





Our School Vision Statement: At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.**

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> I can tell you what a learner is like I am motivated to explore and find out more I can tell you what I am good at and what I want to get better at I can ask questions and sometimes change my mind in response I can sometimes suggest a solution when talking together to problem solve With support I can plan my learning and make improvements 	 <ul style="list-style-type: none"> I know the class routines and am beginning to know what I am learning I can sustain my attention over time especially when I have chosen the task I can select resources for the task or because I am interested in them I can use a range of large and small resources on my own or with others I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions 	<ul style="list-style-type: none"> I can learn on my own or with others with just a little support I can work in a pair or group with a little support I am beginning to ignore distractions when I am learning I usually make good choices even when others are distracting I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet I can respond well to other ideas and instructions 	<ul style="list-style-type: none"> I often try myself before asking for help I can focus on some tasks and sustain my involvement I recover from my mistakes and accept some suggestions to change approach, I recover quickly from most disappointments I am beginning to enjoy challenge in my learning (being in the pit) I practise until I master some skills and like to finish I task I start
Y1	<ul style="list-style-type: none"> I know how I learn best I am motivated to learn for myself and to support others I can ask general questions and decide on an enquiry question I know what I am good at and have an idea of what I can't do yet I use talk to refine my ideas I can plan my learning before I start I can respond to ideas to help me improve my learning 	<ul style="list-style-type: none"> I can use tools (like a visual timetable) to know what I am learning and what is coming next With a little support I can prepare for my learning and make good use of learning time I can select the resource I need for a task and use them safely I can use a wider range of learning resources and vocabulary specific to a subject I listen to others and to instructions 	<ul style="list-style-type: none"> I can usually decide when it is better to work on my own or with others I can usually choose a good partner or group to learn with I understand that sometimes I am the leader and sometimes not I can ignore most distractions and usually make good choices I understand other people's feelings and use Kind Words, Hands, Feet I almost always respond with a good choice 	<ul style="list-style-type: none"> When I start a task I can focus and stay on track I have some strategies to problem solve in my learning I learn from mistakes and can cope with some disappointment I often like to challenge myself and work hard to get out of the learning pit I am getting better at practising until I master new skills and take pride in finishing a task well.
Y2	<ul style="list-style-type: none"> I always take responsibility for my own learning I am highly motivated to learn and master new things I ask a number of enquiry questions before refining my enquiry focus I can explain in detail what I can and can't do yet I can explain precisely what I am finding difficult in my learning I use talk well to reflect and refine my thinking I make a detailed learning plan 	<ul style="list-style-type: none"> I always make sure I know what I am learning now and what is next I am well prepared for my learning I am selective over the resources I use choosing what is appropriate for the task I am confident using a range of subject specific resources and vocabulary I am responsible and safe with resources using Kind Hands I know that people are a great resource and listen carefully to ideas and instructions 	 <ul style="list-style-type: none"> I make great decisions about when to work independently or collaboratively I can recognise what makes a good learning partner I work well in a pair or a group where I can cope with being the leader or not the leader I can ignore distractions and make independent choices I treat others with respect using Kind Words, Hands and Feet I always listen to others' ideas and instructions and respond appropriately 	 <ul style="list-style-type: none"> I can start my learning independently I maintain great focus and sustain it over time I have developed strategies which help my learning I learn from mistakes and can cope with disappointment I challenge myself in the learning pit and expect to work hard I have high expectations of myself and enjoy achieving well I keep practising, make edits and improve work

<ul style="list-style-type: none"> <i>I edit and improve before needing support</i> 		<ul style="list-style-type: none"> <i>I take pride in the learning journey as well as my finished outcomes</i>
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Curriculum Intent for English at Crookham Infant School

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning.

Speaking, listening, reading and writing are essential to good learning and to success in daily life so development of these skills is the central thread of our taught curriculum weaving across all subjects and aspects.

