



Hamp Nursery and Infants School

**English
Policy
2026/27**

Introduction

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach that links in with each of our Literacy Tree texts, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum.

This suggests that a context for learning is vital, and this is where our chosen approach can support teachers in ensuring that objectives for reading and writing, including grammar, have purpose. We will always aim for our writing opportunities to be meaningful and authentic, whether they are short or long, and with a clear audience. Books offer this opportunity. We ensure that children have real reasons to write, whether to explain, persuade, inform or instruct and, where possible, this is embedded within the text or linked to a curriculum area. Writing in role, using a range of genres, is key to our approach, and we model the appropriate tone and level of formality. This sits comfortably alongside the following statement from the English National Curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

'The National Curriculum 2014'

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure that all our children can become successful lifelong learners, able to make a positive contribution to society and to future generations.

At Hamp Nursery and Infants School, the subject of 'English' will be referred to as and used interchangeably with 'Literacy' in the EYFS.

Rationale

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

'The National Curriculum 2014'

At Hamp Nursery and Infants School, we believe that English is the principal medium through which we communicate. It is also the means by which we make sense of our world. We use language in many different ways and for a wide range of purposes. Language is integral to learning across the curriculum and is of fundamental importance in all aspects of school and public life.

Curriculum Statement

Curriculum Intent

At Hamp Nursery and Infants School, we strive to develop secure knowledge of the foundations for reading, writing, and speaking and listening. We believe that early reading and phonics are crucial to a high-quality education that will lead into and impact on all areas of the curriculum. We believe that all learners need to develop a secure knowledge base in all areas of Literacy, following a clear pathway of progression from a starting point that is appropriate to each learner. We intend that every learner will develop the ability to communicate freely, effectively and confidently in spoken and written English. We strive to help our learners understand how language enables them to experience and appreciate their world and also to experience the world of imagination. In our approach, we provide activities and links across the whole curriculum where children can develop and practise their understanding and use of English. We recognise and value the language skills that children have already acquired and build on these, considering individual strengths and areas for development. Through use of the Literacy Tree Curriculum, we have mapped the coverage of the entire English Programme of Study for KS1 for Writing, as well as meeting the needs of the statutory Early Years Framework. In many cases, objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure that all access arrangements can be made to support children with the requirements.

Speaking and listening

Oracy is a key part of everything we do at Hamp Nursery and Infants School. We recognise that children's ability to communicate effectively, listen carefully and use language confidently underpins learning across the curriculum. We follow the ShREC approach to support the development of high-quality interactions, language and communication throughout school life. We intend to promote and model good speaking and listening in all aspects of our learning and school community.

We explicitly teach speaking and listening skills during the starter sessions of each literacy session. In KS1, these are documented in a separate weekly speaking and listening plan. All learners will develop the ability to produce sounds clearly in order to say words accurately and convey their ideas. They will then develop this towards speaking in full sentences, enabling them to hold discussions, share ideas and

communicate their thinking to further their learning. Children are given a wide range of opportunities to develop, practise and apply spoken language. We recognise that strong oral language supports children's reading, vocabulary development and later comprehension skills. Our overall aim is to develop children's ability to speak clearly and confidently and to listen carefully with understanding in a wide variety of situations. At Hamp Nursery and Infants School, we want all learners to be able to explain, understand and communicate their ideas using Standard English.

Phonics

We start teaching phonics in Nursery and Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children 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 supported to tackle unfamiliar words as they read. At Hamp Nursery and Infants School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside phonics lessons and across the curriculum. 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. We intend that all learners will be given the time, space and quality teaching needed to progress and develop their early reading and phonological awareness skills. As our learners learn the sounds, they progress to reading these in words and then sentences and longer texts, as and when they are ready.

Reading

Throughout all stages of learning at Hamp Nursery and Infants School, we will promote a love and passion for reading. We want every child to be a reader who is fluent, confident and exposed to a variety of high-quality texts. Reading will be used throughout all areas of the curriculum. We believe that phonics and early reading are of the highest importance for all learners, and that these lead into comprehension and help children to gain a deeper insight into how texts are written and understood. We also ensure that learners listen to a wide variety of texts that are read to them in different contexts throughout their time at our school. A wide breadth of literature is important so that our learners can experience different vocabulary and grammar, which will in turn improve both their comprehension and writing ability. We encourage parents to share books and other reading materials with their children. Our overall aim is to enable children to become fluent, enthusiastic, independent and reflective readers.

Writing (Including Handwriting and SPaG)

We aspire to create writers who are interesting, imaginative and have a flair for writing. All learners will learn to write a variety of fiction and non-fiction texts throughout their time at our school. It is our intention that children will be able to apply the phonics that has been taught to them in their writing and will strive to become writers who can spell quickly and accurately. All learners will take pride in their work; they will be taught the skills needed for neat presentation and to form letters to create handwriting that is legible. As our learners progress through the key stages, they will be taught to plan, revise and edit their work in a way that is appropriate to their outcomes. We want our children to understand the need to organise and communicate their ideas effectively and accurately in written form, to feel they have something of value to write about, and to know they have 'something to say'. Our overall aim is to enable pupils to write confidently, clearly and enthusiastically for a range of purposes.

Curriculum Implementation

Across all areas of the curriculum, we provide opportunities for a variety of writing, reading and discussion. Quality first teaching is consistent throughout all areas of literacy and the curriculum. We work in small groups and implement our learning from the levels that are appropriate to our learners.

Speaking and listening

As a school, we have developed a Speaking and Listening assessment system that highlights all areas and skills that learners need to be taught to achieve being a successful speaker and listener. Children will be taught these skills through the curriculum and given time to practise them. Planning will reflect the skills that have been chosen to be taught and this will be written in purple font on class planning so all adults working with the children are aware of the skills that are the focus. Teachers will produce a medium term plan every half term that will show how these skills are going to be taught and practised throughout the curriculum. Teachers also plan a speaking and listening activity for the start of each of their literacy sessions. When starting a new curriculum topic, teachers identify and teach new vocabulary, supported with STC, real objects, photographs or symbols as appropriate. Teachers ensure that they are planning for regular opportunities for oral rehearsal and a range of spoken outcomes and publishing opportunities. Debate and discussion are woven into our Literacy Tree stories as a fundamental part of the approach to allow children to practise, refine and apply their spoken language knowledge and skills.

Phonics

As a school we have developed a consistent approach to assist in our delivery of Phonics. We follow the scheme of 'Little Wandle Letters and Sounds Revised' throughout the school and nurseries.

Foundation for Phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include; sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes, activities that develop focused listening and attention, including oral blending and attention to high-quality language. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and KS1

We teach two phonics sessions a day in all classes. Each session is between 10 and 30 minutes long. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practise has daily Keep-up support, taught by a fully trained adult. 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 timetable additional sessions for children who are not fluent readers or have not passed their Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does

not widen.

