

Kingshill Infant School



English Curriculum

Including: Early Reading including Phonics, Reading beyond Phonics, Handwriting and Writing

We use Read Write Inc., HfL Essentials Writing and LetterJoin to teach reading, handwriting and writing at Kingshill. We are proud of our mission to ensure **‘all children will read and write by the time they leave Kingshill’**. Below outlines our expectations and the curriculum overviews which shows how our English curriculum progresses from EYFS to KS1.

Writing at Kingshill

- Our writing curriculum aims to create ambitious, passionate and imaginative writers who have a firm understanding of how to write a range of grammatically accurate pieces with an ambitious variety of vocabulary.
- A consistent handwriting scheme (LetterJoin) is taught daily and promoted from the Autumn Term in Reception alongside RWI.
- Staff are knowledgeable on the National Curriculum requirements for writing and as a result, the teaching, assessment and progression of writing and mark making is accurate.
- Writing books are valued by staff, children and parents across the school. These are of the highest quality in terms of presentation and marking. Marking is evident through live feedback (VF) and using purple pen to improve with a teacher.
- Our marking policy is simple but highly effective because it consistently focuses on live feedback and targeted conferences to improve writing quickly.
- Children have Mark Making/Writing opportunities from the beginning of Reception (where we deem it most suitable) and take pride in their books.
- We inspire children to write outside of the writing lessons (and where appropriate, create cross-curricular links) throughout the day as well as when children are not in school.

How we teach writing:

- We teach writing in Reception through: Talk Through Stories (to enable vocabulary acquisition) and Read Write Inc. Phonics lessons. We use HFL Essentials Writing to enhance our writing during our topic learning.
- We teach writing in Year 1 through HFL Essentials Writing lessons.
- We teach writing in Year 2 through HFL Essentials Writing lessons.
- Year 1 and 2 have 2 writing sessions in Summer 2 based on real-life experiences (sports week and a trip). These will be high-profile, exciting writing opportunities where all awards on the Friday are given for excellent progress in writing. These pieces are written in writing books.

We use quality-first teaching in writing by:

- Always use the Writing TAFs or Early Year's Framework as your starting point.
- Use inspiring, diverse core texts, including poetry, to inspire and broaden the children's horizons.
- Encourage high-quality oracy through all writing units.
- **Writing a model of the final piece first and plan writing lessons backwards.**
- Ensure spelling and grammar are threaded through the planning.
- Use 100% participation in the teaching of writing (TTYP, No hands up)
- Make adaptations for all children to access the learning: use backward fading, task management boards, visuals and Widget Online to make learning visual and support EAL/SEND Learners
- Use the 5Bs to encourage independence in writing.
- Model excellent oracy, grammar, spelling and punctuation throughout the lessons and throughout your day

Reading at Kingshill:

- We are passionate about instilling a love of reading and a love of books in our children from the moment they enter Nursery. We believe that:

**Children who choose to read, do well in school and in life. The more children read, the more they know.
The more they know, the more they read (Ruth Miskin, 2023)**

- We follow the Read Write Inc. Phonics Programme for all children from Summer Term in Nursery through to when the programme finishes at the end of Autumn Term in Year 2. Those who are not ready to leave the programme will continue to receive daily phonics lessons, 1:1 intervention and Pinny Time support to plug any gaps urgently.
- Prior to RWI in nursery the children practise vital foundational skills in listening, distinguishing sounds, rhyme and alliteration, as well as oral blending.
- Children always take-home matched phonics readers each week, receive virtual classroom videos as well as bespoke parental workshops to support reading at home.
- Secret reader
- Talk Through Stories
- High-quality book corners and library.
- Birthday Book wish list
- High-quality story times
- Beyond Phonics, we use the Read Write Inc. Comprehension programme from Spring term through to Summer term in Year 2.