In our English teaching we aim to:

- Give children the Spoken Language tools to express themselves confidently and well, learning independently and collaboratively (Ant).*
- Link our Spoken Language skills to their use of Kind Words (in Kind Words, Kind Hands, Kind Feet)*
- Teach children to read fluently and with understanding to become knowledgeable, selective readers (Squirrel) and critical thinkers (Owl).*
- Give children the skills to draft, edit and present technical and creative writing for different audiences and of a high standard (Tortoise).*
- Develop children's understanding of grammar and spelling rules so that new words are embraced as a valuable resource for expressing ideas (Squirrel).*
- Enjoy and be confident learners in speaking, listening, reading and writing and use these skills to access all other learning.*

Our approach to the teaching of English is founded on these core principles:

- Learning should value and build on children's prior knowledge and experience.*
- Learning should recognise the value of everyone involved in the learning journey, home, school, other professionals.*
- Our school values - Love God, Love Others, Love Learning should be upheld so that the individual's uniqueness, diversity and inclusion within Team Crookham is celebrated.*
- Models, demonstrations, Worked Examples, Shared outcomes, scaffolds and support are given to enable all children to be successful and there is 'challenging learning' on the English learning journey for all.*
- The importance of English to all learning is understood by all, as well as the interrelation of Spoken Language, Reading and Writing.*

Implementation - Reading

At Crookham infant School early word reading is taught through a systematic synthetic phonics programme called Sounds Write which has been carefully selected to best meet the needs of our pupils. During Early Years Foundation Stage we build on children's early experiences of sound awareness, rhythm and rhyme and provide a rich multi-sensory learning environment where language is celebrated and reading enjoyment promoted. Through an enabling environment and planned curriculum that includes direct teaching, children in Early Years begin to learn a defined group of grapheme-phoneme correspondences. Alongside this, children learn how to read words by identifying and blending individual phonemes from left to right all through the word. The skill of segmenting spoken words into constituent phonemes for spelling is taught, together with how to decode and spell common exception words. As the children move on to Year 1 and 2 they develop confidence in tackling more complex phonic knowledge and skills, keeping fidelity to the pedagogy and approach of the approved phonics scheme where the skills of phoneme manipulation are key.

The texts and books read by the children (Reading Scheme) are composed almost entirely of words made up of grapheme-phoneme correspondences that the children have learnt up to that point, apart from a small number of common exception words. We ensure complete fidelity to our early reading approach in using SoundsWrite reading books so that our children are set up to succeed as early readers.

Our handwriting scheme, Kinetic Letters, fully supports our teaching of reading and follows a clear complementary progression. Through it we teach children how to form lower-case and capital letters correctly with clear start and finish points. They move on to learning how to write words made up of the learned grapheme-phoneme correspondences, and then simple sentences composed from these words, as well as learned common exception words.

Learning in Phonics, is broken into small clear steps so that progress is easily assessed and outcomes monitored. Appropriate actions can then be taken to close any gaps with interventions consistent with the SoundsWrite principles and approach. Diagnostic assessments and interventions have fidelity to the SoundsWrite approach.

Children are taught to know and understand 'concepts about print', for example the convention that print in English is read from left to right, top to bottom or that words consist of letters and that there are spaces between words. To help children grasp this we teach reading strategies and behaviours which can be applied to a range of text types and written genres across the curriculum. Reading comprehension is taught laying good foundations in prediction, clarification, questioning, summarising, inferring and deducing, so that children can build on this prior knowledge as they move on to Key Stage 2.

A rich reading experience is provided for our pupils in high quality texts read by, read to and read with the children, individual reading, shared, paired and guided reading as examples. Within each classroom we display a small selection of books of high quality to positively promote reading for pleasure. Book selections are regularly refreshed to reflect the children's interests and learning across the curriculum so that they can appreciate the importance of reading in learning about the world they live in.

