

# English at Crofton Hammond Infant School



## Curriculum/Scheme



**Phonics:** The phonics programme we use at school is the 'Bug Club' scheme. This involves a carefully planned progression of learning, teaching children to recall and apply phonics to decode words with a network of online support books accessible to both teachers and children at home. **Resilience** and practised application drive the programme to ensure mastery. Finer details of the programme are outlined in our 'synthetic phonics' document.

**Home reading:** Children receive a home reading book that is matched to the phonic band that they are working on and is changed regularly. A reading diary is used to track childrens' progress between home and school and to signpost parents specific books to consolidate learning that week.

**In class reading:** is carried out on a one to one basis, within small groups and whole class, where appropriate, within Phonics and English lessons. Children are taught to **respect** all home reading, class and library books.

**Common exception words:** These are words that children will learn to read, spell and write that cannot be phonetically decoded

**Spelling:** Children will learn to spell common exception words and to apply their known phonics when spelling. They will also learn specific spelling rules.

**English lessons:** Children will immerse themselves in rich, diverse and engaging texts to ensure **curiosity** and to develop comprehension, speaking, listening and writing skills. When writing they will be given opportunities to be creative and taught to engage the reader through elements such as grammar, punctuation and cohesiveness. The children are given a wide variety of writing opportunities in different genres such as story writing, fact files, letters and poetry. Children will be taught to edit and improve their work. In Early Years, writing is taught through phonics lessons and through play.

**Handwriting:** The school follows the Kinetic Letters scheme. This develops gross and fine motor skills with the end goal of creating fluent handwriters who write with automaticity and **resilience**, enabling them to focus on other elements of writing such as content, grammar and punctuation.

**Support:** Children work alongside adults when necessary to support them and move their learning forward. They are also given opportunities to work independently. They have access to learning support from working walls, spelling and phonic support cards, a spelling hospital for trouble shooting and vocabulary word mats where appropriate.

**Promoting a love of reading:** Children are read a wide variety of culturally diverse books and poems by adults in school. There is a regular use of our library, book recommendations sent home to parents, an author of the term, a celebration of World Book Day, outdoor book buses, book of the month, a book buddy system and regular 'meet the author sessions' online. Books are carefully chosen to promote **respect** in all areas of life.

**Coverage:** We follow the National Curriculum for our objectives and the Hampshire English team phase model for each year groups progression.

## Assessment

**Phonics:** Children are assessed several times during a half term to ensure progress and that their reading books are matched to their phonic ability. A school specific phonics tracker is used.

**Reading:** Children are assessed as and when they are ready but at least once every half term. Formal 'Bug Club' assessments are used up until the end of phase 5 phonics. Following this we use the 'PM Benchmarking' system. Both involve analysis of word decoding, fluency and comprehension combined. A school specific 'common exception word reading' tracker is also used.

**Writing:** Assessment is carried out at the end of a body of learning culminating in a piece of writing. This then informs what children's next steps should be. Writing is moderated across year groups. A school specific spelling tracker is also used.

## Hammond Heart – Safeguarding our Children

Texts are selected carefully to deliver learning on areas such as online and road safety.



## Social, Moral, Spiritual and Cultural Development

A variety of rich texts that stimulate discussion are used to support learning in PDL, P4C, RE and ICT online safety. We are supported by RADE who provide us with a wide range of culturally diverse books to read to children and promote discussion about the different beliefs, backgrounds and experiences of others. All support us in one of our core values **respect**.



## Home Links

Home links include home reading books, spellings for children to practise, word reading bookmarks and bug club online books that are signposted to consolidate phonics learning. Suggested reading lists are provided for each year group and our school newsletter is used to promote events such as World book day, parallel texts that can be read at home that link to learning in class, and general information about areas of learning being covered that have both happened and are due to be coming up. Face to face and online workshops are provided to support reading, phonics and writing.



## Linked P4C Concepts

Texts used in a variety of subjects are used to support P4C concepts such as friendship,