We use a consistent approach in our planning and assessment formats so that all teachers use the daily assessment sheet to track children's progress and identify instant keep-up required later that day.

Reading

At our school, a high importance is placed on reading for all learners. We understand that reading supports children in all areas of their learning and we support all children to become fluent readers.

Teaching reading: Reading Practice Sessions

We have a scheme of phonetic 'Collins Big Cat' reading books. We use this scheme as it has book bands that match our Little Wandle Letters and Sounds Programme. We teach children to read in our reading practice sessions three times a week. Fully trained adults teach groups of approximately six to ten children during these sessions. The books are matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11-20 of 'Application of phonics to reading'. Reading Practice Sessions are monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression
- Comprehension: teaching children to understand the text

In Reception, these sessions start in Week 4 of the Autumn Term and continue throughout Reception and Year 1. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2, once the children have completed the phonics programme and progressed to the 'Little Wandle Bridge to Spelling Programme', we continue to teach reading in the same way, using books matched to their reading level.

Home reading

A decodable reading practice book, accurately matched to the RPS and labelled 'I can read this book', is taken home to ensure success is shared with the child's family. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. Teachers and teaching assistants listen to children read their home reading book twice a week. Individual reading records are used to record comments and the titles of the books read. This is then used to inform our assessment of reading. Children who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the 'Everybody read!' resources on the Little Wandle website. We use the Little Wandle Letters and Sounds Revised parent's resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

Every teacher and teaching assistant in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use the audit and prompt cards to regularly monitor and observe teaching. Leaders also use summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.'

'OECD 2002'

We value reading for pleasure highly and work hard to develop a strong Reading for Pleasure culture across the school. We read aloud to children every day, carefully selecting a wide range of high-quality texts that reflect the children and our local community, while also opening windows into other worlds and cultures.

Teachers and teaching assistants model positive reading behaviours and use oral storytelling and reading aloud to develop children's language and give them access to texts beyond their current independent reading ability. Storytelling is an important part of our Literacy approach, helping children to experience and enjoy language, develop their understanding of texts and begin to apply the styles and techniques they encounter in their own writing. Whole-class story time is timetabled daily, and parents and carers are encouraged to read with their children at home.

Children are encouraged to apply their reading skills across the curriculum, including when reading fiction, non-fiction and information texts in print and on screen. Literacy Tree units provide a broad range of fiction and non-fiction, while links with Science, History and other foundation subjects give children meaningful contexts and purposes for reading.

Classrooms promote reading through inviting story corners, storytelling chairs and accessible collections of books. We use the School Library Service and regularly refresh classroom collections with topic-related texts. Each year group also has a focus on selected authors and high-quality texts to ensure children experience a broad and diverse range of literature. We celebrate World Book Day and other opportunities to promote a love of reading throughout the year. We also have protected reading time in our timetable, during which teachers share high-quality texts with their classes and celebrate the books they have read together. Our aim is for every child to develop a genuine love of reading and to see themselves as a reader.

Writing

To continue to raise standards in writing, we have researched, developed and implemented the Literacy Tree writing scheme, which places high-quality literature at the heart of English teaching. We believe that exposure to high-quality children's literature is vital within the Early Years and Key Stage 1, providing a rich context for learning, developing a strong reading culture and supporting children's spoken language through discussion, debate and drama.

At Hamp Nursery and Infants School, our approach to English reflects these principles. The Teach Through a Text approach provides an inclusive framework while allowing teachers to personalise planning to meet the needs of cohorts and individuals. Carefully selected, high-quality texts, including award-winning texts and works by new and significant authors, are chosen for their literary merit and their ability to develop vocabulary, empathy, critical thinking and connections across the wider curriculum.

Children build their literary repertoire through a deliberate sequence of texts across the school. Texts are linked thematically where appropriate, enabling children to make connections between texts, their

learning and the wider curriculum. Throughout the EYFS and KS1, children are given regular opportunities to practise and apply knowledge and skills through purposeful writing outcomes. Previously taught knowledge and skills are revisited regularly to develop fluency, confidence and increasing independence.

The Literacy Tree scheme is used from the beginning of the Early Years through to the end of Key Stage One. Children learn to join in with, retell and explore stories and non-fiction texts and are taught to apply the literary language, vocabulary and techniques encountered through quality texts to their own writing. Children experience a range of writing opportunities, including short, longer and extended outcomes, with an extended outcome planned within each sequence. Children are taught to plan, draft and edit their writing and to reflect on the choices they have made.

Oral language is an important part of our approach. Children are taught to talk about what they intend to write and to rehearse sentences orally before committing them to paper. Teachers model this approach through shared and modelled writing. Sentence construction, grammar and vocabulary are explicitly taught through oral rehearsal, sentence manipulation and practical activities, including the use of sentence strips, to develop children's understanding of sentence sense and grammatical structures.

We have invested in resources and training to enable all staff to provide a high-quality, language-rich environment and consistently strong teaching and learning opportunities. Role-play areas, story sacks, puppets and whole-class drama are used across the school and curriculum and are central features of literacy provision. Role-play areas in Nursery and across the school are linked directly to the texts being studied.

Children's confidence and enjoyment as writers are valued alongside accuracy and technical development. Teachers recognise and celebrate children's attempts at writing while providing appropriate feedback, identifying misconceptions and supporting children to understand their next steps. As children progress through KS1, they are encouraged to respond to feedback and reflect on how their writing can be improved.

Transcription, Phonics and Handwriting

Transcription is a fundamental part of learning to write and is a key focus in Reception and Year 1. Children develop the ability to accurately hear, segment and represent sounds in words alongside secure letter formation, spelling and sentence-writing skills. In these year groups, transcription is prioritised to develop the fluency and automaticity needed for children to write independently and confidently.

Dictated sentences are used regularly to provide opportunities for children to apply their phonic knowledge, spelling patterns, handwriting and punctuation within meaningful sentences. These activities enable teachers to identify misconceptions, provide immediate feedback and give children repeated opportunities to practise and secure key skills. As children progress through the school, transcription continues alongside the development of composition, vocabulary, sentence structure and the ability to write for a range of purposes and audiences.

Phonics is taught systematically and children are encouraged to apply their phonic knowledge when writing, alongside a growing repertoire of common and sight words. Dictionaries and other resources are introduced to support spelling as appropriate. Children are taught to plan and talk about what they intend to write and to rehearse sentences orally before writing.

Handwriting is taught explicitly alongside daily phonics and through dedicated handwriting sessions.

