings

- A progressive spelling scheme – provided by Purple Mash – enables teachers to explore spellings, patterns, and rules.
- Children are taught to:
 - spell accurately and identify their reasons for misspellings.
 - proof-read their spellings
 - recognise and use word origins, families, roots to build their skills
 - use dictionaries and thesauruses

Impact:

We will see the impact of our curriculum by:

- children developing an enjoyment and interest in writing for a range of purposes and audiences
- pupils forming and joining letters - age appropriate
- presentation of written work to be of a high standard - reflecting pupils best effort

- pupils making progress in line with individual targets
- pupils attainment to be in line with national figures at key points