

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy

Approach life and learning with courage, resilience and independence

Are kind and loving

Are numerate and literate

Can express their thoughts and ideas

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Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual
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ENGLISH INTENT

It is our intention that all children will experience a high-quality English curriculum which inspires oracy, creativity, curiosity and a strong foundation within Speaking, listening, reading and writing. so that they become children who:

Are competent in the art of speaking and listening, through good oracy skills.	To see themselves as a read who loves to read and be read to, for pleasure and information.	To be able to read fluently and show a good understanding of the text.
Are able to clearly express their thoughts and ideas	Are able to write clearly, adapting their language and style for a range of contexts, purposes and audiences.	To have a wide vocabulary, an understanding of grammar and knowledge of the conventions of reading, writing and spoken language.

ENGLISH CURRICULUM IMPLEMENTATION






We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
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			(Crookham Toolkit)			
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness		Resourceful Squirrel Resourcefulness		Tough Tortoise Resilience	Team Ant Reciprocity
Learning will be organised through	Early Years Foundation Stage (EYFS)					
	Literacy					
	National Curriculum (KS1)					
	English Subject Content					
	Speaking and Listening		Reading		Writing	
	English Disciplinary Knowledge The disciplinary knowledge and skills needed:					
	Oracy: Using talk to deepen understanding, such as through drama techniques, role-play, and responding to feedback.	Thinking as a Reader: Developing skills to infer, predict, summarise, and evaluate author intentions.		Critical Evaluation: Discussing, comparing, and contrasting books while justifying opinions.		
	Text and Language Structure: Understanding how to structure words and how to apply this to spelling and reading.	Thinking as a Writer: Understanding the purpose of writing, adapting, and structuring writing for different audiences (e.g., using capital letters and full stops to make meaning).		Combining Reading and Writing: Merging reading with writing instruction (e.g., retelling stories to understand structure).		

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	Understanding how to structure sentences and narratives.						
	English Subject Threads These are key threads that run through our English curriculum, they are:						
	Reading	Phonics	Comprehension	Writing	Spelling	Grammar	Handwriting
Our School specific components	 Crookham C.E Aided Infant School Crookham Toolkit ('How we teach here')			 SLS SCHOOL LIBRARY SERVICE SUPPORTING LEARNING IN SCHOOLS School Library Service		 ORACY: FIND YOUR VOICE Oracy Approaches	
	Sounds Write 	Kinetic Letters 	Can I go and Play now?.. Greg Botrill: Message Centre, Drawing Club and Curious Quests.		Castle Day Winchester Science Visitors, Trips and Curriculum Author/ Illustrator Visits		
CURRICULUM IMPACT							
MEASURING IMPACT							
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:							
Reception Baseline		Summative Assessment				External validation and inspection reports	

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Assessment and EYFS outcomes					
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

Long Term Planning LTP <i>See Medium Term Planning MTP for more detail.</i>						
	Autumn		Spring		Summer	
Year R	Why are we amazing?	How far can we travel?	Where in the world?	Once upon a time...	How does it grow?	How many legs?
Year 1	It's good to be me	Celebrations	Turrets and Tiaras/ Raws, paws and claws		How does your garden grow?	I do like to be beside the sea...
Year 2	Detectives	Fire and flame	Adventurers	Adventures in the rainforest	Space adventures	Space adventures

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	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	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

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	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.	sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			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: Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read	Through our SoundsWrite program: apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to spelling (Grapheme Phoneme Correspondence/ letters or groups of letters) for all 40+ phonemes, including, where	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 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	Enjoying writing experiences through a range of writing experiences. 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	Spell: Spellings are taught through our SoundsWrite program alongside additional class practise. 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 in order; using letter names to distinguish between alternative spellings of the same sound Add prefixes	Through Kinetic Letters (see below) Pupils are taught to: Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form

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<p>to their own experiences.</p>	<p>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</p>	<p>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 say and explaining clearly their understanding.</p>	<p>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>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 as part of our SoundsWrite program, that include words using the Grapheme, Phoneme Correspondence and common exception words taught so far. 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</p>	<p>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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		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.			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 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 nonfiction at a level beyond that at which they can	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	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 nonfiction 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	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	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	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 un-

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	<p>read independently.</p>	<p>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, automatically and without undue hesitation Re-read</p>	<p>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 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</p>	<p>(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 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</p>	<p>(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 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. 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,</p>	<p>joined. 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>
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		these books to build up their fluency and confidence in word reading.	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.	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.	command Expanded noun phrases to describe and specify. The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and coordination (using or, and, or but) The grammar for year 2 in English Appendix 2 (National Curriculum) Some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing their writing.	
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Prior Knowledge and What happens next

	Word Reading	Reading Comprehension	Writing	Spelling, Grammar and Punctuation	Handwriting
Nursery (pre-learning)	Enjoy sharing books with adults. Enjoy songs and rhymes, copying sounds, rhythms, tunes and tempo.	The names of different parts of a book. Page sequencing.	Understand that print has meaning. Print can have different purposes. Add some marks to their drawings, which give meaning.		Make marks on their picture to stand for their name.

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	We read English text from left to right and from top to bottom.		Can write some or all of their name.		
Year 3 Next steps	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. Read further exception words, noting the unusual. Correspondences between spelling and sound, and where these occur in the word.	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 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]. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting	Develop their understanding of the concepts set: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by: Using commas after fronted adverbials	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. 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].

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		<p>reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.</p>	<p>improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. 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 Using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	
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		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.			
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