We teach handwriting to develop accurate letter formation and ensure that children's writing is fluent, legible and presented appropriately. Fine- and gross-motor development is supported where appropriate, including through provision from our specialist P.E. teacher, to develop the physical skills required for handwriting.

Planning, Progression and Assessment

At the end of each Literacy Tree teaching unit, children complete an independent writing outcome. This is assessed in line with the agreed writing assessment identified within the school's Literacy progression document. Assessment provides evidence of children's ability to apply the knowledge and skills taught throughout the unit. Teachers use assessment information to identify individual strengths, misconceptions and next steps, which inform subsequent teaching and planning. Evidence of assessed writing is kept in a separate writing assessment book, with one piece of assessed work in Reception and two pieces of assessed work in KS1 across each half term.

Literacy is taught through discrete, planned teaching sessions across the week. In the Early Years Foundation Stage, children receive three Literacy sessions each week. In Key Stage 1, children receive four Literacy sessions each week. These sessions are planned and delivered in line with the school's agreed Literacy Tree progression.

The school's Literacy progression document, included as an appendix to this policy, sets out the agreed sequence of texts and teaching units, key teaching principles, relevant spelling, punctuation and grammar objectives, intended writing outcomes and writing assessment. Teachers use this document to ensure that learning is carefully sequenced and progressively developed, while adapting planning where necessary in response to pupils' progress and attainment.

In Reception, children study two focus texts each half term. One forms the basis of their literacy learning, while the second is read and explored to promote reading for pleasure. In Year 1, children follow the same approach, with one focus text supporting their literacy learning and a second text read and explored for pleasure. From the Summer Term, children progress to studying two focus texts within their literacy sessions. In Year 2, children study one focus text within their literacy sessions during the Autumn Term, alongside a separate text read and explored for pleasure. This provides additional opportunities to address misconceptions and develop children's understanding of the structure and organisation of writing. From the beginning of the Spring Term, children progress to studying two focus texts within their literacy sessions.

Medium Term Plans are created by teachers on a half-termly basis and follow the Literacy Tree scheme. Planning should reflect text, sentence and word-level teaching and be informed by rigorous and continuous assessment. Planning is adjusted where necessary to reflect pupils' progress and attainment and should provide cross-curricular links wherever appropriate. In the Early Years Foundation Stage, the Early Years Foundation Stage Framework is used to identify objectives and next steps towards the Early Learning Goals. Specific language and literacy activities are identified within weekly planning and cross-curricular provision. In Reception, teachers use daily phonics planning to identify assessment and next steps. In Key Stage 1, planning includes objectives for word, sentence and text-level teaching, including phonics and spelling. Weekly timetables identify objectives and activities, grouping and differentiation, teacher-led work, support from teaching assistants and assessment opportunities.

Inclusion and Communication

Our English curriculum is inclusive and adapted to meet the needs of individual children and cohorts. Teachers use assessment to identify misconceptions, strengths and next steps and adjust teaching accordingly. Widget Online is used throughout the school to support teaching and learning. All staff

have received basic STC training. Signing and visual symbols are widely used to support comprehension and language acquisition. Teachers and support staff recognise the importance of eye contact, voice inflection and gestures in supporting children's engagement and understanding.

Monitoring and Evaluation

To ensure consistency and progression across the school, classes within the same year group follow the agreed sequence of texts and teach the same focus text at the same point in the academic year. This supports consistency in curriculum coverage while allowing teachers to adapt provision to meet individual needs. The English subject leader and Senior Leadership Team monitor the quality and consistency of English teaching through planning, lesson observations, book scrutiny and assessment information. Monitoring is used to identify strengths, address areas for development and inform professional development, ensuring that standards and good practice continue to improve. The use of the Literacy Tree scheme, alongside the school's progression document, enables us to deliver a well-organised, ambitious and rigorous English curriculum. Carefully selected texts provide the foundation for learning and motivate, engage and inspire children to develop as competent, confident and enthusiastic readers and writers.

Curriculum Impact

Literacy is led by the Literacy Co-ordinator, supported by ongoing professional development through our Little Wandle membership, including training, tutoring videos and coaching and monitoring materials. The teaching and assessment of Literacy are monitored throughout the year through book scrutiny, learning walks, observations and discussion with staff and pupils. The subject leader and SLT use this information to identify strengths, areas for development and actions to continue to raise standards.

Children's progress is measured from their individual starting points. Their learning journey is evidenced through books and assessment records, including writing assessment books which demonstrate progress from Nursery through to the end of Key Stage 1. Literacy working walls support and reinforce learning within classrooms, while Widget Online (STC), visual symbols and appropriate labelling ensure that children can access and engage with their learning environment.

The Literacy Tree scheme was trialled in Summer Term 2024 and has since been fully implemented. Staff have received training and are confident in delivering the approach. The scheme provides children with repeated opportunities to revisit and develop key skills, supporting progression in creativity, writing stamina, grammar, punctuation and understanding of story features and genres.

Assessment

Assessment is integral to teaching and learning and takes place continuously. Teachers use formative assessment to identify what children know and can do, identify misconceptions and gaps, and determine appropriate next steps. Assessment information is used to adapt teaching, inform planning and ensure that children progress at a level appropriate to their needs.

Formative assessment includes:

- Teacher and teaching assistant observations and notes.
- Ongoing Reading Practice Session grids.
- Individual reading records.
- Little Wandle phonics assessments and tracking.
- Assessment of speaking, listening, group discussion, interaction and drama.
- Discussion and marking of children's work.
- Next steps and individual targets.

- Writing assessment books.
- Early Years Foundation Stage Framework assessments.
- Tapestry observations.

Summative assessment includes:

- Nursery and Foundation Stage Pupil Pathways records.
- Foundation Stage Profile assessments.
- Nursery and Foundation Stage tracking.
- KS1 assessments.
- Little Wandle Letters and Sounds Revised assessment materials, including cohort and school heatmaps.
- Individual Literacy objective recording sheets.
- Termly Literacy assessment information and targets.

Assessment information is recorded within planning and assessment files, with group records maintained where appropriate. Assessment systems are reviewed regularly to ensure that they remain effective and provide meaningful information about children's progress.

Inclusion and Intervention

Learning is differentiated to meet the needs of all children, including those with SEND, EAL and those working at greater depth. Where further intervention is identified through formative or summative assessment, this is provided wherever possible within the child's own classroom to maintain a secure and familiar learning environment. Half-termly pupil progress meetings are held between the Headteacher, Deputy Head, Class Teacher and SENDCo. These meetings review pupils' attainment and progress, identify children requiring additional support and agree strategies to address barriers to learning.

