



Hamp Nursery and Infants School

**English
Policy
2025/26**

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 would suggest that a context for learning is vital - and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar, can have purpose. We will always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity. We ensure that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the 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 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 and is used interchangeable 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 a secure knowledge of the foundations for reading, writing, and speaking and listening. We believe that early reading and phonics is 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, which follows a clear pathway of progression from a starting point that is appropriate to each learner. We intend that every learner will develop an ability to communicate freely, effectively and confidently in spoken and written English. We strive to help our learner to understand how language enables them to experience and appreciate their world and also to experience the world of imagination. In our approach we will provide activities and links across the whole curriculum where children can develop and practise their understanding and use of English. We will recognise and value the language skills that children have already acquired and build on these, considering individual strengths and areas of development. Through use of The Literary 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 all access arrangements can be made to support children with the requirements.

Speaking and listening

We intend to promote and model good speaking and listening throughout all aspects of our learning and school life. We will explicitly teach the skills for speaking and listening to our learners during our starter sessions of each literacy session. In KS1, these will be documented in a separate weekly speaking and listening plan. All learners will strive to be able to produce sounds in order to say words with clarity and convey their ideas. Then they will develop this to being able to speak in full sentences, that will then allow them to be able to hold a discussion, to share and discuss ideas to further their learning. Children are given a wide range of opportunities to learn, and practise spoken language, to use and understand this in turn this will impact on reading and later comprehension skill. 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 Infant School, we want learners to be able to

explain, understand and communicate their ideas in Standard English.

Phonics

We start teaching phonics in Nursery/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 able to tackle any unfamiliar words as they read. At Hamp Nursery and Infant School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children 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 to progress and develop their early reading and phonological awareness skills. As our learners learn the sounds, they will 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 Infant School, we will promote a love and passion for reading. We want every child to be a reader that is fluent, confident and has been 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 is of the highest importance for all learners, and this will lead into comprehension and help children to gain a deeper insight into how texts are written and understood. We also ensure that learners will 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 that 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 that 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 into their writing and will strive to make writers that can spell quickly and accurately. All learners will take pride in their work, they will be taught the skills 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, 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 consistency 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 consistency 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 have also invested in an online resource so children can access phonetic books in a different format. 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 as a school to grow our Reading for Pleasure pedagogy. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hamp Nursery and Infant School and our local community, as well as stories that open windows into other worlds and cultures.

Teachers and teaching assistants realise they have an important role in modelling reading behaviours for children across the school. Oral storytelling and reading aloud provide opportunities to extend children's language development and to give children access to texts which they might not yet be able to access as independent readers. Our approach to teaching literacy embraces the idea of enthusiastic and exciting storytelling before working with the story or text and understanding how to create the same styles and techniques in children's own writing. Therefore, it is vitally important to provide children with a rich and varied diet of literature, bringing words and stories alive for the children, to enable them to begin to develop the skills necessary to do this for themselves. Whole class story time is timetabled daily and we encourage parents to read to and with their children at home too.

Children are encouraged to apply their reading skills across all curriculum subjects. This includes an understanding of information texts and how they work both in print and on screen. Each Literacy Tree unit includes fiction and non-fiction elements. This provides an ideal opportunity to enlarge children's reading material and ensure they experience a broad range of fiction and non-fiction text types. Planning for the Foundation subjects, such as Science or History is linked to our stories through our topic planning to ensure breadth of learning, and to provide a 'real' context and purpose for reading and literature.

Every classroom has an inviting story corner that encourages a love for reading and is accessible for children to use independently. The school uses the School Library Service and we curate these books and talk about them to entice children to read a wide range of books. Topic boxes are borrowed on half-termly and termly loans, ensuring that classroom collections are regularly changed.

Every year we celebrate World Book Day to further develop a love of reading and expose children to a wide variety of texts and authors. Throughout the school year, each year group has a list of Authors that they will focus on to ensure that children are exposed to and read a wide breadth of high-quality texts. Within our curriculum that we have written, we have identified a list related and high-quality texts to match the topic work that is being taught. We have a whole school focus on reading and have ensured that our environment promotes a love of reading. Our story corners and storytelling chairs are the main focus of our classroom set up. These are used by teachers and children to promote and develop a love of reading. In our timetable we have a protected reading session on a Wednesday afternoon (2:30 - 2:45) where the class teacher will read high quality texts to the children and display the books that have been read to the class.