Reading and Writing 'beyond Phonics' for all children in Year 2:

	Reading	Writing
Autumn Term	Read Write Inc groups 35 minute lessons a week	Herts Essential in Year 1 and Year 2 4 lessons a week
Spring Term	35 minute Read Write Inc. Comprehension OR 30 minute Speed Sound Lesson for those children not assessing at Blue/Grey. Send home: Comprehension text and RWI/ Book Banded book based on assessment	Herts Essential in Year 1 and Year 2 4 lessons a week 2 extended writing opportunities
Summer Term	30 minute Read Write Inc. Comprehension OR 30 minute Speed Sound Lesson for those children not assessing at Blue/Grey. Send home: Comprehension text and RWI/ Book Banded book based on assessment	Herts Essential in Year 1 and Year 2 4 lessons a week 2 extended writing opportunities

Map of progression of skills for EYFS:

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

When teaching writing in EYFS we:

- Ensure our curriculum prepares children by building core strength in their arms, shoulders, wrists and hands as well as manual dexterity.
- Offer daily opportunities to develop language experiences by providing rich literary models.
- Prioritise foundational learning (fine motor skills and letter formation) and revisit this regularly.
- Celebrate mark-making and writing in order to build children's confidence and self-belief as a writer.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception:	<p>Read Write Inc: identify and write recognisable single letter sounds</p> <p>Busy Bee Activities (focussing on fine motor skills)</p>	<p>Read Write Inc: identify and write with control, single letter sounds, 'Special Friends' and CVC words spelt correctly.</p> <p>Busy Bee Activities (focussing on fine</p>	<p>Read Write Inc: Write and spell 4 and 5 sound words correctly using smaller handwriting that sits mostly on the line.</p> <p>Busy Bee Activities (focussing on fine motor skills and cvc word writing)</p>	<p>Read Write Inc.: Write simple sentences using 'Hold a Sentence' technique, using finger spaces</p> <p>Busy Bee Activities (focussing on fine motor skills and cvc word writing)</p>	<p>Begin to construct simple captions and phrases using finger spaces independently</p> <p>Begin to use, with support, capital letters and full stops.</p> <p>Busy Bee Activities (focussing on fine</p>	<p>Construct recognisable sentences on a line (some with full stops and capital letters) independently and be able to read the sentence aloud to an adult.</p> <p>Busy Bee Activities (focussing on fine motor</p>

	and name writing)	<p>motor skills and name writing)</p> <p>Opportunities for mark making in Roleplay and construction areas</p> <p>Labelling initial sounds in topic / HFL essential writing book 1 - Me and my family (Simple illustrations. Using initial sounds or simple cvc words to label)</p>	<p>Opportunities for mark making in Roleplay and construction areas</p> <p>Oral rehearsal of a simple sentence (adult model writing)</p> <p>Labelling in Topic</p>	<p>Opportunities for mark making in Roleplay and construction areas</p> <p>Oral rehearsal of a simple sentence (adult model writing with children's input)</p> <p>Labelling in Topic</p> <p>HFL essential writing book 2 - Sensational sunflowers (Using phonic knowledge to label illustrations)</p>	<p>motor skills 4 days and write a sentence 1 day)</p>	<p>skills 3 days and write a sentence 2 days)</p> <p>HFL essential writing book 3 - The journey (Writing simple sentences or captions linked to images they have drawn. Sentence starters available.)</p>
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Map of progression of skills for Year One

NC Composition covered across the units:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- re-read what they have written to check for sense
- sequence sentences to form short narratives
- discuss what they have written with the teacher or other pupils

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Inform, entertain, poetry.	Inform, entertain.	Entertain, inform, poetry.	Entertain, poetry	Inform, poetry, entertain.	Inform, entertain.
Text	 <p>Purple is.... by anonymous</p>					
Written Outcomes	Labels, lists and captions, short	Recipe and short narrative.	Narrative, rules and recount, poetry.	Narrative and performance poetry.	Letters, poetry, narrative.	Explanation, narrative, recount

	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>Noun</p> <p>Adjectives</p>	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>Noun</p> <p>Adjective</p>	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>Noun</p> <p>Adjective</p> <p>Proper noun</p>	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>Noun</p> <p>Adjectives</p> <p>Exclamation mark</p>	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>noun</p> <p>Exclamation mark</p> <p>Question mark</p>	<p>Sentence Punctuation</p> <p>Full stop</p> <p>Verb</p> <p>Noun</p> <p>Past tense</p>
<p>Whole Class Reading</p> <p>Storytime Focus for the week (as there are no RWI groups during this week)</p> <p>Oxford Owl Resources Here!</p>	<p>1.1 The Ant and the Grasshopper</p> <p>TAKE OUT?</p>	<p>1.2 Jack and the Beanstalk</p>	<p>1.3 The Elves and the Shoemaker</p>	<p>1.4 Stone Soup</p>	<p>1.5 The Selfish Giant</p>	<p>1.6 The Fisherman and the Fairy</p>