Speaking and Listening

At Hamp Nursery and Infants School, we place a strong emphasis on the development of speaking and listening skills. These skills are integral to the Literacy Tree approach and are developed across all areas of the curriculum. Teachers plan purposeful opportunities for children to develop speaking and listening through storytelling, reading aloud, discussion, drama, group work and conversation. At the beginning of each half term, teachers identify the speaking and listening skills to be developed within their medium-term planning and provide opportunities for children to practise and apply these skills throughout the term. Speaking and listening is also taught explicitly outside Literacy lessons in Reception and Key Stage 1.

Teachers and teaching assistants model high-quality spoken English and effective interpersonal communication when working with children and with one another. Children are encouraged to become confident and effective speakers and listeners, able to express their ideas, thoughts and understanding clearly.

Expected Outcomes

The impact of our Literacy curriculum is evident in children's increasing ability to read fluently, write confidently and imaginatively, and communicate their ideas effectively. Through carefully sequenced teaching, regular assessment and opportunities to practise and apply their knowledge, children develop the skills, knowledge and confidence to become increasingly independent readers, writers, speakers and listeners. Our aim is that all children make progress from their starting points and develop the knowledge, skills and confidence required to communicate effectively and apply their Literacy learning across the curriculum.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high-quality provision that enables them to achieve their potential. We are committed to removing barriers to learning, raising expectations and providing a positive educational experience for all pupils. All pupils access the National Curriculum at an appropriate level, pace and level of challenge.

High-quality, differentiated teaching is the first response to pupils who have, or may have, SEND. Teachers and teaching assistants support pupils through differentiated questioning, modelling, practical resources, reinforcement of key learning and targeted adult support. Where appropriate, children may receive pre-tutoring, additional small-group teaching or tailored support within their classroom. Where a specific need has been identified, children may have a Pupil Passport and provision map outlining appropriate SEN support and short-term targets. Provision is reviewed regularly in response to pupils' progress and needs.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that pupils with English as an additional language (EAL) are supported to make strong progress and achieve their potential. We provide a positive, nurturing and inclusive learning environment in which language development is supported across the curriculum. Quality-first teaching, rich experiences, purposeful talk and effective use of resources and visual supports are used to develop language and comprehension. Teachers plan and assess with pupils' language needs in mind and adapt teaching and provision where necessary.

Gifted and Talented

We are committed to providing appropriate challenge and enrichment for pupils who demonstrate particular strengths or abilities. Teachers identify pupils who show significant strengths in any area of the curriculum and ensure that their learning is appropriately extended. Teachers are responsible for providing challenge within the classroom and may work with the Gifted and Talented Coordinator and subject coordinators to identify opportunities for enrichment. The coordinator maintains a record of pupils' strengths and supports the planning of enrichment opportunities where appropriate.

Diversity and Equality

At Hamp Nursery and Infants School, we are committed to ensuring that all pupils have equal opportunities to access the curriculum and achieve their potential, regardless of race, gender identity, disability, religion or belief, sexual orientation or socio-economic background. Our curriculum promotes inclusion, equality and an understanding of the diverse society in which we live. These principles are reflected across all areas of school life and the curriculum. Staff ensure that all children are valued, represented and treated fairly. The SENDCo, EAL Coordinator and Gifted and Talented Coordinator provide additional support and advice to ensure that pupils' individual needs are identified and appropriately addressed.

Online Safety

Online safety is embedded within our whole-school approach and forms part of our broad and balanced curriculum. Children are taught to use technology safely and responsibly, with online safety addressed across subjects and throughout school life.

Differentiation

We are committed to ensuring that all pupils are appropriately challenged and supported to achieve

their potential, regardless of their starting points or individual barriers to learning. Personal progress is valued alongside academic achievement, and teaching is adapted to meet the needs of individuals and groups.

Differentiation may include changes to the pace, depth or level of challenge; the use of practical resources, visual supports or technology; additional modelling and scaffolding; targeted questioning; different groupings; or opportunities for independent, collaborative or adult-supported learning. Teachers use their professional knowledge of pupils to determine the most appropriate approach.

Children may learn as a whole class, in groups, individually, indoors or outdoors, depending on the learning intention and their needs. Adult support is directed by the class teacher and is used strategically to promote independence and progress. Lessons are planned with clear learning objectives and appropriate outcomes. Learning objectives are communicated clearly to pupils, and children are encouraged to participate actively in their learning. Administrative tasks are kept to a minimum so that teaching time is maximised.

Outdoor Learning

At Hamp Nursery and Infants School, outdoor learning is an integral part of our curriculum. We make purposeful use of our indoor and outdoor spaces, including our large field, mature trees, Forest School and wild area, which continue to be developed to support learning and wellbeing.

Outdoor learning provides opportunities for children to develop knowledge, skills and independence across the curriculum. Teachers use the outdoor environment where it enhances learning and provides meaningful experiences for children. Outdoor learning also supports children's physical development, confidence, social skills and wellbeing and is therefore incorporated into curriculum provision wherever appropriate.

Policy written by: Mrs Charlotte Beresford - Autumn Term 2026

Approved by: Head

Approved by Chair of Governors

Review Date: Autumn 2027 or in line with any statutory changes.

Appendices

Below are documents that are used to support the teaching, delivery, recording etc. of different areas of the Literacy Curriculum.

Phonics

Consistency Approach for Planning, Teaching, Evidencing and Marking Phonics



Planning

Please ensure that you are following the suggestions put forward for the teaching of phonics for your class. All classes need to have two lessons a day due to high percentage of children needing extra practice. Your extra lesson will consist of some consolidation and securing new learning. Others will be securing learning but also moving to next lesson so children can catch-up.

The heatmaps produced by the literacy lead will include starting points for the following term and the 1:1 keep-up interventions that you will need to put in place.

Teaching

Phonics teaching to start as a whole class as designed by Little Wandle.

Blending:

Each step of the lesson is highlighted on the Little Wandle plan. Staff have access to prompt cards in their Little Wandle phonics box. They can watch 'how to videos' on the CPD section of the Little Wandle website.

Each lesson will have a lesson focus and the structure will be as follows:

Reception

Revisit and review:

GPC's will be identified. Use the small Phase 2 and 3 grapheme cards in Reception: when reviewing GPCs. The small grapheme cards are easier to handle! Remember to use the grapheme side. Only use the mnemonic/catchphrase if the children cannot automatically read the grapheme.

Words - Staff can look where to find their review words 'Organising the review word cards' document in the letters and sounds Little Wandle section of the phonics planning file. You will need to find cards for some of the review words in card sets from previous weeks

Tricky words- outlined on plan.

