

## Curriculum Intent: What do we want our children to learn?

We value reading as a crucial life skill and believe that all our children can become fluent readers and writers. Which is why we teach reading as a high priority, through the SSP *Little Wandle Letters and Sounds Revised*. At Grange Infants, we are dedicated to enabling our pupils to become lifelong readers and writers. We acknowledge that children need to build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read and are equipped with the knowledge to be able to successfully complete the Phonics Screener Check at the end of year 1.

At Grange Infants we have a strong focus on language development because we know that speaking and listening are crucial skills for reading and writing in all subjects. Which is why we foster our pupils to read for enjoyment and develop a passion and love for reading. We recognise that this starts with the foundations of acquiring effective and automatic decoding skills, leading all our pupils, including the lowest 20% and SEND, to achieve age related expectations at the end of the foundation Stage and KS1 and successfully access all of the areas of the curriculum.

## Impact:

Ongoing daily assessment for learning and summative assessment, ensures no pupil is left behind, and each and every child at Grange Infant School is supported to catch up and keep up in order to be a fluent and skilled reader. Most children in Year 1 and year 2 will score at least the national expected score in their Phonics screening Check.

As a result of the implementation of this curriculum, we ensure that when children leave Grange Infant School, they are passionate about books and have an instilled love for reading.

## Phonics and



## Our 5 Curriculum Drivers in Computing:

**Curiosity**- Children's curiosity will be developed through their ability to question the world around them, use their phonics knowledge to decode text around the world and make sense of it.

**Courage to Take Risks**- The children will be encouraged to challenge themselves and take risk when decoding new vocabulary encountered in their reading.

**Love of reading**- As well as following a validated SSP to enable children to learn how to read, Children are also exposed to high quality texts woven through the rest of the curriculum and to promote reading for pleasure.

**Imaginative**- Children will use their prior knowledge of decoding automatically in order to access books that will give access to other worlds, possibilities and knowledge.

**Empathetic**- Research shows that reading, especially fiction, increases empathy and encourages understanding. Our children are exposed to a variety of texts which allow them to transport into another character's mind and feelings.

## Curriculum Implementation: How do we do it at Grange Infants School?

We teach whole class daily phonics sessions following *Little Wandle Letters and Sounds Revised*. Making a strong start in Reception with all children from the second week in school and from day 1 Year1.

Due to the pandemic, Year 2 also access daily phonics sessions, in order to close any gaps in their learning following the same SSP, and start teaching from the gap point identified in their assessments.

Children who need additional practice have daily one to one or group Keep-up support. 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.

We teach children to read through small group reading practice sessions three times a week. Using books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids. Each reading practice session has a clear focus, decoding, prosody and comprehension so that the demands of the session do not overload the children's working memory.

In Reception these sessions start in Week 4. In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Children then take these books to continue practising and ensure success is shared with the family. As well as a 50 Reads book for reading for pleasure to share with an adult. Parents and carers attend workshops to enable them to support their child's reading journey at home, using the same strategies from school.

Children who are receiving additional phonics Keep-up sessions read their reading practice book to trained adult daily. We read carefully chosen books to children every day, as we want children to experience a wide range of books.