

Phonics

Phonics is taught daily in Reception and Year 1 following the **Little Wandle Scheme**. Phonics lessons are taught in mixed prior attainment groups in Reception. Children are grouped in Year 1 for phonics on the basis of their phonics knowledge. Children who are at risk of falling behind from the group's progression are identified and receive daily intervention to ensure the gap is closed. Phonics is summatively assessed each half term. Children who have significant SEND receive differentiated provision following the **Little Wandle SEND programme**.

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Graphemes	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> Words with -s added at the end Words ending in s/z/ 	ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> Words with double letters Longer words 	Review Phase 3 <ul style="list-style-type: none"> Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words Words with s/z/ in the middle Words with -s at the end Words with -es /z/ at the end 	Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCCVC CCCVC Longer words and compound words Words ending in suffixes - ing/ -ed/ 	Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes - ing/ ed/ er/ est Longer words
Tricky words	is I the	as and has his her go no to into she he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come live do were here little says there when what one out today	Review all taught so far

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Graphemes	Review Phase 3 and 4 Phase 5 ay ou oy ea	ir ie ue u o i a e a_e i_e o_e u_e e_e ew aw	y ea wh oe y ow g ph le al c ve o_e se ce ey ui ou	or oil are al tch al a	Review all taught so far	eigh aigh kn gn mb wre eer si dge y ge si ci our
Tricky words	Review words learnt in Reception	their people oh your Mr Mrs Ms could would should our house mouse water want	any many again who whose where two school call different thought through friend work	once laugh because eye	Review all taught so far	busy beautiful pretty hour move improve parents shoe

Reading EYFS and KS1

Reading lessons

Reading lessons include the same ingredients; activating prior knowledge, recapping phonic and word level knowledge, decoding and comprehension. As the week progresses, the focus of the lessons move from decoding, through prosody to comprehension. The structure of reading lessons are progressive across the year and as children move from EYFS and through KS1 so that children are prepared for Book Study lessons in KS2. **Children in EYFS and Year 1 take home the Little Wandle book they have read that week. Children in Year 2 take a levelled reading book home.**

Reading for pleasure

Across EYFS and KS1 there are 60 key books children read during planned story time, three times a week. Reading for pleasure sessions happen twice a week, in these social reading sessions children are introduced to a range of texts to explore. Children then choose a reading for pleasure book from their year group's Reading for Pleasure Library to take home and share with their family.

Early Reading - Little Wandle

Reception

Autumn term	Spring term	Summer term
Structure <ul style="list-style-type: none"> Reading lessons happen twice a week. Children read 1:1 with an adult once per week. Teaching and learning <ul style="list-style-type: none"> Children are in groups for reading based on their secure phonic knowledge. The first reading lesson focuses on decoding. The second reading lesson focuses on comprehension. Comprehension is oral. Resources <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge. 	Structure <ul style="list-style-type: none"> Reading lessons happen twice a week. Children read 1:1 with an adult once per week. Teaching and learning <ul style="list-style-type: none"> Children are in groups for reading based on their secure phonic knowledge. The first reading lesson focuses on decoding. The second reading lesson focuses on comprehension. Comprehension is oral. Resources <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge. 	Structure <ul style="list-style-type: none"> Reading lessons happen twice a week. Children read 1:1 with an adult once per week. Teaching and learning <ul style="list-style-type: none"> Children are in groups for reading based on their secure phonic knowledge. The first reading lesson focuses on decoding. The second reading lesson focuses on comprehension. Comprehension is oral. Resources <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge.

