



## Nythe Primary School English Curriculum

### **Intent**

At Nythe Primary School, our curriculum is shaped by our school vision, 'Together, may our feathers give us wings to soar' which aims to enable all children, regardless of background, or additional needs, to flourish and become the very best version of themselves they can possibly be. Together we will nurture our passion for reading and writing, inspiring children to be able communicate and understand the world around them by becoming fluent readers and effective writers.

### **To help our pupils become life-long readers and writers we will:**

- Empower them with a secure foundation.
- Provide them with access to engaging texts and inviting reading spaces.
- Immerse them in rich language and vocabulary throughout the school day.
- Encourage independent thought, brave ideas and open imagination through a broad, challenging curriculum and wider experiences.
- Provide regular opportunities for both new learning and deliberate practice of reading fluency, phonics, spelling and grammar.
- Assess learning frequently with robust tracking so that vulnerable learners.
- Have consistently high expectations of letter formation and presentation.
- Build resilience, independent editing skills and writing stamina.

**This will enable pupils to:**

- Explore the world of text, become creative thinkers, and record their ideas, thoughts and opinions.
- Develop a love of reading, a desire to explore and discover the world (both real and imagined) around them, and to develop a deeper knowledge of themselves and others.
- Appreciate carefully considered spoken and written word and will enjoy replicating and practicing this themselves.
- Learn without limits across subjects and for life-long curiosity.
- Become fluent readers enabling them to enjoy and understand the texts they read.
- Receive support swiftly or be challenges to aspire beyond and reach deeper levels of understanding.
- Communicate their ideas clearly and confidently.
- Have the stamina and perseverance to produce longer pieces that accurately reflect their understanding and ability.

**Implementation**

<b>Reading</b>	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
Phonics/Decoding	Daily Sounds-Write lesson Guided Reading 1st session (weekly) Decodable books	Daily Sounds-Write lesson Guided Reading 1st session (weekly) Decodable books	As required if not secure by the end of KS1.
Prosody	Guided Reading 2 <sup>nd</sup> session (weekly) Decodable books	Guided reading 2 <sup>nd</sup> session (weekly) decodable books until secured with the code at Unit 24, then appropriate early reader books.	Guided reading lessons five times a week. Daily class reader.
Comprehension	Guided Reading 3rd session (weekly) Decodable books Reading domain questions.	Guided Reading 3rd session (weekly) Decodable books Reading domain questions.	Guided reading lessons five times a week.
Fluency	See above	See above	Guided reading lessons five times a week.
Reading for Pleasure	Sharing Books	Sharing Books	Sharing books

		Daily class reader	Book Quest session once a week Daily class reader
Vocabulary	Tales Toolkit	Tales Toolkit – Year 1	Guided reading lessons five times a week. Class Reader Pathways to Writing
Intervention	Keep up/catch up Sounds-Write lesson interventions 1:1 daily reader	Keep up/catch up Sounds-Write lesson interventions 1:1 daily reader	Sounds-Write Phonics Intervention 1:1 daily reader Herts for Learning Fluency

<b>Writing</b>	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
Transcription (including handwriting)	Sounds-Write dictation Penpals	Daily dictation Pen pals	SPAG lessons Penpals
Composition	Tales Toolkit Pathways to Writing introduced in Term 3	Tales Toolkit/Pathways to Writing – Year 1 Pathways to Writing – Year 2	Pathways to Writing
Spelling	Sounds-Write	Sounds-Write	Sounds-Write
Stamina for Writing	Daily dictation	Foundation subject golden sentences and paragraphs Daily dictation Termly extended write	Daily dictation in LKS2 Foundation subject golden paragraphs and essays Termly extended write

## Reading

*'Reading is a discount ticket to everywhere.'* Mary Schmich

### Intent

Reading is placed at the heart of all subjects so that every area of our curriculum includes reading to support children's understanding of concepts and vocabulary. We believe every child should be achieving their reading age expectation (unless there is a significant, identified barrier that is supported with an IEP/EHCP).

Our children are also provided with the opportunity to extend their use and understanding of literature within our wider curriculum. Literature also forms a vital feature in our daily English lessons through the Pathways to Writing structured and systematic approach to writing, as well as lying at the heart of our Tales Toolkit approach. Additionally, high quality texts are used to inspire and support learning in our foundation curriculum.

### **Developing a love of reading at Nythe Primary School**



We have ambitious plans to transform our reading spaces across the school and invest in engaging high-quality books for all. Class book corners have been developed to contain an exciting range of age-appropriate texts. These are a place that not only catches the children's attention but that spark their interest and hopefully captivate their imaginations. Class book corners are organised into related books, e.g the same author, a similar genre or similar settings. Texts vary from fiction to non-fiction, poetry, picture books, graphic novels which helps to widen children's reading habits. Children are encouraged to borrow books from their book corner to read daily, using Boom Reader to record their reading at home.