Red -links to previous learning

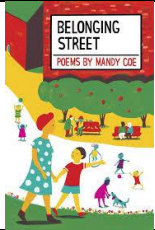
Blue - new learning

Map of progression of skills for Year Two

NC Composition covered across the units:

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write poetry
- Write for different purposes
- Say out loud what they are going to write about
- Write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Evaluate their writing with the teacher and other pupils
- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Entertain, inform, poetry.	Entertain, inform.	Entertain, inform.	Entertain, poetry.	Entertain, inform.	Recount, entertain, poetry.
Text	  	 	 	  	 	  

						
Written Outcomes	Short narrative, Instructions, list poetry.	Narrative, letters and postcards.	Traditional tale, non-chronological report.	Narrative (based on real experiences), poetry.	Narrative, instructions.	Recount (about real event), narrative, poetry.
Sentence	Present and past tense Co-ordination Subordination Sentence functions e.g. statement or command Expanded noun phrases	Expanded noun phrases Subordination Sentence functions e.g. statement or command Present and past tense	Co-ordination Subordination Sentence functions e.g. statement or command Present and past tense	Expanded noun phrases Progressive form of verbs in the present and past tense Co-ordination Subordination.	Expanded noun phrases Sentence functions e.g. statement, question, exclamation or command Progressive form of verbs in the present and past tense	Review KS1 objectives Review use of conjunctions
Word level Including punctuation	Capital letters, full stops, question marks, exclamation marks. Commas for lists	Capital letters, full stops, question marks, exclamation marks. Commas for lists	Use familiar and new punctuation correctly.	Use familiar and new punctuation correctly including apostrophes for contracted forms.	Use familiar and new punctuation correctly including apostrophes for contracted forms and the possessive.	Use familiar and new punctuation correctly including apostrophes for contracted forms and the possessive.

Grammatical terminology	Capital letter, full stops, question marks, sentence. Noun, verb, present tense, past tense, adjective, statement, command, comma.	Statement, question, noun, adjective, verb, comma, past tense, present tense. Noun phrase.	Past tense, present tense, adjective, comma, question. Exclamation statement.	Comma, adjective. Apostrophe, present progressive tense, past progressive tense.	Comma, command, apostrophe, present progressive tense, past progressive tense.	Review terminology for the year. Adverb.
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Year 2 spellings

In Year 2, children will have a 15-minute discrete spelling lesson daily. This is taught using the Herts for Learning Essential Spelling programme. This will cover the National Curriculum spelling requirements, including:

Formation of nouns using suffixes such as -ness, -er and by compounding (for example superman, whiteboard)

Formation of adjectives using suffixes such as -ful, -less

Use of the suffixes -er, -est in adjectives

Use of -ly in Standard English to turn adjectives into adverbs

Spelling words in the contracted form

Homophones and near homophones

Writing simple sentences dictated by the teacher.

Spelling terminology: adverb, adjective, suffix

KS1 Summer term 2 extended writing opportunities:

In the summer 2 term, Year 1 and 2 will complete two extended write opportunities based on a real experience, to give them an opportunity to write at length, build stamina and edit and improve. Teachers are to model a GDS piece of writing to set high expectations. Once complete, the teacher will model checking their work and making changes.

	1st write	2nd write
Year 1 model to include:	Spaces between words Capital letters Full stops Fred fingers for spelling Red words Capital letter for I. Use 'and' to join sentences. Adjectives to describe. Exclamation marks Question marks	Spaces between words Capital letters Full stops Fred fingers for spelling Red words Capital letter for I. Use 'and' to join sentences. Adjectives to describe. Exclamation marks Question marks Nouns and verbs. Use 'and' for rhythm and flow.
Year 2 model to include:	Capital letters, full stops, question marks, exclamation marks. Commas for lists Co-ordination Subordination Adjectives	Capital letters, full stops, question marks, exclamation marks. Commas for lists Co-ordination Subordination Adjectives Expanded noun phrases

	Expanded noun phrases Exclamation sentence Apostrophe for contracted form Apostrophe for possession	Exclamation sentence Apostrophe for contracted form Apostrophe for possession Past progressive or present progressive tense
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Our Writing end-point and mission:

By the time the children leave us at Kingshill, we aim for our children to be working at least at the expected standard, but our ambitious curriculum encourages all children to aim to write at greater depth:

Examples of Working at and Working at Greater Depth Writing:

Working at:

https://assets.publishing.service.gov.uk/media/5a8169f6ed915d74e6232223/2018_exemplification_materials_KS1-EXS__Kim_.pdf

Working at Greater Depth:

https://assets.publishing.service.gov.uk/media/5a82a0afe5274a2e8ab58838/2018_exemplification_materials_KS1-GDS_Ali_.pdf

Handwriting at Kingshill:

Nursery (EYFS)

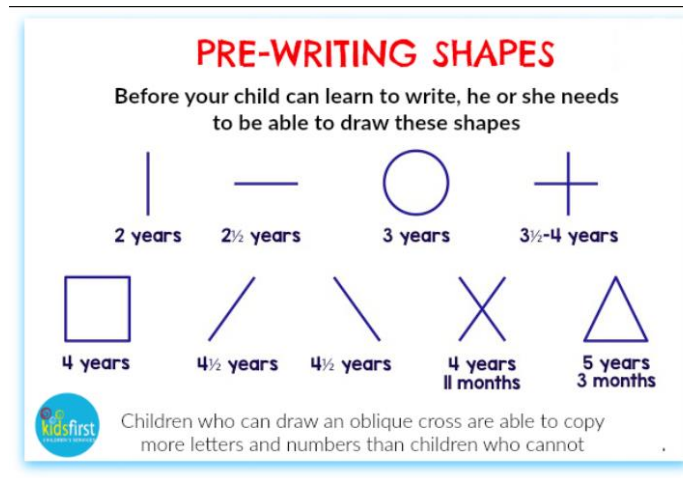
Focus: Effective use of mark making tools and pre-writing skills.

Children learn handwriting through:

- Carefully planned opportunities to write pre-word shapes across the year.
- Structured Busy Bee activities to practise fine motor skills
- Malleable resources and a range of large tools to explore during CIL
- Range of loose parts and construction equipment to encourage children's emerging manipulative skills
- Weekly focus on scissor skills and name writing
- Read Write Inc. to introduce print letter formation (Summer term)

Expected outcome:

Children leave nursery showing increasing control in holding, using and manipulating a range of tools and objects such as mark making tools, using a dominant hand. Most will form recognisable letters from their name.



Reception (EYFS)

Focus: Correct letter formation and early writing behaviours.

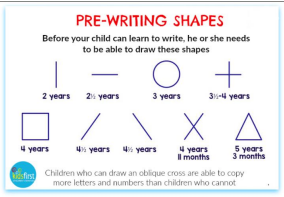
Children learn handwriting through:

- Read Write Inc. to introduce print letter formation
- Structured Busy Bee activities to practise fine motor skills
- Explicit teaching to help children: to review forming the shapes that will help them to easily write recognisable letters, most of which are correctly shaped and how to hold and use a pencil effectively and with control. (LetterJoin symbols)

- The appropriate seating position for handwriting (1,2,3,4 Are my feet are flat on the floor? 5,6,7,8 My chair is in, my back is straight, 9,10,11,12 This is how my pencil is held).

Expected outcome:

Children leave Reception able to form most lower-case letters correctly and hold their pencil using an appropriate grip.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>LetterJoin Patterns and pre-writing shapes</p>  <p>RWI letter formation using mnemonic</p>	<p>RWI – letter formation (including special friends), spelling cvc, ccvc word, cvc words</p> <p>Phonic basket in CIL</p> <p>Opportunities for independent writing in CIL provision</p> <p>Name writing practise – focus on capital letter for first letter of name only</p>	<p>Handwriting in groups during busy bee 1 x weekly</p> <p>RWI – letter formation (including special friends), spelling cvc, ccvc words or hold a sentence dependent on grouping</p> <p>Opportunities for independent writing in CIL provision</p>	<p>Handwriting in groups during busy bee 1 x weekly</p> <p>RWI – letter formation (including special friends), spelling cvc, ccvc words or hold a sentence dependent on grouping</p> <p>Opportunities for independent writing in CIL provision</p>	<p>Handwriting in groups during busy bee 1 x weekly</p> <p>RWI – letter formation (including special friends), spelling cvc, ccvc words or hold a sentence dependent on grouping</p> <p>Independent writing inspired by an image 2 x weekly</p> <p>Opportunities for independent</p>	<p>Handwriting in groups during busy bee 1 x weekly</p> <p>RWI – letter formation (including special friends), spelling cvc, ccvc words or hold a sentence dependent on grouping</p> <p>Independent writing inspired by an image 2 x weekly</p>