Teach and practise:

- **Pronunciation phrase**- the phonics plan will identify how to support children with pronunciation of the new GPC and mnemonic. (Reception)
- **Initial/ end sounds (activity highlighted on plan)** staff will have to resource objects/ pictures for this part of the session. Staff can look at the prompt cards/ how to videos in order to support delivery of this activity (Reception)
- **New GPC and mnemonic**- in reception, use the large grapheme cards to teach each new GPC in Phases 2 and 3. The large grapheme cards are ideal to use when you are making the link between the grapheme, phoneme and the mnemonic/catchphrase.
- **Formation phrase**- formation outlined on plan (Reception)
- **Teacher-led blending words Independent reading**- From Autumn 1 week 4 in Reception, we begin to use the word cards for independent reading. (Reception)

To make both the new and review words used in teacher-led blending for Phase 2. This is a crucial part of our pedagogy and ensures that children are taught to blend step-by step. In this way, we model how to blend in every Autumn 1 and 2 lesson. You can see this in practice in the 'How to' video Reception: Teach and Practise: Teacher-led blending.

- **Oral blending**
- **New words**
- **Example definitions and sentences**
- **Tricky word**- tricky part of the word is in bold and is to be made clear to the children that this part of the word is tricky.

Practise and apply:

- **Read/ write the sentence**
- **Spelling**- words identified on the weekly plan. For spelling. From Autumn 1 week 5, use the small grapheme cards to model spelling. You can see this in practice in the 'How to' video Reception: Practise and apply: Spelling with grapheme cards. Use the pocket stand to support with this.
- **Oral blending game** (Reception)

This is the model all classes will follow to ensure all staff are consistent and confident with the teaching of high quality phonics across the whole school.

Evidencing and Marking:

- We will not expect to see any evidence of blending sessions in Phonics books.
- Activities that have involved mark making will be mostly done on the carpet using whiteboards. Friday's review session will be carried out in phonics books.
- As with handwriting we will not expect to see books marked every day in the usual way. However, we will expect to see evidence that the books have been looked at, this may include verbal feedback and comments.
- It is therefore **fundamental** that the assessment grid is filled out to a high standard and is informative of those children who may need additional support or Keep-Up. It must also have marked on each day the children that are absent in red pen.

Keep-Up sessions

The literacy coordinator has set up Keep-Up folders for every class to support keep up planning consistency. Two interventions take place - precision grids and blending intervention.

The Keep-Up folders have documents that support teachers to identify children for group or individual keep up, planning and assessment sheets and additional resources. Teachers will use the small GPC cards from the whole class set.

Keep up sessions will need to run in addition to daily phonics. All keep up sessions should be done as a small group or 1:1 and be approximately 5 minutes, keeping to a quick pace.

- All staff will use the same planning formats for Phonics. These can be found on Little Wandle-Weekly lesson content.
- Every class have a 'Phonics Planning File' where all completed plans go within the term section along with the weekly assessment sheet.
- The progression overview will be included in the Letters and Sounds Little Wandle section of the phonics planning file'.

- Teachers and TAs must support with the planning and preparing resources together, then all staff should feel confident about where to find the plans and resources.
- All staff have completed the training modules and coaching will be delivered throughout the term at staff meetings.
- Keep up guidance - Children who are having keep up should be identified through the use of assessment. Identify exactly what gaps they have. Each child should have an individual keep up content document. You need to use the flow chart to identify whether the intervention is group or individual.
- The best possible way to deliver keep up is to individual children, using their assessments to plan for this. Individual keep up prompt cards can be found in the 'Individual Keep up for Reception or Year 1' document.
- Focus interventions: Reception - Phase 2 - Teaching a new GPC/Blending and reading words/Precision teaching: Grapheme grids phase 3+ Year 1 - Precision teaching: Grapheme grids phase 3+ (for GPCs)/Blending phase 3 digraphs (for blending)

Keep-Up lessons will:

- Be a short, fast paced lesson, no longer than 10 minutes.
- Be carried out daily.
- Ensure we monitor the lowest 20%
- Include language consistent with the Little Wandle whole class lessons.

Handwriting:

We will teach handwriting outside the phonics lesson using our Phase 2 grapheme information sheets to remind you of the letter formation phrase and pronunciation phrase for each grapheme. Autumn 1 sounds, Autumn 2 sounds, Spring 1 sounds, How to write capital letters. See the handwriting policy for the progression.

Reading



Consistency Approach for Reading in our school.

Reading is a high priority across our school for all learners.

We use a structured approach, including the 'Double Phonics' model, which ensures daily phonics sessions where learners are taught the sounds and skills essential for reading. These skills are then applied during our *Reading Practice Sessions*, following the Little Wandle phonics programme.

Individual Reading

In addition to group sessions, learners also engage in daily *Individual Reading* within each class. We use Collins Big Cat Phonics books, which are carefully matched by book band to the Little Wandle phonics phases. Learners are expected to read books that correspond to the phonics phase they are currently being taught.

Children take home reading books to support early reading development.

- Learners not yet blending are given wordless books, allowing them to build good reading habits, such as organising their books and treating reading time seriously.
- Learners who are blending will read books labelled "I can read this book", which are fully decodable and designed for reading aloud to adults.

Reading Records

Each child has two reading records:

1. **In-School Reading Record** (red book)
 - Used to record titles and comments each time a child reads at school.
 - If a child is absent, this is noted in red pen.
 - If a child forgets their book, but reads a school copy instead, the school book is recorded in red pen, with an 'S' in the home column.
2. **Home Reading Record**
 - Sent home with the reading book.
 - Used by parents/carers to comment on home reading.
 - School staff also use it to communicate about the child's reading during the day.

Refer to the *Reading Record Consistency Approach* for further details.

Reading Practice Sessions (RPS)

RPS are introduced as early as possible in Reception to support reading fluency and comprehension. We use fully decodable Collins Big Cat books, selected as the 'best fit' based on each group's assessed reading level.

Children are grouped in sets of no more than ten to ensure the supporting adult can listen to each child read during every session. The texts selected are appropriate to the children's reading level, link to cross-curricular topics where possible, and are changed regularly. Learners take part in three sessions per week:

1. Decoding
2. Prosody
3. Comprehension

Learners needing extra support receive in-class intervention in addition to these sessions.

Focus Authors

Each year group focuses on a selection of key authors across the school year to ensure that all learners are exposed to a broad range of high-quality texts. Learners complete a task linked to each author to explore their background and work. Our curriculum also includes a carefully curated list of high-quality books that link to the topic work being taught in each year group.

Reading for Pleasure

We place a strong emphasis on fostering a love of reading throughout the school. Every classroom includes a reading corner and a storytelling chair, both of which are central features of the learning environment. These spaces are used regularly by teachers and children to share and enjoy books.

We have a protected reading session every Thursday from 2.30 to 2.45, during which the class teacher reads a high-quality text aloud to the children. Books that have been read are displayed to promote discussion and build a shared reading culture.