Year 1 - Little Wandle

Autumn term	Spring term	Summer term
Structure <ul style="list-style-type: none"> Reading lessons happen four times a week. All children read in small groups. 	Structure <ul style="list-style-type: none"> Reading lessons happen four times a week. 	Structure <ul style="list-style-type: none"> Reading lessons happen four times a week. Teaching and learning

<p>Teaching and learning</p> <ul style="list-style-type: none"> Reading lessons are structured around decoding/ fluency/ comprehension. Children in Group 1, 2 or 3 have an independent text on the final day. Children in Group 4 and 5 have additional decoding focus. Comprehension is written for Groups 1 and 2. Comprehension is whiteboards and discussion for Groups 3 and 4. Comprehension is oral for Group 5. <p>Resources</p> <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge. 	<p>Teaching and learning</p> <ul style="list-style-type: none"> Group 1 and 2 merge into groups of 15 and reading lessons are delivered in a whole group approach. Group 1 and 2 read two Little Wandle texts per week. Group 3, 4 and 5 continue with small group teaching. Comprehension is written for Groups 1, 2 and 3. Comprehension is whiteboards and discussion for Group 4. Comprehension is oral for Group 5. <p>Resources</p> <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge. 	<ul style="list-style-type: none"> Group 1, 2 and 3 merge and reading lessons are delivered in a whole group approach. Group 1, 2 and 3 read two Little Wandle texts per week. Group 4 and 5 continue with small group teaching. Comprehension is written for Groups 1, 2, 3 and 4. Comprehension is whiteboards and discussion for Group 5. <p>Resources</p> <ul style="list-style-type: none"> Children read Little Wandle books matched to their phonic knowledge.
Year 2		
Autumn term	Spring term	Summer term
<p>Structure</p> <ul style="list-style-type: none"> Phonics lesson four times a week for those who are not yet secure in Phase 5 Guided reading lessons happen four times a week <p>Teaching and learning</p> <ul style="list-style-type: none"> Reading lessons are taught in small groups within their class. Children do independent reading work for half the reading lesson and then read with an adult for the second half. Reading lessons progress across the week focusing on decoding/ fluency/ comprehension. <p>Resources</p> <ul style="list-style-type: none"> Children read Bug Club books matched to their phonic knowledge. 	<p>Structure</p> <ul style="list-style-type: none"> Phonics lesson four times a week for those who are not yet secure Phase 5 Guided reading lessons happen four times a week <p>Teaching and learning</p> <ul style="list-style-type: none"> For children who are ready, reading lessons are taught whole class. Whole class reading follows a four day structure: decoding/ fluency/ practice questions/ independent questions Children who are not yet ready continue to read in small groups following the decoding/ fluency/ comprehension structure. <p>Resources</p> <ul style="list-style-type: none"> Children still reading in small groups read Bug Club books matched to their phonic knowledge. Children in whole class reading read a Year 2 levelled text. 	<p>Structure</p> <ul style="list-style-type: none"> Phonics lesson four times a week for those who are not yet secure Phase 5 Guided reading lessons happen four times a week <p>Teaching and learning</p> <ul style="list-style-type: none"> For children who are ready, reading lessons are taught whole class. Whole class reading follows a four day structure: decoding/ fluency/ practice questions/ independent questions Children who are not yet ready continue to read in small groups following the decoding/ fluency/ comprehension structure. <p>Resources</p> <ul style="list-style-type: none"> Children still reading in small groups read Bug Club books matched to their phonic knowledge. Children in whole class reading read a Year 2 levelled text.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception 20 books across the year</p>	Superkid - Claire Freeman When we go camping -Sally Sutton Handa's Surprise - Eileen Browne Elmer - David Mckee	A Dot in the Snow - Corrinne Averiss The Eating Monster - Valentina Mendicino Some Dogs Do - Jez Alborough Little Monkey - Marta Altes	Sophia's Spark - Elanor Best Ruby's Worry - Tom Percival The Tale of a Tooth Fairy- Emma Randall The Happy Post Bunny - Igloo Books	My Pet Star - Corrinne Averiss Astro Girl - Ken Wilson-Max Clean Up - Nathan Bryon We planted a tree - Diane Muldrow	Here we are - Oliver Jeffries Giraffes can't dance - Giles Andrea Dogs Do Ballet - Anna Kemp Ninja Nan - Hollie Hughes	The Life of a Plastic Bottle - Igloo Books The Life of a Cardboard Box - Igloo Books Little Raindrop - Joanna Gray The Heart and the Bottle-