Writing

To continue to raise standards in writing, we have researched, developed and implemented the Literacy Tree writing scheme that places high-quality literature at the heart of all literacy teaching. We believe the exposure of children's literature within a KS1 setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

At Hamp Nursery and Infants School, our aims for the teaching of English fully encompass the beliefs of placing high-quality literature at the heart of learning. The Teach Through a Text approach is inclusive and emphasises the need to personalise planning to suit the needs of cohorts and individuals. We invested in resources and training to enable all staff to provide a high-quality language rich environment, and to deliver consistently good teaching and learning opportunities. Ongoing monitoring and observations by the subject leader and SLT will continue to raise standards and ensure good practice.

Children build their literary repertoire through high-quality text choices with clear rationales and deliberate sequencing of literature across the school. High-quality, award-winning texts by new and significant authors are chosen for their literary merit. Texts are linked thematically to support children to make strong connections between texts studied and the wider curriculum. Throughout the EYFS and KS1, teachers ensure layered learning, ensuring children practice and apply skills within a range of purposeful outcomes. Previously taught skills from both current and previous year groups are regularly revisited with repeated opportunities to practise in purposeful contexts through shorter writing opportunities. Children are given regular opportunities to practice sentence construction rehearsal and the manipulation of sentences with oral rehearsal and use of manipulatives like sentence strips to secure understanding of sentence sense and grammar.

The Literacy Tree scheme is used from the beginning of the Early Years, right through to the end of Key Stage One. Children learn to join in and tell a story or non-fiction text. We place significant importance on children understanding how to discuss, explore, practise and apply literary language, vocabulary and techniques encountered through quality texts to children's own writing. Children are exposed to frequent writing opportunities for a range of purposes and audiences are presented through the cycle of short, longer and extended writing outcomes, supporting children to practise and apply their skills to become more independent writers. Extended outcomes are planned within every sequence. Children follow the plan, draft and edit cycle to support children to reflect on choices they have made.

Children are initially taught through guided group sessions to use their phonic skills, to space words and to understand the idea of a sentence. As they make progress, the focus and learning objectives progress to include higher level skills. During these sessions, the practitioner may be focusing on particular learning objectives and as such, helping children to achieve by correcting their work and identifying next steps. However, we strongly believe that to encourage enthusiastic writers and to promote self-esteem, we need to place equal value on the child's creations. We praise children's attempts at writing, whatever the outcome, to help them to acquire the drive to improve and become more efficient learners.

We do also recognise that the earlier children acquire the necessary phonic skills, the easier it will be for them to write in this way. For this reason, a strong emphasis is placed on the teaching of phonics. As they go through the school, children are encouraged to use phonic knowledge alongside a growing repertoire of 'sight' words and to use dictionaries to help them to spell. Children are taught to plan and talk about what they intend to write and to rehearse their sentences orally before committing them

to paper and teachers model this approach in during shared and modelled writing sessions. At the end of each Literacy Tree unit, a piece of individual writing is assessed, from which writing targets are set. Planning for the next unit can then incorporate the needs of the individual writers. Evidence of writing is kept in a separate 'writing assessment' book, with one piece of work in Reception and two pieces of work in KS1 across one half term.

Using the Literacy Tree scheme enables us to deliver a well-organised and rigorous English curriculum and framework. Texts have been chosen and developed for learners to ensure that they motivate and inspire children to be competent writers. We follow a sequence of text types, covering the necessary SPaG objectives to ensure that all areas of the curriculum are covered. The progression of these skills and the sequence of texts detailed in the appendix. Children in Reception will have two focus texts per half term, one for their literacy sessions and one that should be read and explored for pleasure. In KS1 classes work through two Literacy Tree units each half term at a pace that is appropriate to them.