After lunch, during quiet time, the adult on duty reads stories to the children. Additional story times occur throughout the day, with the aim that every child is read to for a total of 20 minutes daily. This regular exposure to rich language helps to build vocabulary, develop listening skills, and nurture a lifelong love of reading.

Final Notes

This structured yet nurturing approach ensures all learners develop early reading skills, comprehension, and a genuine love of reading. Our consistency across reading records, practice sessions, and reading environments reflects our commitment to making every child a confident and enthusiastic reader.

Reading Records



Consistency Approach for using reading records at our school.

At Hamp Nursery and Infants School, we recognise that consistency in the use of reading records is essential to ensure effective communication between home and school. We understand the importance of establishing a consistent approach to reading to support children's learning and development. This consistency approach outlines how reading records should be managed, ensuring both staff and parents contribute to a child's reading journey and that children's progress is accurately tracked and supported.

Purpose of the Reading Record

The reading record is designed to:

- Monitor progress and development in reading.
- Encourage children to engage with reading regularly, both at home and school.
- Provide a channel for communication between teachers, parents, and children regarding reading habits and needs.

Reading Records: Expectations and Procedures

Reading Records: What needs to be done in the individual school reading records:

Recording Progress

- At the beginning of each half term, update the reading record by writing in the top right-hand corner:
For example - Year: 2, Spring Term A, Phase 5.
- When a child moves up a book band:
 - Place a red asterisk (*) in their individual reading record.
 - Record this in the class reading record as well.

Daily Entries

- Each time a child changes their book, write their book level next to the entry.
- The book title should be underlined using a ruler.
- Use the tick/cross system to track books:
 - Add a tick next to the title of the book taken home.
 - When the book is returned, cross out the tick.
 - If the book is not returned, note this in red and add an (S) for school copy.

Reading Comments

- If the child consistently demonstrates mastery in an area (e.g. tricky words), shift focus and comments to other reading skills.
- Include inference-based questions as a form of challenge.

Special Circumstances

- If a book stays in school and is not sent home:
 - Write 'S' in red in the child's reading record.
 - Also mark an 'S' by the child's name in the class reading record.
 - These children should become daily readers.
- Children who are in the bottom 20% of readers or do not read at home should also be daily readers.
- Mark these children with a red asterisk (*) next to their name in the A4 class reading record.

Class Reading Record

- Write 'RPS' in blue at the top of the class reading record.
- Use six columns in the class reading record.
- The final column is for brief notes to share with other adults.

General Reminders

- From September, we will:
 - Include pages titled 'Wow Page' and 'Theme Week' in the class reading record to show why there may be less reading on these days.
 - If a child's yellow reading record book is lost, please remind them regularly to find it. Replace the book as needed.

Reading Records that are sent home

Staff should record in the home reading record when they are reading with the children. This should include feedback after each school reading session. This includes any notable progress, specific areas of strength, or things that may need additional attention. Feedback should be constructive and easy to understand, so parents can support their child's development. Staff should use the child's individual AfL document to support them when recording. It is our responsibility to record the children's book choices in their home reading records. When a child is given a new book, we should write the book title and underline it. The date and comments on the child's reading should then be recorded when you hear the child read.

Parents are essential partners in fostering reading habits at home. The home reading record is designed to help track and support reading development outside of school hours. We are asking parents to record every reading session in the child's home reading record. We ask parent to aim to read with their child at least 3-4 times a week. Teachers should encourage regular reading, even if it's just for a short time each day.

After each reading session, we need to encourage parents to write a brief comment about how the reading went, any observations (e.g., fluency, difficulty with words, comprehension), and any activities that helped reinforce the story or new words learned. Finally, we should encourage parents to ask questions about the story, helping children to think critically about the text. This interaction can also be recorded in the reading record. It is the class teacher's responsibility to discuss reading habits and frequency with parents - If the class teacher notices that parents are not reading with their children at home, it is their responsibility to follow this up and support the parents where possible.

Joint Communication and Review

There should be a two-way flow of information between parents and school. Teachers will review the home reading record regularly, noting any patterns in the child's reading habits, such as consistency or areas that may need further support.

Feedback and Adjustments: If children are struggling or making great progress, teachers can adjust their reading levels or strategies and communicate this with parents through the home reading record. Parents can also share observations about their child's reading challenges or strengths, ensuring that both school and home are working together.

Reading Records at School

In school, children have a separate reading record where the teacher tracks their progress in more detail, particularly focusing on their literacy development. Teachers should hear children read twice a week, outside of regular reading practice sessions. This ensures that children receive individual attention to monitor their progress and areas of difficulty.

It is the responsibility of the teacher and teaching assistants in each class to record:

- Book title and level of the book read with the child during their sessions.

- Specific notes regarding the child's reading skills, including fluency, comprehension, and decoding skills.
- Assessment for Learning (AfL) objectives: Teachers will use the child's Assessment for Learning document to record the specific reading objectives the child has met or is working toward during reading sessions. These objectives could include phonics skills, sight word recognition, fluency, and comprehension and should mirror what is written in the child's individual AfL document. This document is used alongside the reading records to ensure that reading development is tracked effectively and any gaps in learning are identified and addressed.
- If the child consistently demonstrates mastery in an area (e.g. tricky words), shift focus and comments to other reading skills.
- Include inference-based questions as a form of challenge.

Additional Support and Interventions

If a child is struggling with reading, teachers will provide extra support, such as additional one-on-one reading time, interventions, or resources. These adjustments will be noted in the reading records, and parents will be informed so they can offer additional practice or support at home.

Celebrating Success

Milestones in reading, such as completing a level or demonstrating improved comprehension, should be celebrated both at school and home. Positive reinforcement helps motivate children to continue improving their reading skills. Children can also then be recognised as the 'Reader of the Week' in their class during the Rainbow Assembly.

Consistency and Monitoring

Regular Monitoring: Teachers and parents should ensure the reading records are up to date and regularly checked. The child's progress should be reviewed both at home and at school to ensure a comprehensive understanding of their reading development.

By ensuring that both parents and staff are actively contributing to and consistently using reading records at Hamp Nursery and Infants School, we create a collaborative approach to supporting children's reading development. The combination of home reading records, school-based reading records, and the use of assessment documents ensures that children's progress is tracked, supported, and celebrated across both environments. This approach helps maintain consistency, improve communication, and provide children with the resources they need to become confident and proficient readers.