Implementation – Writing

Children start their writing journey through play, mark making for a range of purposes such as 'writing' shopping lists, making cards and writing their own name on their pictures. They begin to develop their fine motor skills during the Early Years and begin to select and use mark-making tools appropriately. After exploring patterns they learn the individual letters through the Kinetic Letters Handwriting explicit teaching of good pencil hold and correct letter formation. Through large and small scale movements they build balance and strength for writing in wrist, arm, chest, hip and shoulder girdle so that they can sit securely and hold writing materials appropriately. Links to learning in Physical Education support and complement our handwriting learning. Children use emerging letter formation skills to write phonetically plausible words, phrases and simple sentence in a range of contexts. The development of vocabulary and spoken language skills is a thread that runs throughout the Early Years curriculum as we recognise that 'if we can't say it, we can't write it'. Children are given rich memorable experiences through high quality texts, story and meaningful problem solving where there is an audience and purpose for the writing process. Our learning habits help us with understanding the thinking behind writing (Owl), selection of resources (Squirrel), collaborative talk for writing (Ant) and writing strength and resilience (Tortoise).

As children progress through Year 1 and Year 2 the link between reading and writing is reinforced. Children's spoken language skills are further developed through opportunities to question, discuss, verbalise and refine their ideas, for example through Helicopter Stories, role play, paired talk, hot seating and drama. Their strengthening learning habits support their understanding of the writing process as they learn about structure and organisation in shared, guided and modelled writing. Children use their developing phonic knowledge and are taught how to edit and redraft before publishing to an audience or for a range of purposes. The systematic teaching of handwriting through the Kinetic Letters approach enables the vast majority of children to achieve the foundation of a fast, accurate and efficient handwriting style in which letters are correctly spaced, sized, formed and ready to join, so that our pupils are well prepared for their next steps.

Implementation – Spoken Language

Developing children's spoken language is prioritised across the whole curriculum, from teaching our school rule, Kind Words to teaching specific subjects like Reading and Writing. Opportunities to develop listening skills, grow vocabulary and extend its use for various purposes and audiences are carefully planned, implemented and reviewed. These include:

- Staff modelling effective speaking and listening, how to participate in constructive conversation*
- Role play and drama*
- Scaffolding strategies for children who require additional support, including those with Send or for whom English is an additional language.*
- Children being read to, discussing books, asking and answering questions*

- *Sharing the thought processes behind making inference when reading*
- *Having conversations and explaining understanding and opinions*
- *Discovering new vocabulary and putting it to use*
- *Children are given many opportunities to speak in front of an audience and to perform in events whether individually or in a small or larger group, for example in prayers or poems or Remembrance, to Wilson the PAT Dog and his helper, at Christmas nativities or to an invited visitor*
- *Importance is placed on orally rehearsing written work with clear articulation to support a high-quality outcome*
- *Discussion is fundamental to learning and children participate in paired, group, whole class and whole year group discussions regularly.*
- *Vocabulary is taught in exposure to texts, a language rich environment, pre-teaching, visual image, exploring the relationships between words, meanings or homophones, the use of figurative language, words use in different contexts, roots, prefixes and suffixes, key knowledge words relevant to specific subjects or topics*

Impact for English:

Our English curriculum offers high quality and well-planned lessons which encourage carefully sequenced progression from Early Years to Year 2, preparing the children for their next steps in KS2 and beyond. In line with our learning habits, our pupils are encouraged to apply a variety of tools in their English learning. They become Ant as they work in pairs, groups or become their own author. Squirrel as they select the resources to help them, such as word mats or dictionaries. Owl and Tortoise as they take responsibility and challenge themselves within their own learning journey. Children at Crookham Infant School show their love of English through their enjoyment of talk for learning and for a variety of audiences, by creating stories, poems, factual reports, interesting instructional writing. Our final outcomes are given purpose and we relate our writing to our topics to fully absorb the children within their learning. Books are regularly monitored and teachers input assessment data onto Target Tracker when a unit of learning is complete to support their understanding of who is on track and where learning gaps can be promptly filled. At Crookham Infants we have developed our handwriting skills through our Kinetic letters program: children become experts in letter families and the family's formation. There is evidence of greatly improved pencil hold by the end of KS1 due to consistency in our handwriting approach. Year 2 are continuing to improve their presentation skills to a high level. SoundsWrite has ensured complete fidelity in pedagogical approach to the teaching of early reading, An increased focus on phonological awareness and the skills of phoneme manipulation has meant that children are more secure in blending and segmenting for successful and enjoyable reading.

Long Term Planning LTP

See Medium Term Planning MTP for more detail.