Our Literacy Tree stories form a pivotal part of our curriculum to ensure that our learning is cross curricular. Lessons plans are differentiated to ensure that all learners are successful and make relative progress. Work is marked daily to ensure that they receive instant feedback and can reflect and improve on their learning. As they progress through KS1, learners are encouraged and taught to look at, review and respond to these comments to further improve their learning.

We teach handwriting alongside our daily phonics work and in KS1 we have explicit handwriting sessions. We teach handwriting to ensure that work is presented neatly and is legible. Our specialist P.E. teacher takes groups of children throughout the year to focus on fine motor and gross motor skills to help develop the fundamental skill of handwriting.

The use of role-play areas, story sacks, puppets and whole class drama is used across the school, and across the curriculum, as well as being a central feature of our literacy sessions. All classes and the Nursery have role-play areas that are linked directly to their stories.

Somerset Total Communication (STC) is used throughout the school to support teaching and learning in all areas of school life. All staff have had some basic STC training. Signing and visual symbols, generated using the programs provided, are widely used to aid comprehension and language acquisition. Teachers and support staff recognise the importance of eye contact, voice inflection and gestures to ensure children's engagement and understanding.

Medium Term Plans are created by teachers on a half-termly basis. All planning follows the Literacy Tree scheme, and should show text, sentence, and word level activities. This is all based on vigorous and continuous assessment and therefore may not be from age-related expectations. Planning is adjusted where necessary to reflect pupils' progress and attainment. Planning for Literacy wherever possible provides cross-curricular links to other curriculum areas.

The 'Early Years Foundation Stage Framework' is used to identify objectives and 'next steps' working towards the Early Learning goals. Specific language and literacy activities are identified on a weekly plan and on a cross-curricular grid. A literacy timetable showing differentiation for each group is also used, and plans for adults and the environment to facilitate the children's learning. In Reception, teachers use a daily phonics planning format to show assessment and next steps. In Key Stage 1, our planning includes the objectives for word, sentence and text level teaching, including the teaching of phonics and spelling. Teachers use weekly timetables to show objectives and activities for each part of the literacy lesson, including how children will be grouped, differentiation, which groups the teacher will work with, how teaching assistants support is to be used and the necessary assessment.

Curriculum Impact

Literacy is led by the Literacy co-ordinator. We are a member of the 'Somerset Literacy Network' where we receive training and support to develop the delivery of a robust literacy scheme. Our Little Wandle membership provides all staff with ongoing training, tutoring videos and coaching monitoring formats. Book scrutinises, learning walks and observations are carried out throughout the school year to monitor the teaching and assessment of Literacy. Teachers will use questioning and communication strategies in group discussions, to develop and monitor children's ability to express ideas, their thoughts and understanding.

The children's progress is measured and relatable to their starting points. Children will show their learning journey through well-evidenced and documented books, including a writing assessment book that shows progress from Nursery to end of KS1. Each class has a Literacy working wall to document and support the learning in the class environment. Classes are labelled and supported by STC to ensure that all children can access the learning environment. Learners will move through the progression of skills at a level that is appropriate to them. The Literacy Tree scheme was trialed in the Summer Term 2024 and has been fully implemented this academic year and is working well. All staff have received training and are confident in providing children with high-quality learning experiences. Children are making good progress and are developing an understanding of story features and genres as these are taught repetitively through KS1. As areas are revisited, they build on creativity, stamina, grammar and punctuation.

Assessment is carried out half-termly to identify gaps in learning and to show how children are progressing. Classes have weekly/daily assessment sheets to ensure that children are reaching their potential. Ongoing monitoring and observations by the subject leader and SLT will continue to raise standards and ensure good practice.

Assessment is integral to the learning process. Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation, written and recorded work where necessary, The Foundation Stage Framework and KS1 assessments. Target setting is used throughout the school and tracking data is used both by class teachers and the SLT to analyse pupil progress and inform planning. We have worked as a whole staff to revise our assessment systems. This is ongoing and assessment records are reviewed each academic year.

