

## Our English curriculum is split into the following:

### Phonics

Phonics is a way of teaching children to read quickly and skilfully. We teach them how to:

- Recognise the sounds that each individual letter makes (s, a, t)
- Identify the sounds that different combinations of letters make - such as "sh" or "oo"
- Blend these sounds together from left to right to make a word

At Glenmere we teach phonics using the 'Letters and Sounds' programme, using further resources to support this - such as Read, Write Inc.

Phonics is taught in six phases:

#### **Phase 1**

At this phases children are preparing for phonic work, including singing nursery rhymes and singing songs that that children can start to recognise sounds, patterns and rhymes

#### **Phase 2**

- Children learn 19 sounds  
- s a t p i n m d g o c k ck e u r h b f ff l ll ss
- They learn to blend the sounds together to make words.
- They learn to segment the sounds to spell words.
- Children begin to read VC (two letter) words - at, in, on
- CVC (3 letter) words - man, dog, sat
- They read "tricky" words - words which you just have to learn - the, why, come

### Phase 3

- Children learn another 25 sounds  
- j v w x y z zz qu ch sh th ng ai ee igh oa oo ar ur o  
w oi ear air ure er
- They continue to read CVC words and practise blending and segmenting as in Phase 2
- They read more "tricky" (Common exception) words.

### Phase 4

No new sounds are introduced in this phase.

- Children continue to practise spelling and reading words containing adjacent consonants - went, lost, stop.
- They read polysyllabic words - thunderstorm, chimpanzee, champion.

### Phase 5

The children learn about sounds which are spelt in more than one way - ee (in seen) and ea (in seat), ou (in round) and ow (in down).

- They are encouraged to broaden their knowledge of sounds for use in reading and spelling.
- They will become quicker at recognising sounds which have more than one letter.
- They will become better at blending the sounds to make words.
- They read more "tricky" words.

### Phase 6

The children will be able to read hundreds of words, doing this in three ways:

- They will be reading words automatically if they are very familiar.
- They will learn about tenses, suffixes, prefixes
- Their reading will become increasingly fluent, but spelling is known to lag behind. This phase addresses this.

### Common Exception Words

These are words which the children will come across many times during their reading. They need to read these quickly on sight. They are taught alongside the sounds in each of the phases.

### Reading

Reading has been a particular focus of ours over recent years. We, at Glenmere, believe it is important to teach children both the skills of reading using their knowledge of phonics developing this into becoming competent readers as well as teaching the skills of comprehension. With that in mind we have introduced VIPERS - a strategy from The Literacy Shed.

V - Vocabulary

I - Inference

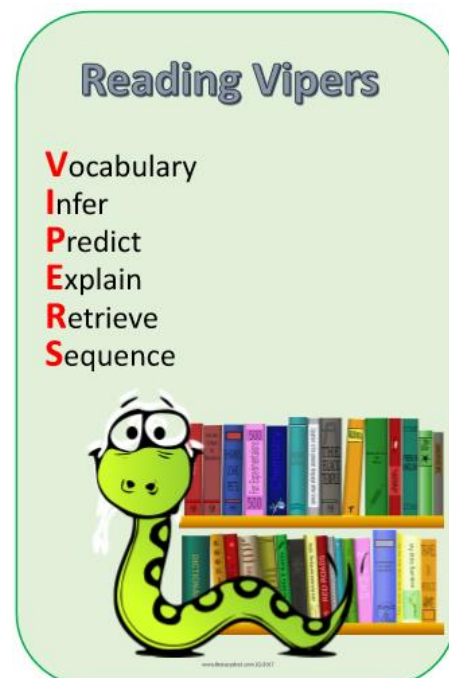
P - Predict

E - Explain

R - Retrieve

S - Sequence (KS1) Summarise (KS2)

Lessons are taught on a daily basis using a variety of different stimulus: picture books, video clips, extracts from books, short texts and pictures.



In addition to this, we have introduced Book Talk within our school. Book Talk works on children being in small groups, based on ability and verbalising answers to sentence starters as a group, with a particular focus on using evidence to support their answers. We are also lucky enough to have support staff trained in Reading Coaching as an intervention for individuals across the school.

For individual reading, we use the book banded system from EYFS up to Year 6, progressively getting more difficult. Books within Key Stage One focus on a mix of high-frequency and decodable words in order to develop a range of reading strategies

Within these book bands, we use a variety of different schemes in order to give children a wider variety of reading opportunities - all working in line with the book banded expectations.

Lilac Reception Emerging Age 4-5	Pink Reception Age 4-5	Red Reception Age 4-5	Yellow Reception Age 4-5	Blue Year 1 Age 5-6	Green Year 1 Age 5-6
Orange Year 1 Age 5-6	Turquoise Year 2 Age 6-7	Purple Year 2 Age 6-7	Gold Year 2 Age 6-7	White Year 2 Confident Age 6-7	Lime Year 2 Confident Age 6-7
Brown Year 3 Age 7-8	Grey Year 4 Age 8-9	Dark Blue Year 5 Age 9-10	Dark Red Year 6 Age 10-11	Black Year 6 Confident Age 10-11	

We use books from Oxford Reading Tree, Rising Stars as well as Oxford University Press in the form of Project X books. Higher up the book band, there is a wider variety of genres covered, looking at longer novels and more detailed texts.

We have made the change from children moving into Free Reader, instead introduced more challenging book bands for the older children whilst also having the opportunity to have a 'Reading for Pleasure' book. We feel this is important to balance between children reading for enjoyment but also to develop their reading skills within books aimed at their reading level: both fluency and comprehension.

## Writing

We want our children to become creative and imaginative individuals, and what better place to start than with writing.

Our writing curriculum has a number of different elements: handwriting, spelling, grammar, composition - all of which then contributes to well composed pieces of work

Pre-cursive handwriting is introduced when children start in Reception this is then developed into cursive as they progress through school, working towards a handwriting license in Key Stage 2.

Spelling is taught explicitly using a scheme from Rising Stars. Separate lessons are set aside to teach spelling patterns within each class.

Our curriculum encourages cross-curricular opportunities, covering a variety of different genres. We believe that grammar should be taught in context and, therefore, is taught within the English lessons and applied across the curriculum. Classes are encouraged to use Talk for Writing as a tool to structure whole units. At Glenmere we have both English books as well as Author's Journals. These journals are where completed pieces, once they have been drafted, written and edited, are written up in best.