Literacy Overview

Jack & Jill

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
Jack & Jill Nursery These units are taught in this order	Text <i>We're going on a Bear hunt</i> Genre Problem/ resolution Focus Characters	Focus Shopping lists, Cards & invitations	Text <i>This is the Bear and the scary night</i> Genre Tale of lost & found Focus Dialogue through speech bubbles	Focus Dark & light	Text <i>The Little Yellow Chicken</i> Genre Quest tale Focus Settings	Focus Environment s & weather	Text <i>The Gruffalo</i> Genre Warning tale Focus Character describe with adjectives	Focus Cooking & recipe books	Text <i>The Little mouse, the red ripe strawberry & the big hungry bear</i> Genre Tale of Defeating the monster Focus Characters emotions	Focus Fruit & colours	Text <i>The Train Ride</i> Genre Family story Focus Sequencing	Focus The seaside

Reception and KS1 (including SPaG)

Reception Literacy Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Cave Baby	The Naughty Bus	I am Henry Finch	Billy and the Beast	The Extraordinary Gardner	Night Pirates
Key Principles (these are the key focuses for each term - see the AfL document for all objectives)	Drawing focus, language development, initial sounds, name writing, pencil control, CVC words		Continue previous principles as needed. CVCC, basic captions		Continue previous principles as needed. Sentence structure, introducing full stops and capital letters, writing simple dictated or independent phrases and sentences	
SPaG	CVC word building		CVCC caption building		Capital letters, full stops, word spaces.	
Outcome	Narrative retelling	Own adventures	Guidebooks - How to think	'Defeat the monster' instructions.	Narrative inspired by the original	'How to be a pirate' guide.
Writing Assessment	Narrative mark making and drawing	CVC words linked to adventures	Basic captions on how to think	Basic captions on how to defeat a monster	Simple sentences on an extraordinary person	Simple sentences on being a pirate
Reading for pleasure Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Bringing the Rain to Kapiti Plain	I Will Never Not Eat a Tomato	Look Up!	I Want My Hat Back	The Tiny Seed	Lost and Found

Year 1 Literacy Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Where the Wild Things Are	Beegu	Astro Girl	The Odd Egg	Stanley's Stick / Dinosaur and all the Rubbish	Izzy Gizmo/ A Walk in London
Key Principles (these are the key focuses for each term - see the AfL document for all objectives)	Continue previous principles as needed. Sentence structure, full stops and capital letters, writing 1-3 simple dictated or independent sentences.		Continue previous principles as needed. Writing 3 sentences dictated or independent, using basic punctuation and conjunctions (and/because), noun phrases.		Continue previous principles as needed. Writing sentences, using basic punctuation and conjunctions (and/because), noun phrases, independent application of SPaG taught.	
SPaG Progressive	Nouns, verbs, adjectives, conjunctions		Plurals, prefix, suffix, sentence types - questions, question marks		Noun phrases, sentence types - Statements, commands, exclamations, Exclamation marks	
Outcome	Narrative writing	Narrative writing	Fact file	Explanation text	Narrative writing / Pamphlets	Explanation text / Guidebook
Writing Assessment	Own 'Wild Thing' narrative	Own 'alien' narrative	Astronaut fact file	Egg Spotter's Guide	Innovated narrative / How to take care of the environment	Simple explanation/ 'A walk in...' tour guide

Reading for Pleasure Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Julian is a Mermaid	Pig the Pug	The Comet	The Sea Saw	Non-fiction books on the environment	Non-fiction books on travel and inventions

Year 2 Literacy Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Lubna and Pebble	Jim and the Beanstalk	The Minpins / The Bear Under the Stairs	Iggy Peck Architect / Rosie Revere Engineer	Ocean Meets Sky/ Dear Earth	The Last Stop on Market Street/The Journey Home
Key Principles (these are the key focuses for each term - see the AFL document for all objectives)	Secure sentence basics and reduce cognitive overload so children can focus on meaning, write a short piece with mostly accurate simple sentences use conjunctions to join ideas, use capital letters, full stops question marks and exclamation marks correctly, understand statements, questions, commands and exclamations, begin modelling using expanded noun phrases		Writing sentences with controlled variation and detail, write longer sequences with clear structure (beginning-middle-end), maintain tense consistency, using coordinating conjunctions (and, but, or) and subordination (because, when, if, that), writing shows variety in sentences and growing control of grammar.		Shift from supported writing to independent, purposeful communication, produce coherent, readable writing with control and some independence, write for a range of purposes with clearer awareness of reader, sustain writing across a longer piece, use different sentence openings, use a range of sentence types appropriately, use mostly accurate punctuation across longer pieces.	
SPaG	Adverbs, coordinating conjunctions		Expanded noun phrases, subordinating conjunctions,		Contractions, apostrophes for possession	
Outcome	Own version narrative	Sequel stories	Own version narrative / Information leaflets	Fact files / Leaflets	Fantasy world narrative / Information leaflet	Narrative writing / Persuasive letters
Writing Assessment	Own version friendship story	Fairytale sequel	Adventure stories / Information text about bears	Landmarks fact file / Own invention leaflet	Own version fantasy narrative / Save the planet leaflet	Journey narrative / Preventing extinction
Reading for Pleasure Texts						
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Text	Tadpoles Promise	We are Water Protectors	Mental health and well-being texts	Architect and engineering texts	Books on space and fantasy	Books on travel

Spelling, Punctuation and Grammar

SPaG is taught explicitly through our Literacy Tree curriculum and is always delivered within the context of high-quality texts and purposeful writing. Grammatical skills are introduced, modelled and applied as part of the writing process, enabling pupils to understand how grammar enhances meaning and supports effective communication.

Our SPaG curriculum is progressive and mastery-based. New concepts are only introduced once pupils have demonstrated secure understanding and application of previously taught objectives. As classes progress at different rates, teachers adapt the pace of learning to meet pupils' needs while ensuring statutory objectives are taught by the end of the academic year. Teachers should highlight objectives taught and secured within the progression document and use this to inform Pupil Progress Meetings.

Additional Literacy Provision

Alongside our daily literacy lessons, we provide a range of additional opportunities to develop children's communication, language and early literacy skills.

Story Talk

Collins Story Talk uses carefully designed **wordless picture books** to develop children's oral language, vocabulary, storytelling and comprehension skills through repeated exposure to high-quality stories. Without written text, children are encouraged to carefully observe the illustrations, infer meaning, predict events, explore characters' thoughts and feelings, and justify their ideas using visual evidence. This approach places talk at the heart of every session, giving all children the opportunity to contribute, develop language and build confidence in expressing their ideas.

The teacher's role is to facilitate rich discussion by using carefully sequenced questions, encouraging children to explain and extend their thinking, and modelling ambitious language. As there are no right or wrong answers, the focus is on reasoning, interpretation and respectful discussion, helping children become confident communicators who are able to make meaning from visual clues.