Formative assessment is carried out on a daily and weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what children have already achieved and moving them on to the next stage of learning. Teachers annotate their weekly WALT pages to assess the progress of groups within the class and to highlight areas of concern for the future. Our formative assessment:

- Teacher/TA observations and notes on individual children.
- On-going Reading Practice Session grids.
- On-going Individual reading record cards.
- On-going assessment of phonics using 'Little Wandle' assessment materials.
- On-going assessment sheets for speaking, listening, group discussion and interaction, and drama.
- Discussion and marking of children's work.
- Next steps and targets.
- Writing assessment books.
- Early Years Framework.
- Home/school assessment books ('blue books').

Our summative assessment:

- Nursery and Foundation Stage 'Pupil Pathways' book where children's attainment is recorded in the six areas of learning on a daily/weekly basis.
- Foundation Stage Profile completed on entry to school in the first half-term and then at the end of each subsequent half-term.
- Nursery and Foundation stage tracking which identifies which month band pupils have achieved, at the end of each term.
- KS1 assessments (Literacy, Numeracy and Science).
- 'Little Wandle Letters and Sounds Revised' assessment sheets and cohort and school heatmap.
- Individual literacy objective recording sheets.
- Termly levels for Literacy from which targets are set.

Details of formative assessments are kept in planning and assessment files by class teachers. Group files are also kept in classrooms where both formative and summative assessments and recording sheets are kept.

All learning is differentiated to meet the needs of the children, including G&T, EAL or SEND. Any further intervention, as identified by ongoing formative and summative assessment, will wherever possible be accommodated within the child's own classroom to provide a secure and familiar learning environment.

Half-termly pupil progress meetings are held between the Head teacher, Deputy Head, Class Teacher and SENCo to discuss and review the learning of the pupils. At these meetings, children that need further support are identified and strategies are discussed about how to support their progress.

As a result of the strong and well-designed literacy curriculum, learners will be provided with skills to learn and practise fundamental skills of reading, writing, and speaking and listening. They will model the characteristics of good readers, writers, speakers and listeners at a level appropriate to them. Learners will strive to be competent and fluent readers, interesting and imaginative writers, and clear and audible speakers. Our aim is to ensure that all children will be confident writers that manipulate and use skills that are taught in all areas of their learning.

Speaking and Listening

At Hamp Nursery and Infants School, we place a higher emphasis on the development of Speaking and Listening skills. As well as its vital role in our Literacy Tree scheme, this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff team, we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term, teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning and KS1 classes will create a separate weekly speaking and listening plan for their literacy starter activities.

Teachers and teaching assistants will, always demonstrate good models of spoken English and good models of interpersonal communication through storytelling, reading aloud, class and group discussions and conversations with children and with other staff.

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 across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an additional language. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school, we work to ensure that we are providing effective provision for Gifted and Talented children. Class teachers will identify children they consider to be particularly able (gifted and talented) in their class. Children can demonstrate a particular skill or strength in any area of the curriculum. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class teachers are responsible for extending the children's learning in their class.

Class teachers will inform the Gifted and Talented Coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with teachers and subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School, we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality. This is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching, ensuring all children are valued, represented, and treated fairly. The SENDCO, EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners, that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners.

There are four main learning styles: visual, auditory, kinesthetic, and experiential. In our setting, differentiation to meet the children's learning styles may take on many different forms. Children may work as a whole class, in a small group or even individually. They may work indoors or outdoors. Some children may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look different in each class. Pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants School, we are committed to ensuring we utilise our large and small spaces in all areas of our environment. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants School, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Policy written by: Mrs Charlotte Beresford - Autumn Term 2025

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.

See the table below for details:



Class	Daily Teaching of Phonics
Night Pirates Paddington Bears Stardust	Children to be split according to their phonics needs. NP - To begin the spelling programme with those children identified as completing Little Wandle Phonics. See placement grid. PB group 1 - To teach a small group of children needing to revisit Y1 Spring A. See placement grid. PB group 2 - To teach a small group of children needing to revisit Y1 Summer A. See placement grid. SD - To teach a small group of children needing to revisit Y1 Autumn A. See placement grid. Additional 10 min session in pm revisiting new learning.
Percy the Park Keeper	Starting at year 1 Autumn 1 in am - additional lesson in pm to ensure grasping content from am /use to back fill any phase 3 graphemes as shown in assessments. 1:1 keep us to begin straight away as required for lowest 20% to ensure secure at phase 2 and phase 3. Additional 10 min session in pm revisiting new learning.
Gruffalo	Start at Reception Autumn 1. Additional 10 min session in pm revisiting new learning. By 3rd week identify any children who are falling behind - begin keep up as required. A small group of children to go to Snow Bears/PPK for phonics. See placement grid. Additional 10 min session in pm revisiting new learning.
The Very Hungry Caterpillars Snow Bears	Start at Reception Autumn 1. Additional 10 min session in pm revisiting new learning. By 3rd week identify any children who are falling behind - begin keep up as required.