						Oliver Jeffers
Year 1 20 books across the year	We're going to find a monster - Malorie Blackman Barbara throws a wobbler - Nadia Shireen Little penguin lost - Tracey Cordory How to wash a woolly mammoth - Michelle Robinson That rabbit belongs to Emily Brown - Cressida Cowell	The proudest blue - Ibtihaj Muhammed The cave - Rob Hodgson The crocodile who didn't like water Gemma Meriono The lion inside - Rachel Bright	Big Cat - Emma Lazell Squirrels who squabbles - Tim Field. Once upon a fairytale - Natalie and Lauren O'Hara Look up! - Nathan Byon	Supertato - Sue Hendra Don't ask the dragon - Lemm Sissay The slightly annoying elephant - David walliams The story thief - Graham Carter	The story blanket - Ferida Wolff The snatchabook - Helen Docherty Grandad's secret giant - David Litchfield. Cinnamon - Neil Gaiman	Nibbles the book monster - Emma Yarlett Gorilla - Anthony brown Hike - Pete Oswald Commotion in the ocean - Giles anderson
Year 2 20 books across the year	After the fall- Dan Santat The Secret Sky Garden- Linda Sarah Wisp- A Story of Hope- Zana Fraillon When a Dragon comes to stay. - Caryl Hart	Hom - Jeanne Willis and Paddy Donnelly The Roll-away Pumpkin- Junia Wonders Somebody Swallowed Stanley- Sarah Roberts	Priya Dreams of Marigolds and Masala- Meenal Patel The Barnabas Project - The Fan Brothers Clean Up- Dapo Adeola	Last Stop on Market Street-Matt De La Pena The Littlest Yak- Lu Fraser Grandad's Pride- Harry Woodgate	Dear Earth - Isabel Otter The Missing Piece- Jordan Stephens Milo imagines the world - Matt De La Pena	A Damsel not in Distress! - Bethan Stevens Jilian is a Mermaid- Jessica Love Sulwe- Lupita Nyong'o It fell from the sky - Fan Brothers Invisible - Tom Percival

Reading Year 2 - 6

Reading lessons

Our reading curriculum is built around our bespoke reading spine. Year 2 - Year 6 follow a two week reading cycle. This consists of a series of Book Study lessons and then a lesson modelling comprehension questions followed by a lesson where the children apply these skills independently. During book study lessons, teachers teach the skills and knowledge of the National Curriculum of reading and the skills of language comprehension whilst studying their text for the term.

Reading for pleasure

Children have Reading for Pleasure sessions each week where they engage in informal book talk, explore new texts and change their home reading book.

Billesley Primary School Reading Spine 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 2	Marv and the humongous hamster Non fiction TBC	The dragonsitter Non fiction TBC	TBC	TBC	TBC	TBC
Year 3	Grimwood Wild lives	The boy at the back of the class Earth shattering events	TBC	TBC	TBC	TBC
Year 4	The Land of Roar Great adventures	The polar bear explorers club Real life mysteries	TBC	TBC	TBC	TBC
Year 5	The explorers Lesser spotted animals	The sister who ate her brothers and other gruesome tales The humans	TBC	TBC	TBC	TBC
Year 6	October, October Stolen history: the truth about the British Empire and how it shaped us.	Treason Survivors	TBC	TBC	TBC	TBC

Writing EYFS - Year 6

The writing curriculum is based on the understanding that children need a clear purpose for writing so throughout the year children write for a variety of purposes from writing to instruct, to entertain, to express, to explain, to inform and to persuade.

The progressive curriculum develops children as writers across the year, so that units get more complex and writers are able to learn and demonstrate increasingly more complex skills and knowledge. Furthermore the units develop writers as they progress through the key stages.

Across the term the writing focus is on one purpose. Writing teaching is structured according to the writing cycle which enables all elements of effective writing to be taught. Typically this would follow; provocation, reading for writing, vocabulary and grammar work, planning, oral rehearsal, sentence work, drafting, proofreading and editing.