	Autumn	Spring	Summer
Year R	<i>Why are we amazing?</i>	<i>Once upon a time...</i>	<i>How many legs?</i>
Year 1	<i>Superheroes/ Gunpowder Plot/Guy Fawkes</i>	<i>Traditional Tales</i>	<i>Pirates/ Under the Sea</i>
Year 2	<i>Fire and Flame: The Great Fire of London and Dragons</i>	<i>Adventurers/ Adventures in the Rainforest</i>	<i>Adventures in Space</i>

Progression in English at Crookham Infant School

	Enjoying Reading	Word Reading	Reading Comprehension	Writing	Spelling, Grammar and Punctuation	Handwriting
Year R	Share stories from a range of genres including rhyming stories, poetry, fiction and non-fiction text. Choose their own books from a range to genres, ever to take home or in class. Start to join with repetitive language within books read and re-read with their adults.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Demonstrate strength, balance and coordination through our kinetic letters program. Hold a pencil effectively in preparation for fluent writing - using the three friends hold in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Year 1	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Through our SoundsWrite program: apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to spelling	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Enjoying writing experiences through a range of writing experiences.	Spell: Spellings are taught through our SoundsWrite program alongside additional class practise.	Through Kinetic Letters (see below) Pupils are taught to: Sit correctly at a table, holding a pencil

	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences</p>	<p>(Grapheme Phoneme Correspondence/ letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for spelling. Read accurately by blending sounds in unfamiliar words containing sounds and spellings that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught sounds and spellings and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught sounds and spellings. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Predicting what might happen on the basis of what has been read. Making inferences on the basis of what is being said and done. Participate in discussion about what is read to them, taking turns, listening to what others</p>	<p>The children learn to write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Children are taught to spell: Words containing each of the 40+ phonemes already taught Common exception words and the days of the week. Name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un-; using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English Appendix 1 (National Curriculum) Write from memory simple sentences dictated by the teacher</p>	<p>comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 by using pushing and pulling number formation Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these; through the use of our kinetic letters families.</p>
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			<p>say and explaining clearly their understanding.</p>		<p>as part of our SoundsWrite program, that include words using the Grapheme, Phoneme Correspondence and common exception words taught so far.</p> <p>Vocabulary, Grammar and Punctuation: Develop their understanding of the concepts set out in English Appendix 2 (National Curriculum) by: Leaving spaces between words and snuggling letters within words (Kinetic Letters) Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning the grammar for year 1 in English Appendix 2 (National Curriculum) Use the grammatical terminology in English</p>	
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					Appendix 2 (National Curriculum) in discussing their writing.	
Year 2	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Through our enjoyment for reading focus, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Using our Sounds Write Program: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,	Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately	Writing is taught through a range of genres and experiences, including drama, stories, research and events. Children's vocabulary is expanded through their experiences and our topic based curriculum. Children are taught to develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and	Spell: Taught through our SoundsWrite Program. Children are taught: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in	Continuing to use our Kinetic Letters Strands (see below). Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters and snuggle their letters within words.

		<p>automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.</p>	<p>and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>English Appendix 1 (National Curriculum) Write from memory simple sentences dictated by the teacher that include words using SoundsWrite, common exception words and punctuation taught so far.</p> <p>Vocabulary, Grammar and Punctuation: Develop their understanding of the concepts set out in English Appendix 2 (National Curriculum) by: Learning how to use both familiar and new punctuation correctly (see English Appendix 2, National Curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify.</p>	
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					<p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English Appendix 2 (National Curriculum)</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing their writing.</p>	
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Crookham Infant School Progression in Handwriting - Kinetic Letters

	Strength Red Strand of Kinetic Letters	Letter Formation Yellow Strand	Pencil Hold Green Strand	Flow and Fluency Blue Strand
Year R	<ul style="list-style-type: none"> • Pelvic girdle • Shoulder girdle • Arm and finger strength • Strength for the two roles of the hand • Playing on the floor • Chair push ups before writing • Lying on the floor to draw or mark make • Sitting on chairs to read and draw 	<ul style="list-style-type: none"> • Six letter parts • Letter trails • Letter heights • Letter families and formation of letters and numbers • Orientating letters • Whole body movements • Finger writing in sand • Whiteboards and pens • Moving to writing with pencil and paper using move it, say it, write it. 	<ul style="list-style-type: none"> • Pencil hold • Picking up pencil routine 	<ul style="list-style-type: none"> • Feeling flow • Enabling flow to music • Flow movements in the air