Story Talk timetable

- **2-3 Room:** One Story Talk session each week.
- **3-4 Room:** Two Story Talk sessions each week.
- **Jack and Jill Room:** Three Story Talk sessions each week.
- **Reception:** Three Story Talk sessions each week during the Autumn Term and Spring A, replacing Reading Practice Sessions. From Spring B onwards, Story Talk is replaced by Reading Practice Sessions. This timetable remains flexible and is adapted according to the needs of the children.

See the progression below:

Story Talk Curriculum Strand	2-Year-Old Provision	Nursery (3-4 Years)	Reception
Love of Reading & Book Behaviours (Boss of the Book)	Chooses favourite books, explores independently, turns pages and enjoys sharing books with a trusted adult. Leads the pace of book sharing.	Selects favourite and new books, revisits familiar texts and develops confidence choosing books independently. Begins discussing favourite books and characters.	Chooses books for different purposes and interests. Demonstrates independence during Story Talk and develops a positive reader identity by recommending and discussing books with others.
Listening & Joint Attention	Shares attention with an adult for short periods. Looks where the adult points and responds to shared focus within books.	Maintains shared attention for longer periods, following discussion and responding to adults and peers during Story Talk.	Sustains attention throughout Story Talk sessions and whole-class story discussions, listening and responding appropriately to others' ideas.
Vocabulary & Language Development (Point and Name)	Adults model new vocabulary through pointing, naming and narrating what the child can see. Children begin using new words linked to pictures, objects, actions and emotions.	Uses an increasing range of vocabulary from stories and begins using sentence stems such as "I can see..." and "I think...". Adults extend and model language through discussion.	Applies a broad and growing vocabulary confidently when talking about stories, role play, independent learning and early writing. Uses story language to explain ideas and describe characters, settings and events.
Communication & Serve and Return Conversations	Communicates through gesture, pointing, sounds, single words and short phrases. Adults wait, affirm and expand children's language.	Participates in sustained back-and-forth conversations, answering and asking simple questions while adults extend vocabulary and sentence structure.	Initiates and sustains discussions using full sentences, explaining ideas, asking thoughtful questions and building upon the ideas of others.
Bringing Stories Alive (Prosody)	Enjoys actions, sound effects, songs, rhymes and repeated phrases. Begins joining in with repeated	Uses actions, facial expressions, intonation and repeated refrains to retell stories and explore characters' emotions.	Reads and retells stories expressively using appropriate intonation, pace and expression to convey meaning, humour and

	language.		emotion.
Making Connections (Link to Experiences)	Makes simple links between stories and familiar experiences with adult support.	Explains how stories relate to own experiences, family and familiar events using prompts such as <i>"That reminds me..."</i> .	Makes thoughtful connections between stories, previous learning, real-life experiences and other texts, developing inference and comprehension.
Story Comprehension	Recognises familiar people, animals, objects and simple events within stories. Responds to simple questions.	Answers who, what and where questions, predicts what might happen next and begins discussing characters' feelings.	Answers who, what, where, when, why and how questions. Predicts, infers and justifies ideas using evidence from illustrations and text.
Story Language & Retelling	Joins in with repeated phrases, actions and familiar story language. Re-enacts simple events during play.	Retells familiar stories using props, puppets, story maps and sequencing pictures with adult support.	Independently retells stories in sequence using story language, expressive language and confidence. Creates simple story innovations.
Understanding Characters & Emotions	Identifies basic emotions such as happy, sad and scared using pictures and facial expressions.	Describes how characters feel and begins explaining why using picture clues and discussion.	Infers characters' feelings, motivations and actions using evidence from illustrations, language and events in the story.
Oracy & Speaking Confidence	Builds confidence communicating with familiar adults through warm, responsive interactions.	Speaks confidently within small Story Talk groups, sharing ideas and listening to others.	Speaks confidently within whole-class discussions, explaining thinking clearly and using a wide range of vocabulary.
Independent Storytelling & Imagination	Recreates familiar actions through play and begins making up simple stories using toys and pictures.	Creates simple stories using familiar characters and story structures during imaginative play.	Independently creates, adapts and innovates stories with a clear beginning, middle and end, applying Story Talk language within play and early writing.
Adult Pedagogy (Collins Story Talk)	Focus on positive relationships, co-regulation, child-led book sharing, Boss of the Book, Joint Attention and Point and Name to build communication and confidence.	Secure use of all six Story Talk strategies: Boss of the Book, Joint Attention, Point and Name, Serve and Return, Bring it Alive and Link to Experiences . Adults model and extend language through high-quality interactions.	Story Talk strategies are embedded across the curriculum. Adults facilitate rich discussion, model expressive reading, develop comprehension and support oral rehearsal to strengthen reading, writing and communication.

Dough Disco

To further support early writing development, children in our Nursery rooms and Reception take part in Dough Disco at the start of every morning. These sessions strengthen fine motor control, hand and finger muscles, and coordination, providing an important foundation for handwriting. Dough Disco is delivered separately from fine motor and handwriting lessons to ensure children receive dedicated daily opportunities to develop these essential skills.

See the progression below:

Term	Focus	Skills Developed	Example Dough Disco Activities
Two-Year-Old Room	Sensory exploration and early hand development	Exploring texture, developing hand awareness, whole-arm movements, early hand strength	Patting, squashing, squeezing with whole hands, poking with fingers, banging, making handprints, hiding large objects in dough, simple action songs with slow movements.
Nursery - Autumn	Exploring and manipulating dough	Squeezing, poking, patting, rolling with whole hands, beginning to use both hands together	Squeeze the dough, make pancakes, poke with fingers, squash, stretch, roll large balls and sausages, simple Dough Disco songs.

Nursery - Spring	Building hand strength	Pinching, pulling, stretching, rolling into balls and sausages, bilateral coordination	Pinch with thumb and finger, pull dough apart, make small balls, finger taps, finger isolation activities, simple tool use (rollers and cutters).
Nursery - Summer	Improving control	Finger isolation, coordinated movements, refining hand strength	Finger presses, pinch and twist, finger walks, rolling evenly, making simple shapes, using dough scissors, creating simple models and patterns.
Reception - Autumn	Precision and independence	Refined finger strength, bilateral coordination, tripod grip preparation	Finger push-ups, individual finger taps, rolling long thin snakes, making pre-writing shapes, cutting dough with scissors, phonics-linked dough challenges.
Reception - Spring	Writing readiness	Dexterity, endurance, controlled movements, hand dominance	Fast Dough Disco routines, finger aerobics, dough letter formation, number formation, threading, pattern making, strengthening thumb and first two fingers.
Reception - Summer	Transition to handwriting	Automatic fine motor control, letter movement patterns, handwriting fluency	Form letters using dough from the Early Morning Family Letters scheme, finger trace letter formations in dough, rehearse letter families, quick Dough Disco warm-ups before handwriting, copy simple words in dough before pencil work, build hand stamina through longer routines.