Grammar, spelling and handwriting are woven into the teaching of writing throughout the cycle. The term culminates in children writing an independent example of the genre they have been studying.

	A1	A2	Sp1	Sp2	SU1	SU2
YR	Oral storytelling Stimulus: Traditional tales	Simple sentences Stimulus: <i>Bear Hunt</i>	Writing to describe Stimulus: <i>Aliens love underpants</i> (create own)	Writing to instruct Stimulus: DT (single process)	Narrative Stimulus: Traditional Tales	Narrative Stimulus: Traditional tales
Y1	Writing to instruct Stimulus: DT/Art task (single processes)	Writing to inform Stimulus: Animals fact file	Short narrative Stimulus: <i>Big Cat</i> <i>Tiger Who Came to Tea.</i>	Writing to inform Stimulus: Recount of planned events (weekly provocation)	Writing to describe Stimulus: Book characters. (Weekly provocation)	Narrative Stimulus: <i>Where The Wild Things Are</i> <i>Wild</i>
Y2	Writing to inform Stimulus: Recount of theme day (weekly provocation)	Narrative Stimulus: <i>A Werewolf named Oliver James</i> <i>3 weeks cycle and BB in week 3</i>	Writing to inform Stimulus: <i>If I had a Gryphon</i> (fact file about imaginary creatures)	Narrative Stimulus: <i>Lost and Found</i>	Writing to instruct Stimulus: DT/Art task (3 weeks) (dual processes) Stimulus <i>Instructions</i> (book) (1 week) Imaginary instructions	Narrative (chromebooks) Stimulus: beach trip <i>Winnie at the seaside</i>
Y3	Writing to instruct Stimulus: DT/Art task (multi process/options)	Narrative Stimulus: <i>The Tunnel</i>	Writing to inform (chromebooks) Stimulus: <i>Guide to an Imaginary World</i> (create your own including diagrams, maps and drawings) Writing to persuade: Write to different audiences persuading them to come to your world.	Narrative Stimulus: <i>Arthur and the golden rope</i>	Narrative Stimulus: <i>Billy and the Beast</i>	Writing to apologise Stimulus: 'Baddies'
Y4	Narrative Stimulus: <i>The Tear Thief</i>	Writing to persuade Stimulus: Arguments	Narrative Stimulus: <i>The Demon Headmaster</i>	Writing to persuade Stimulus: Promoting an event to different audiences	Narrative Stimulus: <i>Toy Story (film)</i>	Writing to instruct Stimulus: Imaginary instructions
Y5	Narrative Stimulus: <i>Hermerlin mouse detective</i>	Writing for different purposes (inform) Stimulus: <i>Dear Greenpeace Tweet</i>	Narrative Stimulus: Amulet	Writing to explain (chromebooks) Stimulus: Atlas of monsters	Writing to inform Diary - events from different perspectives	Narrative Stimulus: <i>Frannie K Stien</i>
Y6	Narrative Stimulus: <i>Apocalyptic images</i>	Writing to explain Stimulus: <i>Until I met Dudley</i>	Narrative Stimulus: keys <i>Portal stories</i>	Narrative Stimulus <i>Zombies</i>	Writing to inform Letters of complaint based on <i>The day the crayons quit</i>	Balanced argument Stimulus: P4C discussions

Speaking and Listening

Speaking and listening is embedded throughout our English curriculum. To develop children's speaking and listening skills further we have three oracy weeks throughout the year. These weeks are an opportunity for specific teaching and assessment of children's oracy through studying and performing poetry written by their year group poet.

Poetry Curriculum	
Nursery	Nursery rhymes
Reception	Matt Goodfellow
Year 1	Douglas Florian
Year 2	Kate Wajeling
Year 3	Jack Prelutskey
Year 4	Marilyn Singer
Year 5	Bob Raczka
Year 6	Valerie Bloom