Additional books are available in our KS1 and KS2 hubs, including books to support our Zone of Regulation social-emotional curriculum that teaches self-regulation and emotional control.

A whole school library is planned to be opened in September 2025.

Our Reading Spine has been carefully developed to be broad and representative of a range of genres, authors and themes. Threads also include our school values of strength, opportunity, aspiration and respect inspired by our school houses and run through all year groups enabling discussion and giving the pupils the chance to develop empathy, understanding and self-confidence.

To encourage and foster a love of reading at Nythe Primary School we use a range of strategies such as;

- Daily class reads, using quality language-rich texts from our Reading Spine or based on class interests.
- Buddy reading sessions where older children attend the classroom of the younger children and read share books with them.
- Guided Reading Lessons (plus support sessions including the Herts for Learning Project intervention for KS2) give pupils a chance to be taught, and to practise, key skills to become fluent readers.
- Time is planned into each term to allow time and space for the children to read for pleasure.
- Events to inspire a love of reading such as 'World Book Day',
- Engagement with the Swindon Literary Festival.



### Guided Reading Groups – EYFS and KS1

The explicit teaching of reading takes place for 20 minutes, 3 times per week within small groups. The three lessons for a sequence of lessons that targets a key area of reading: decoding and fluency, prosody and comprehension. We ensure the children can develop and apply their word reading skills learnt in their phonic sessions while also learning comprehension strategies so they can read and respond to texts. The children are taught through a range of methods including projecting and echo reading, paired reading and reading aloud where the children learn to not only listen and follow along when reading but by reading together at the same time.

Firstly, in the decoding and fluency lesson, the children are taught to read words from a text prior to looking at the text itself. The words are carefully selected to include names, words that do not yet contain the sounds that the children have been taught and words for comprehension and ones that offer meaning to the text. Direct teaching of these words is used in this lesson to ensure the children apply their decoding skills and develop a greater sense of reading fluency.

In the next lesson the children are exposed to the concept of prosody. Using performance voices, the children are taught to apply their word reading skills with expression and intonation. The text is firstly modelled to the children, mirroring the events and dialogue

from the text. This is to ensure the children not only understand different reading behaviours but also allows them to succeed and develop an enjoyment for reading.

The final lesson to this reading sequence is the lesson that teaches comprehension. Comprehension is an important reading skill that allows you to read a text and understand what it means.

Following these taught reading sessions, the children in each reading group take home the text that they have read together. This is to allow the children to read at home confidently and successfully, by practicing and consolidating their skills. In addition to this, the children in EYFS2 and KS1 take home a second phonetically decodable book that is closely matched to each pupil's current secure phonic knowledge.

Texts from the taught group sessions and the take home readers are books that are not mixed with non-decodable books for independent reading practice and include a controlled, small number of words that the decoding of which has been specifically taught. The books are continued in progressive sequence to the teaching of the Sounds-Write programme so a child can confidently decode words involving taught phonetic codes.

Once the children become proficient and fluent readers (secure with the code up to unit 24) they progress onto books from our 'free reader' section.

### Guided Reading KS2

A whole class guided reading session occurs five times a week for 30 minutes. Each week there is a focus on one of the four skills assessed in the Multi-Dimension Fluency Rubric (Expression and Volume; Phrasing; Smoothness and Pace). These sessions enable children to practice of a variety of reading skills such as questioning, inference, prediction, clarifying and summarising. Through these skills the children learn to identify how language, structure and presentation contribute to meaning.

## FLUENCY RUBRIC

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Children are encouraged and supported to discuss texts as a class, work collaboratively as well as independently, and be able to use a text to support their answers in a variety of questions. High-level discussions with the teacher alongside the modelling of proficient reading skills are key components in a KS2 reading session. Through discussions about the text, drawing on linguistic knowledge (in particular, of vocabulary and grammar) and on knowledge of the world, children are supported to successfully develop a good comprehension of what they read.

Imperative to these discussions are the opportunities for children to be exposed to a wide variety of text and authors with the level of challenge increased and developed throughout the year groups and key stages. This includes a variety of styles of narrative, as well as a wide variety of authors, non-fiction texts and poetry. Texts may be drawn from the wider curriculum, class readers or linked to other aspects of our curriculum, such as texts relating to School House Days. Our reading curriculum is structured in a way that allows children to revisit and master their reading skills.

## Readers Theatre

We use the Reader's Theatre as a teaching strategy to support our pupils in developing reading fluency through guided oral reading instruction and repeated reading of texts. Explicitly teaching fluency helps pupils to develop and consolidate automatic decoding skills and incorporates both echo and choral reading. We know that the Reading Theatre provides a real reason for

children to rehearse and re-read carefully chosen passages, which in turn aids pupils' word recognition and comprehension.