Year 1	<ul style="list-style-type: none"> Developing further gross motor and fine motor strength. Lying on the floor to read and write Sitting on chairs to read and write 	<ul style="list-style-type: none"> Consolidation of above including letter formation and families Air, sand, whiteboard, paper Formal writing with pencil and paper Understand push and pull as part of formation to and from the tree. 	<ul style="list-style-type: none"> Pencil Hold confidence Diagnosing and remediating problems 	<ul style="list-style-type: none"> Feeling flow Enabling flow Letter heights Snuggled words Working positions
Year 2	<ul style="list-style-type: none"> As above but increasingly moving to tables and chairs 	<ul style="list-style-type: none"> Consolidation of above Formal writing with pencil and paper 	<ul style="list-style-type: none"> Refined finger movements Diagnosing errors Optimising pencil hold and self-checks, 	<ul style="list-style-type: none"> Getting ready for joining Joining letters in words through diagonal and horizontal flicks Know which letters do not join.

Progression in Spoken Language - links to Kind Words in Crookham Code

Listening		Speaking			
Listening with attention	Showing good listening: With the body or by answering (and asking) questions	Building Vocabulary	Speaking for purpose and being polite - audience aware.	Discussion	
YR	<p>Listen to my teacher one to one, in whole class or small group. Begin to listen to others in different situations. Begin to sustain my good listening for a longer time. Respond appropriately to what I have heard.</p>	<p>Stop what I am doing and show good listening with my body, e.g. sitting like a tough tortoise. Show I have listened by joining in, or doing an action, repeating or other simple response. Answer questions on topics that interest me in one-word answers or simple sentences.</p>	<p>Talk in small group, class or one to one using my own words and beginning to use recently used vocabulary. Talk to share my own ideas and feelings about my own experiences. Speak in words, phrases and full sentences that usually make sense. Sometimes need modelling and support for grammar, tense, conjunctions and new vocabulary.</p>	<p>Begin to use socially polite words and phrases. Begin to understand that my words have an impact on others. Try to be kind when I am speaking to or about others. Begin to think before speaking. Have an idea of what I want to say before I say it. Begin to talk about simple emotions and relate these to the zone I am in. Sometimes understand how they can make me act a certain way. Be able to ask for help for myself or others either verbally or non-verbally.</p>	<p>Usually recognise when it is my turn to speak and am beginning to wait for my turn without calling out. Begin to understand that other people have different ideas. Sometimes change my ideas in response to other people. Say something positive about myself and with support about others.</p>

Y1	<p>Listen to others in a range of situations - whole class, group, 1-1 maintaining my attention on the person speaking. Maintain good listening to my teacher for most if not all of the learning activity. Almost always respond appropriately to what I have heard.</p>	<p>Almost always stop what I am doing and show good listening with my body, e.g. good sitting (Tough Tortoise). Show I have listened by beginning to ask questions linked to the topic discussed. Answer questions on a wider range of topics even if these are sometimes one-word answers.</p>	<p>Use appropriate vocabulary to describe my immediate world and feelings. Think of alternatives for simple vocabulary choices.</p>	<p>Almost always use socially polite words and phrases, e.g. please may I, thank you, good morning, with little support or prompting. Know that my words have an impact on those around me. Generally kind and thoughtful when speaking to or about others. Organise my thoughts into sentences before expressing them. Describe the immediate world and environment. Retell simple stories and recount events out loud. Sometimes explain why my emotions led me to act a certain way. Know that all emotions (all zones) are ok to feel and that it's how we manage them that is important.</p>	<p>Recognise when it is my turn to speak in a discussion. Recognise that other people have different ideas/responses. Almost always value other opinions and ideas. Say something positive about myself and about others.</p>
Y2	<p>Always listen carefully in a range of different situations. Maintain good listening to my teacher and my peers for the majority of the learning session. Always respond appropriately to what is said, e.g. making a helpful contribution when speaking in a small reading group.</p>	<p>Always show good listening with my body, e.g. being mostly still, good sitting. Show I have listened well by asking relevant and timely questions. Answer questions using clear sentences. Begin to give reasons behind my answers when prompted to do so.</p>	<p>Start to use subject specific vocabulary to explain, describe and add detail. Suggest words or phrases appropriate to the topic being discussed. Start to vary language according to the situation, e.g. formal and informal. Usually speak in grammatically correct sentences.</p>	<p>Consistently use socially polite words or phrases without prompting. Be aware of the impact of my words on others. Almost always be kind and thoughtful when speaking of or to others. Talk about myself or my experiences clearly and confidently. Verbally recount experiences with added interesting detail. Offer ideas based on what I have heard. Almost always explain why my emotions led to my actions. Reflect on what I could do differently next time.</p>	<p>Give enough detail in my answer to hold the interest of other participants in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focussed on a discussion when not directly involved and can recall the main points when asked. Always find something positive to say about myself and others.</p>

