

# Willersey C of E Primary School

## Our Curriculum

Welcome to our curriculum pages. We hope that this is a useful resource. We provide a broad, balanced and exciting curriculum to all our children, to stimulate their minds so that their love of learning grows and that they develop a sound set of key skills. We want every child to meet or exceed national expectations and make good or better progress.

### We want our children to:

- **be able to develop the ability to think independently, work hard and to persevere when faced with challenges in order to produce work of a high standard**
- **be able show initiative in a range of contexts**
- **be able to develop a rich and varied vocabulary across subjects**
- **be able to understand the value of learning**
- **be able to listen attentively so as to understand**

Our school is organised into 2 classes: Class 1 (Reception, Year 1 and Year 2) and Class 2 (Years 3,4,5,6)

- **Reception** children form the 'Foundation Stage' which caters for children from 3-5 (4-5 years old in our school). They follow the Early Years Foundation Stage (EYFS) Curriculum: The new Early Years Foundation Stage (EYFS) Curriculum has seven areas of learning. The prime areas are: Personal, Social and Emotional Development, Physical Development, Communication & Language. The 'specific areas of learning' are: Literacy, Mathematics, Understanding the world and Expressive Arts & Design.
- **Key Stage 1** (Years 1 & 2) and **Key Stage 2** (Years 3-6) follow the National Curriculum:

The National Curriculum is made up of the core subjects; English, Science, Mathematics, Computing and R.E. It also includes the Foundation subjects; Art & Design, Design Technology, Geography, History and Music, Citizenship, Personal, Health & Social Education and Modern Foreign Languages. Our curriculum is taught through a theme with a strong emphasis on creativity.

**Reception** pupils are taught and assessed following a document called 'Development Matters in the Early Years Foundation Stage.' This document informs the style of teaching in early years as well as the skills that children should be taught. In Reception children experience a range of activity types including, teacher led and child initiated opportunities.

A summary of the different areas of learning for the **Reception** children is displayed below:

Personal, social and emotional development	Communication and language	Physical development	literacy	mathematics	Understanding of the world	Expressive arts and design
<p><b>Making relationships:</b> Play cooperatively, taking turns. Listen to the ideas of others. Show sensitivity to others. Form positive relationships.</p> <p><b>Self-confidence and self-awareness:</b> Confidently try new activities. Speak to others. Ask for help.</p> <p><b>Managing feelings and behaviour:</b> Talk about feelings. Talk about behaviour. Describe behaviour that is wrong. Work as part of a group or class. Follow rules. Adapt behaviour for the situation. Accept changes to routine.</p>	<p><b>Listening and attention:</b> Listen attentively. Anticipate key events. Make relevant responses. Give attention to others.</p> <p><b>Understanding:</b> Follow instructions. Answer 'how' and 'why' questions about events.</p> <p><b>Speaking:</b> Express ideas to an audience. Describe events in the past, present and future. Develop narratives and explanations.</p>	<p><b>Moving and handling:</b> Show good coordination (large and small scale). Move confidently. Negotiate space. Handle equipment and tools.</p> <p><b>Health and Self-care:</b> Understand the importance of exercise and diet for good health. Talk about ways to keep healthy and safe. Dress independently. Wash independently. Go to the toilet independently.</p>	<p><b>Reading:</b> Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words. Demonstrate to others an understanding of reading.</p> <p><b>Writing:</b> Use phonic knowledge to write words. Write some irregular common words. Write simple sentences. Spell some words correctly. Spell some words in a phonetically plausible way.</p>	<p><b>Numbers:</b> Count reliably with numbers 1-20. Place numbers from 1-20 in order. Represent numbers. Add and subtract. Solve problems.</p> <p><b>Shape, space and measures</b> Use measurements. Recognise, create and describe patterns. Describe objects and shapes.</p>	<p><b>People and communities:</b> Talk about past and present events. Show sensitivity to the likes and dislikes of others. Know the similarities and differences between themselves and others</p> <p><b>The World</b> Learn in familiar places. Observe and describe environments</p> <p><b>Technology</b> Recognise the uses of technology. Use technology for a purpose</p>	<p><b>Exploring and using media and materials</b> Sing songs. Make music. Dance. Use tools and materials safely.</p> <p><b>Being Imaginative</b> Use media and materials imaginatively. Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories</p>

**Phonics:** Phonics Lessons are taught on a daily basis from Reception to year 2. Phonics lessons teach children the skills they need to be able to read and spell words through blending and segmenting. At Willersey Primary School we use a synthetic phonics programme called 'Letters and Sounds'.