Re-reading a text is an important part of the Sounds-Write approach and the Reading Panel says it is the most powerful way to improve fluency for the majority of pupils. (EFF Shining a spotlight on reading fluency). Alongside the inclusion of this strategy into our guided reading sessions, reading interventions in KS2 also use this approach when appropriate

<p><b>Step 1: Adult as model</b></p> <p>The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p><b>Step 2: Echo reading</b></p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.</p>	<p><b>Step 3: Text allocation</b></p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> <li>1. all have the exact same short section of text, <b>or</b></li> <li>2. a longer section might be split into six parts, so that each group has a different piece.</li> </ol>
<p><b>Step 4: Repeated choral reading</b></p> <p>In their groups, children read their section aloud, echoing the initial reading by the adult.</p>	<p><b>Step 5: Close reading</b></p> <p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.</p>	<p><b>Step 6: Text marking</b></p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.</p> <p>Prompts are provided to direct their reading.</p>
<p><b>Step 7: Practise</b></p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p><b>Step 8: Perform</b></p> <p>Each group performs their rehearsed piece.</p> <p>(Adult may record so that children can appraise their own performance).</p>	<p><b>Step 9: Reflect</b></p> <p>Children evaluate their own and/or others performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>

## Class Reader

Children are exposed to 'expert readers' every day through their class teacher reading aloud to them once a day. Our class readers are selected from our reading spines.

## Book Quest: Reading for Pleasure

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. In order to provide a range and breadth of quality texts in each year group and to strengthen vocabulary acquisition, we have introduced Book Quest. "Listening to and talking about stories and non-fiction develops a child's vocabulary because they meet words they would rarely hear in everyday speech." (DfE Reading Framework - Teaching the Foundations of Literacy (July 2021))

Through the book quest structure, children are encouraged to develop their understanding and communication around the key reading threshold concepts (big ideas). Key threshold concepts across the primary age are:

- Types of text/genre
- Characters
- Plot
- Setting
- Themes
- Writer's techniques

We know that children at Nythe Primary School often need to increase their range of vocabulary. Book Quest engages and involves all children, rather than silent reading time, which we found only engaged avid readers. Children who do not have quality texts at home have the opportunity to read a range of authors and genres, developed through the school's Literacy Spine, over their time at Nythe Primary School. To improve reading, teachers also take into account access to interesting and meaningful reading materials. For children working at a deepening level, less guidance is given, and adults adopt a coaching approach. For those less able and working at a basic level, teachers lead this guided session recapping and building on comprehension vocabulary and modelled fluency.

“Reading also offers important emotional benefits, enabling pupils through listening to and talking about stories to talk about their ideas and feelings and to lose themselves in books” (DfE Reading Framework - Teaching the Foundations of Literacy (July 2021))

Story time and books can also help children explore their thoughts and feelings and gain the necessary language skills to explain these. Many of our pupils have SEMH needs, and this is a good way to develop emotional literacy.

## Reading Support

### EYFS/KS1 Keep Up/Catch Up

We have a focus on careful planning to support all readers to be successful through Quality First Teaching. However, during phonics sessions, if children are identified as needing extra support to secure taught knowledge, this is delivered by an experienced member of our Reading Team and follows the activities suggested through our Sounds-Write SSP. These sessions are based on specific targets. They may be one-off practise support or if needed over several sessions, will be reviewed after 2 weeks to check impact. The Reading Lead will also work with class teachers to review assessment data and put in place plans to address

identified gaps either in grapheme recognition/use or key skills of blending, segmenting or phoneme manipulation. Predominately this will be done through the daily whole-class teaching sessions.

### EYFS/KS1 Guided Reading

From teacher assessment (guided by the data and with the support of the English Lead) our Guided Reading Groups are put together based on the key skills the children need to practise. This means that each small reading group will have a clear focus for their next steps and the Reading Teacher can direct support effectively ensuring swift progress. Any children who are less confident with their reading skills are also picked up in 1:1 daily reading sessions.

### KS2 Catch-Up Readers

Decodable, synthetic phonics, reading books with age-appropriate and exciting stories for older, struggling and/or reluctant readers. Designed with an interest age of 8 – 14, these chapter books are highly structured to fill in the missing gaps in phonic skills, helping them to catch up. Special features are designed to engage but also to facilitate access to text and develop independent reading strategies. These are ideal resources to deliver targeted reading interventions for struggling children, or those with specific learning difficulties including dyslexia.