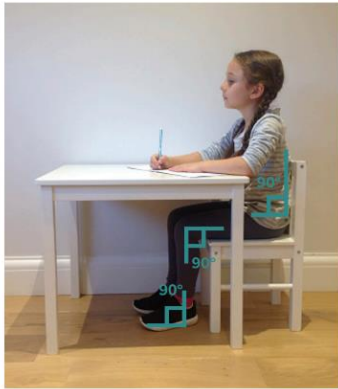
				writing in CIL provision	Opportunities for independent writing in CIL provision
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Key Stage One

Children will be taught:

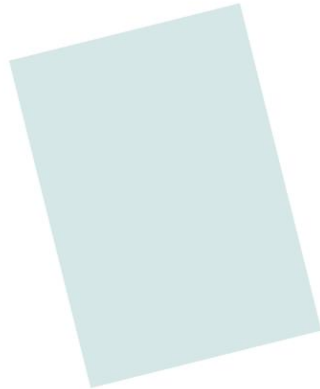
- The appropriate seating position for handwriting (1,2,3,4 Are my feet are flat on the floor? 5,6,7,8 My chair is in, my back is straight, 9,10,11,12 This is how my pencil is held).
- To slant their paper/book appropriately.
- To use their non-writing arm to steady the paper.
- To use the pencil grip nip, flip and grip.

Seating position

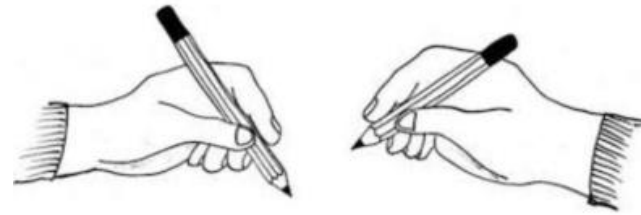
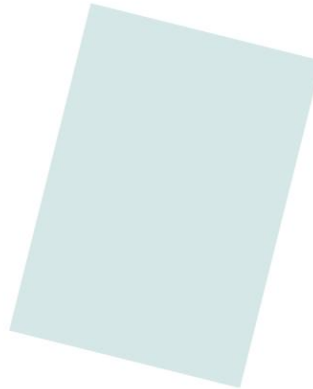


- 90° feet to floor
- 90° knees to chair
- 90° back to seat back
- Pencil held between thumb and forefinger
- Non-writing arm to steady paper

Paper position for right-handed writer



Paper position for left-handed writer



In Year 1, children will be taught according to the National Curriculum end of year expectations:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place. We follow the Letter J
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' and to practise these.

Expected End of Year Outcome:

Children leave Year 1 with consistent, clearly formed print handwriting that is well-sized and correctly positioned on the line.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digits	Week 1: practice all digits on squared paper	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.
Capital letters	Every Monday in handwriting focus on 2 capital letters	Every Monday in handwriting focus on 2 capital letters	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing
Lower case letters	Follow letter join programme	Follow letter join programme	Follow letter join programme	Follow letter join programme	Follow letter join programme	Follow letter join programme

In Year 2, children will be taught according to the National Curriculum end of year expectations:

- Form lower case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Children in Year 2 will be taught to join when they can form letters correctly and accurately.

Expected outcome:

Children leave Year 2 able to use consistent letter sizing and spacing, with early joining skills introduced where appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digits	Week 1: practice all digits on squared paper	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.	Week 1: select digits that need to be practiced.
Capital letters	Every Monday in handwriting focus on 2 capital letters	Every Monday in handwriting focus on 2 capital letters	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing	Every Monday during handwriting, select those that need practicing
Lower case letters	Recap Letter-join Print plus Follow letter join programme	Follow letter join Print-Plus programme	Follow letter join programme for Air No Lead	Follow letter join programme Air No lead	Follow letter join programme Air no Lead (some chn may be ready to start joining)	Follow letter join programme Air no Lead (some chn may be ready to start joining)

Handwriting in KS1 will be taught using Letterjoin, in discrete handwriting lessons. The expectation is that this handwriting is then applied in writing across the curriculum.