An overview of the programme is outlined below:

Phase	Phonic Knowledge and Skills
<p><i>Phase One</i> (Nursery/Reception)</p>	<p>Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p> <p>Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <p>Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).</p> <p>It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.</p> <p><b>Aspect 1 - General sound discrimination - environmental</b></p> <p>The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p> <p><b>Aspect 2 - General sound discrimination - instrumental sounds</b></p> <p>This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p><b>Aspect 3 - General sound discrimination - body percussion</b></p>

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

#### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

#### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

#### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

#### **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

*Phase Two*  
(Reception) up to 6 weeks

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

- Set 1:** s, a, t, p  
**Set 2:** i, n, m, d  
**Set 3:** g, o, c, k  
**Set 4:** ck, e, u, r  
**Set 5:** h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

### Phase 2 Set 1 Letters and Words

In Set 1, the first four letters are introduced and seven words can be used for segmenting and blending (high frequency words are shown in *italics*):

**s, a, t, p** *at, a, sat, pat, tap, sap, as*

### Phase 2 Set 2 Letters and Words

Set 2 includes four new letters. As each new letter is learnt, children will be able to sound out several new words, as follows:

**i** *it, is, sit, sat, pit, tip, pip, sip*

**n** *an, in, nip, pan, pin, tin, tan, nap*

**m** *am, man, mam, mat, map, Pam, Tim, Sam*

**d** *dad, and, sad, dim, dip, din, did, Sid*

### Phase 2 Set 3 Letters and Words

Set 3 introduces four new letters, with 28 new decodable words suggested, including four high frequency words, shown in *italics* below:

**g** *tag, gag, gig, gap, nag, sag, gas, pig, dig*

**o** *got, on, not, pot, top, dog, pop, God, Mog*

**c** *can, cot, cop, cap, cat, cod*

**k** *kid, kit, Kim, Ken*

### Phase 2 Set 4 Letters and Words

Set 4 introduces four new graphemes, with 36 new decodable words suggested. For the first time, some of the suggested words contain two syllables, such as *pocket, sunset* etc., which some young children might find too difficult at this stage. At this stage it is important for children to experience success at sounding out short words. Their ability to decode longer words will improve as their short-term memory develops.

At this point, two "tricky words" (not fully decodable at this stage) are taught: **the** and **to**.

**ck** *kick, sock, sack, dock, pick, sick, pack, ticket, pocket*

**e** *get, pet, ten, net, pen, peg, met, men, neck*

**u** *up, mum, run, mug, cup, sun, tuck, mud, sunset*

**r** *rim, rip, ram, rat, rag, rug, rot, rocket, carrot*

### Phase 2 Set 5 Letters and Words

Set 5 introduces seven graphemes (three of which are doubled letters), with 69 new decodable words suggested.

New "tricky" words: **no, go** and **I**.

**h** *had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug*

**b** *but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit*

**f, ff** *of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat*

	<p><b>l, ll</b> lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop</p> <p><b>ss</b> ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot</p>
<p><i>Phase Three</i> (Reception) up to 12 weeks</p>	<p>The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</p> <p>By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.</p> <p>Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).</p> <p><b>Set 6:</b> j, v, w, x</p> <p><b>Set 7:</b> y, z, zz, qu</p> <p><b>Consonant digraphs:</b> ch, sh, th, ng</p> <p><b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.</p> <p><b>Tricky words</b></p> <p>During Phase 3, the following tricky words (which can't yet be decoded) are introduced:</p> <ul style="list-style-type: none"> <li>• he</li> <li>• she</li> <li>• we</li> <li>• me</li> <li>• be</li> <li>• was</li> <li>• you</li> <li>• they</li> <li>• all</li> <li>• are</li> <li>• my</li> <li>• her</li> </ul>

<p><i>Phase Four</i> (Reception) 4 to 6 weeks</p>	<p>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</p> <p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.</p> <p>Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.</p> <p>In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.</p> <p><b>Tricky words</b></p> <p>During Phase 4, the following tricky words (which can't yet be decoded) are introduced:</p> <ul style="list-style-type: none"><li>• said</li><li>• have</li><li>• like</li><li>• so</li><li>• do</li><li>• some</li><li>• come</li><li>• were</li><li>• there</li><li>• little</li><li>• one</li><li>• when</li><li>• out</li><li>• what</li></ul>
<p><i>Phase Five</i> (Throughout Year 1)</p>	<p>Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p> <p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also</p>



be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

### **Tricky words**

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

### *Phase Six (Throughout Year 2 and beyond)*

*Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.*

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Towards the end of year 1, children take part in a one-to-one screening check to see if they are working at the expected level for their age. If they are not they will retake the check towards the end of year 2. Teachers use the screening check information along with other assessments to inform next steps in learning.

**The following pages outline each subject in turn.**

**They show what characteristics we want our children to develop in each subject area, the main objectives in each subject and an outline of what is covered in each key stage.**

**If you have any questions or comments about our curriculum please do contact us.**