### Herts for Learning Reading Fluency Project

This research-based intervention runs for 8 weeks. A trained member of the Reading Team will work with a small group of identified readers to support them to gain greater fluency and deeper understanding. The texts are chosen to be engaging but challenging at the age-expectation for that year group. Close liaison with home broadens the impact of this project.

## **Sounds-Write Phonics**

In EYFS2 and KS1 we use the Sounds-Write programme. Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme. Our members of staff are a skilled team of Reading Teachers who support pupils in their daily practice. They are supported by a dedicated Phonics Lead who ensures the quality, consistency and continuity of the teaching of phonics and Early Reading.

The Sounds-Write phonics programme is a highly structured, linguistic programme which is all about sounds. It offers a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The

Sounds-Write programme provides fast and effective teaching for children at all levels. Lessons are clearly structured and follow within a systematic, synthetic phonics approach. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

The children are taught phonics within their year group so that any knowledge gaps are not widened through lack of exposure of in-year content. Support within the sessions from trained adults is appropriate and effective in ensuring success for all children. Sounds are taught alongside others that have connection and are practised over several weeks. This gives children the opportunity to use the variety of sounds all together, rather than separately. Teaching extends beyond this 'dedicated time' and is applied and reinforced throughout the day in other learning activities.

Daily 'keep up' support sessions are run by a skilled member of our Reading Team to practise key skills or reinforce whole-class learning. Catch-up sessions are offered to those pupils who are less secure or have gaps in their acquired knowledge. These interventions are based on robust assessments that identify which skills pupils need to develop and therefore Sounds-Write lessons with appropriate learning objectives selected to have the best chance of rapid progress.

Teaching the Initial Code:

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Sounds-Write programme teaches pupils to understand the way the alphabet code works. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English. This ability to express oneself in writing from the start of school gives children enormous confidence, which naturally feeds back into the other kinds of learning taking place within the school curriculum.

The Extended Code and Polysyllabic Words:

Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

A multi-sensory programme:

Sounds-Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning. In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating lessons and resources. It also enables practitioners to differentiate the challenges placed before the learner to meet their individual needs.

## **Writing**

*"You can make anything by writing." – C.S. Lewis*

## **Intent**

Writing is of paramount importance within Nythe Primary School's curriculum. Our aim is to ensure that every child within our school achieves the age-related expectation in writing (unless there is a significant, identified barrier that is supported with an IEP/EHCP) with an understanding of the conventions of Standard English and when to use it effectively. This ability to write with confidence, for a range of purposes and audiences, ensures that children leave Nythe fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life. Through the use of *Tales Toolkit* at the beginning of each child's writing journey and *Pathways to Write* throughout the school, children will immerse themselves in different text types, understand the features and impact of these, and realise the importance of them beyond education. A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way.

## **Tales Toolkit (EYFS & Year 1)**

Tales Toolkit is used alongside *Pathways to Write* to develop our children's speech and language skills, and also to develop early reading and storytelling skills. Children must be able to tell stories before they can begin to write them and, as such,

Tales Toolkit focusses on four key areas for storytelling:

- Character – who the story is about?
- Setting – where the story will happen?
- Problem – what problems will the characters face?
- Solution – how will they solve the problem to get to the happy ending?

Teachers and pupils use 4 different objects – one for each of the areas – and use these objects to tell a story. The children are encouraged to help with the story telling, vocabulary and storytelling skills. These skills are the foundations for writing which the children will practise applying during continuous provision.

As the academic year progresses, Year 1 pupils move onto the Pathways to Write scheme as their transcription skills dictate.

### **Pathways to Write**

Pathways to Write follows a Mastery-Learning model. Each unit is based on a rich and exciting focus text through which key skills are taught and repeated; there are multiple opportunities throughout each unit for pupils to use and apply the skills taught until they can be mastered fully. Within each sequence of learning, there are many opportunities for incidental short-burst writing with an extended and assessed written outcome at the end of each unit. Each unit would consist of the following sequence:

- Gateway – This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task will assess the application of Gateway Keys (previously taught skills that can be revisited in subsequent lessons to consolidate children's understanding ensuring personalised learning for each class).
- Pathway – During this section of each unit, the Mastery skills are introduced with many opportunities for children to practise and apply these skills in different writing tasks and contexts. These tasks use the genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

- Writeaway – The final section of each unit begins with children sectioning and sequencing texts using a model, before planning, writing, checking, editing and publishing a final written outcome; with the focus on using and applying the mastery skills they have been taught.

We know that children at Nythe Primary School often need to increase their range of vocabulary and, as such, each unit includes key vocabulary selected from the National Curriculum in addition to a wealth of developing vocabulary to enhance their writing. Pupils at Nythe should also apply the skills learnt in these writing sessions to all areas of the curriculum including written outcomes in subjects such as Science, History, Geography and RE through the use of golden paragraphs and sentences.