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.

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 lessons will:

- Be a short, fast paced lesson, no longer than 10 minutes.
- Include revision of GPC using small GPC cards.
- Secure blending and segmenting skills.
- 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:
 - Reduce paper use by writing names directly into the reading record book.
 - 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 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 responsibly 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.

SPaG



Consistency Approach for teaching and delivering features of SPaG.

Spelling, punctuation and grammar.

SPaG Move on as children secure.	Types of sentences Fit in with other SPaG & story focus as appropriate.	<p>The primary approach to teaching SPaG is through the Literacy Tree texts. This approach includes direct instruction of SPaG as well as opportunities to embed skills across the wider curriculum. Each Literacy Tree unit incorporates a range of SPaG objectives throughout the teaching sequence.</p> <p>In addition, to ensure key SPaG skills are consistently embedded, each year group should begin by teaching nouns and progress through the objectives as children become secure. This instruction should run alongside Literacy lessons and be integrated into your Literacy Tree planning.</p> <p>This progression will vary for each class depending on their starting points and pace of learning.</p> <p>Teachers to highlight areas taught and bring to Pupil Progress Meeting.</p>	
Nouns	<u>Writing a sentence:</u> <ul style="list-style-type: none"> - Independent composition - Ongoing spelling - Tricky Words 		
Adjectives			
Plurals			
Prefix			
Suffixes			
Word spaces			
Capital letters			
Full stops			
Year 1			Statements
Conjunctions			Questions
Question marks	Exclamations		
Exclamation marks	Commands		
Year 2			
Contractions			
Apostrophe for possession			
Adverbs			

Literacy Overview

	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

Curriculum Map Texts and questions	Literacy texts One unit to be taught One text for Reading for Pleasure	Writing Outcome	Year group
What do you want to be?	The Extraordinary Gardener The Tiny Seed	Narrative inspired by the original Advice leaflets	Reception
How do plants grow?	Naughty Bus I Will Never Not Ever Eat a Tomato	Own adventure stories Stories about fussy eaters	Reception
What animals come out at night?	Cave Baby Bringing the Rain to Kapiti Plain	Narrative retelling Tourist information leaflet	Reception
Where do we live?	I am Henry Finch Look Up!	Guidebooks - How to Think Non-chronological reports	Reception
Who lives in a house like this?	Billy and the Beast I Want My Hat Back	Alternative 'defeat the monster' narrative Story sequels	Reception
What is under the sea?	Night Pirates Lost and Found	'How to be a Pirate' guide Own version of 'losing/finding' narratives	Reception
Curriculum Map Texts and questions	Literacy texts Both units to be taught	Writing Outcome	Year group
Where do you live?	Beegu Pig the Pug	Own version of 'alien' narrative 'How to' guides	Year 1
What is the world made of?	Stanley's Stick Dinosaur and all that Rubbish	Own version narratives Pamphlets	Year 1
How does your garden grow?	The Sea Saw The Odd Egg	Own version narrative Egg spotter's guide	Year 1
Have you seen the wild things?	Where the Wild Things Are Julian is a Mermaid	Own version 'wild thing' narrative Three-verse poems	Year 1
What's it like in the United Kingdom?	Izzy Gizmo A Walk in London	Simple explanation 'A walk in...' tour guide	Year 1
When are you awake?	The Comet Astro Girl	Own version narratives Fact file about being an astronaut	Year 1
Curriculum Map Texts and questions	Literacy texts Both units to be taught	Writing Outcome	Year group
Where will you go?	The Last Stop on Market Street The Journey Home	Narrative writing Persuasive letters	Year 2
How does it make you feel?	The Minpins The Bear Under the Stairs	Own version narratives about bravery Information texts	Year 2
How does it grow?	Jim and the Beanstalk We are Water Protectors	Sequel stories Environmental campaign	Year 2
How can we help?	Lubna and Pebble Tadpoles Promise	Own version friendship narrative Own version narrative	Year 2
What is out there?	Ocean Meets Sky Dear Earth	Own version fantasy world narratives Information leaflet	Year 2
How do you get there?	Rosie Revere Engineer Iggy Peck Architect	Leaflet for local landmarks Fact files	Year 2