Learning Journey - What happens before? What happens next?

	Word Reading	Reading Comprehension	Writing	Spelling, Grammar and Punctuation	Handwriting
Nursery (pre-learning)	<p>Enjoy sharing books with adults.</p> <p>Enjoy songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>We read English text from left to right and from top to bottom.</p>	<p>The names of different parts of a book.</p> <p>Page sequencing.</p>	<p>Understand that print has meaning.</p> <p>Print can have different purposes.</p> <p>Add some marks to their drawings, which give meaning.</p> <p>Can write some or all of their name.</p>		<p>Make marks on their picture to stand for their name.</p>
Year 3 Next steps	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual.</p> <p>Correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and</p>	<p>Develop their understanding of the concepts set:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>

		<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	
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Spoken Language Learning Journey				
Listening		Speaking		
Listening with attention	Showing good listening: With the body or by answering (and asking) questions	Building Vocabulary	Speaking for purpose and being polite - audience aware.	Discussion

<p>Nursery (Pre Learning)</p>	<p>Listen with attention to something Be really interested in e.g. stories Listen carefully for a short time to my teacher or a grown up. Know why listening is important/has purpose.</p>	<p>Sometimes be still with my body or stop what I am doing to show I am listening. Begin to show I am listening by stopping what I am doing, watching and sometimes joining in. Begin to respond to questions when it is something that interests me.</p>	<p>Learn new words throughout the day. Talk about what I see or notice. Quite often make mistakes with grammar, tenses. Talk with some social phrases, e.g. please can I..., how are you? Know words sometimes relate to context/topic.</p>	<p>With support use some socially polite words or a simple phrase. Know that words allow me to get my needs met. Begin to be aware of some of my emotions, e.g. happy, sad.</p>	<p>Show that I have a point of view in my actions or sometimes words. Join in conversation on things I am interested in.</p>
<p>Y3 Next Steps</p>	<p>Always listen carefully in a range of different contexts. Maintain good listening to adults and my peers throughout the whole learning session. Respond appropriately to both adults and my peers.</p>	<p>Show good listening with my body in a variety of ways, e.g. turning towards the speaker, being still. Show I have listened because /I ask questions that relate to what I have heard or has been presented to me. Begin to offer support for my answer to a question, with justifiable reasoning.</p>	<p>Use vocab appropriate to the topic and/or audience. Recognise powerful vocab in stories/texts that I read or listen to and try to use these words and phrases when I talk. Discuss topics that are unfamiliar to my own experience.</p>	<p>Be always extremely polite in my choice of words and phrases socially. Chose my words because I know the impact they can have on others. Always kind and thoughtful when addressing others or talking about them appropriately. Organise what I want to say so it has a clear purpose. Give descriptions, recounts and narrative retellings with interesting details to engage my listener/s.</p>	<p>Engage in discussions making relevant points or asking relevant questions to show I have followed the whole conversation. Take account of other viewpoints when participating in discussions, showing that I value them. Be consistently positive about myself and others and ready to move forwards.</p>