



# West Hove Infants-‘Aim High and Smile’



## Curriculum Overview for English

Our English curriculum aims to inspire children to develop a love of reading and writing and instil them with confidence to challenge themselves to read and write ever more exciting texts. Teaching of – and access to – a rich variety of text types and writing styles, from poetry and adventure stories to recounts and explanations, is underpinned by strong reading and writing foundations. We aim to inspire, spark curiosity and demonstrate a rich vocabulary for the children to absorb so they can become confident, critical readers, speakers and writers with the ability to express themselves with clarity and enthusiasm.

Across the school we follow the Talk for Writing approach which enables children to read and write independently for a variety of audiences and purposes. Children are given the opportunity to internalise language structures of key texts and orally rehearse vocabulary before reading and analysing texts and finally writing their own versions. Teachers use shared and guided teaching to develop the ability of children to write creatively and ambitiously. Children are taught to reflect on their learning and to self-assess their writing and ‘polish’ it. Peer-assessment is modelled throughout the school and children learn strategies to support each other and share their own ideas and expertise in a co-operative environment.

Throughout the school, daily phonics and/or spelling sessions are taught explicitly using a combination of the Letters and Sounds phonics programme and the National Curriculum Spelling Frameworks with assessments after each phonics phase or spelling rule to inform future planning. Alongside this, phonics, spelling, handwriting, grammar and punctuation are taught in context through English teaching. Each classroom has a writing table where children can engage in self-initiated tasks as well as teacher-directed writing activities. In Early Years, provision is made in the outside area for child-initiated writing.

Guided Reading takes place daily with children given the opportunity to read and discuss a range of high-quality texts suitable for their reading ability. Skills such as prediction, retrieval and inference are taught alongside strategies to develop the children’s fluency. English lessons incorporate text discussion and analysis, the application of grammatical skills and knowledge, shared and guided writing as well as opportunities for independent writing. Each term, children learn about story, poetry and non-fiction writing based around core texts, which are analysed in-depth for language features, meaning, style, structure and vocabulary. At the end of every unit, children have the opportunity to publish and celebrate their writing. Each unit finishes with an independent ‘Hot Task’ piece of writing which is used to show progress and inform planning and next steps. From Spring Term in Year 1, independent ‘Cold Tasks’ are written at the beginning of each unit to pinpoint learning objectives.



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The children use cursive handwriting throughout the school. This ensures that there is a continuity of handwriting style from Early Years through to the end of Key Stage 1. The Cursive handwriting style teaches children to join with fluency and supports them to develop a neat style, while encouraging accurate spelling and the use of finger spaces.

The teaching of English at West Hove Infants gives children the foundations they need to become lifelong, independent learners. They develop a love of reading and the confidence to apply their understanding and fluency in every part of their learning. Their reading feeds into their language development and their writing, enabling them to emulate different styles and produce ambitious, engaging work in a variety of genres. They learn to be reflective and are confident to express their ideas and revisit their work to edit and improve it.