





Subject Intent





Reading

Our Colchester Hub Primary Curriculum aims to give children the key skills they require to become independent readers whilst simultaneously instilling a deep appreciation for books. Children are taught the skills that they need to decode words through our Little Wandle systematic synthetic phonics scheme. The pace and sequence in which this programme is delivered is set out in *Little Wandle* planning and is followed stringently. Opportunities to further practise and apply phonic skills are provided in the environment and ongoing formative assessments ensure that any children in need of extra support are quickly identified and receive daily 'keep up' intervention sessions. We aim to teach comprehension skills through sharing a wide range of high-quality texts on a daily basis. All of our topic work is taught around a weekly core text and supporting text which are identified on our topic planning. These texts have been carefully chosen to ensure children are exposed to a wide range of text types and rich vocabulary which enable us to teach the comprehension skills outlined below.





Writing

Our Colchester Hub Primary Curriculum aims to teach our children to become creative and resilient writers. We value and encourage all early mark making and aim for children to view themselves as writers from the moment they begin in our settings. In order to set our learners up for success in writing, we ensure that children have the foundational skills they need in both their spoken language and physical fine motor skills. These skills are identified in our Communication and Language and Physical Development documents. At the same time, we teach children spelling and early punctuation skills through our Little Wandle Phonics scheme. Engaging and purposeful writing tasks, which link to our topic journey are planned for each week. During these sessions, children work with an adult on transcription skills and simple sentence writing. Handwriting is taught daily using the Pen Pals handwriting scheme. Langenhoe and Chappel school also hold Drawing Club sessions 3 times a week. Drawing Club, by Gregg Botrill, is a playful, story rich approach that blends imagination, drawing and early writing. Its intent is to spark creativity, grow children's language and confidence and bring joy and purpose to literacy.

Literacy								
Aspect	Key Knowledge Vocabulary	Skills Progression					Rationale	
		 3 and 4 Year olds	 Children in Reception			 Early Learning Goal		 National Curriculum
Word Reading	<p>To know the GPCs outlined in the Little Wandle Phonics Scheme</p> <p>To know a range of common exception words</p> <p>grapheme phoneme digraph trigraph</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Read individual letters by saying the sounds for them.</p> <p>. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their knowledge by sounds blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Word reading (decoding) is an essential and key skill that children need to acquire in order become independent readers.</p> <p>Being able to read independently will allow children to access learning/information in other curriculum areas. Learn to read – read to learn.</p>

Literacy								
Aspect	Key Knowledge Vocabulary	Skills Progression					Rationale	
		 3 and 4 Year olds	 Children in Reception			 Early Learning Goal		 National Curriculum
Comprehension	<p>That books can contain stories, information or poetry.</p> <p>That we can use books to look up information</p> <p>Character, beginning, middle, end, fiction, non-fiction, story, poem, author</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Can begin to make predictions and inferences around what is happening in a story.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)</p> <p>Anticipate (where appropriate) key events in stories.(ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, then a re-telling them, considering their particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -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 -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Being able to understand what they read enables children to acquire knowledge, extend their vocabularies and to find pleasure and enjoyment in books.</p>

Literacy

Aspect	Key Knowledge Vocabulary	Skills Progression				Rationale		
		 3 and 4 Year olds	 Children in Reception	 Early Learning Goal	 National Curriculum			
Writing	That we can use writing for a range of purposes (eg to tell stories, write letters or convey information) Sound, digraph, word sentence, capital, lower case, full stop	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name Write some letters accurately.	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds with a letter or letters Writes simple phrase and sentences that can be read by others.	spell: -words containing each of the 40+ phonemes already taught -common exception words -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 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.	The ability to write independently enables children to demonstrate their knowledge and communicate with others in a range of contexts.