Literacy Tree Story Rotation - Whole school: 2025/2026

Autumn A	Spring A	Summer A
<p>Gruffalo Class - I am Henry Finch/Look Up!</p> <p>Snow Bears- Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>The Very Hungry Caterpillars Class-</p> <p>Billy and the Beast/I Want My Hat Back</p> <p>Stardust - Beegu/Pig the Pug</p> <p>Percy the Park Keeper Class - Where the wild things are/Julian is a Mermaid</p> <p>Paddington Class - The Last Stop on Market Street/The Journey Home</p> <p>Night Pirate Class - The Minpins/The Bear Under the Stairs</p>	<p>Gruffalo Class - Night Pirates/Lost and Found</p> <p>Snow Bears- Billy and the Beast/I Want My Hat Back</p> <p>The Very Hungry Caterpillars Class-</p> <p>The Extraordinary Gardener/The Tiny Seed</p> <p>Stardust - Where the wild things are/Julian is a Mermaid</p> <p>Percy the Park Keeper Class - Izzy Gismo/A Walk in London</p> <p>Paddington Class - Rose Revere Engineer/Iggy Peck Architect</p> <p>Night Pirate Class - Jim and the Beanstalk/We are Water Protectors</p>	<p>Gruffalo Class - Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>Snow Bears- Naughty Bus/I Will Never Not Ever Eat a Tomato.</p> <p>The Very Hungry Caterpillars Class-Night Pirates/Lost and Found</p> <p>Stardust - The Sea Saw/The Odd Egg</p> <p>Percy the Park Keeper Class - Stanley's Stick/Dinosaur and all that Rubbish</p> <p>Paddington Class - The Minpins/The Bear Under the Stairs</p> <p>Night Pirate Class - Rose Revere Engineer/Iggy Peck Architect</p>
Autumn B	Spring B	Summer B
<p>Gruffalo Class - The Extraordinary Gardener/The Tiny Seed</p> <p>Snow Bears- I am Henry Finch/Look Up!</p> <p>The Very Hungry Caterpillars Class-</p> <p>Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>Stardust - Stanley's Stick/Dinosaur and all that Rubbish</p> <p>Percy the Park Keeper Class - Beegu/Pig the Pug</p> <p>Paddington Class - Lubna and Pebble/Tadpoles Promise</p> <p>Night Pirate Class - Ocean Meets Sky/Dear Earth</p>	<p>Gruffalo Class Naughty Bus/I Will Never Not Ever Eat a Tomato</p> <p>Snow Bears- - The Extraordinary Gardener/The Tiny Seed</p> <p>The Very Hungry Caterpillars Class-</p> <p>I am Henry Finch/Look Up!</p> <p>Stardust - The Comet/Astro Girl</p> <p>Percy the Park Keeper Class - The Sea Saw/The Odd Egg</p> <p>Paddington Class - Jim and the Beanstalk/We are Water Protectors</p> <p>Night Pirate Class - The Last Stop on Market Street/The Journey Home</p>	<p>Gruffalo Class - Billy and the Beast/I Want My Hat Back</p> <p>Snow Bears- Night Pirates/Lost and Found</p> <p>The Very Hungry Caterpillars Class-</p> <p>Naughty Bus/I Will Never Not Ever Eat a Tomato</p> <p>Stardust - Izzy Gismo/A Walk in London</p> <p>Percy the Park Keeper Class - The Comet/Astro Girl</p> <p>Paddington Class - Ocean Meets Sky/Dear Earth</p> <p>Night Pirate Class - Lubna and Pebble/Tadpoles Promise</p>