



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

EYFS Statutory Framework and the National Curriculum

EYFS Statutory Framework - Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, attention and understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Statutory Framework - Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Word Reading

Children at the expected level of development will:

- 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.

Comprehension

Children at the expected level of development will:

- 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.

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

EYFS Statutory Framework - Physical Development

Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

National Curriculum

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

See *English programmes of study: key stages 1 and 2 National Curriculum in England (September 2013)* for more information.

Bridging into the National Curriculum

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
<p>ELGs - Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELGs - Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Spoken Language</p>	<p>The P4C and Speaking and Listening Overview is broken down into 12 unit objectives on Long Term Planning (see English Long Term Planning)</p> <p>Unit 1 (Autumn 1) <i>Speak audibly and fluently with an increasing command of standard English: I speak clearly to my class.</i></p> <p><i>Listen and respond appropriately to adults and their peers: I listen and respond through making simple comments and suggestions.</i></p>
<p>ELGs: Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 	<p>Handwriting</p>	<p>From National Curriculum (<i>Italics is MPPS implementation</i>):</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly (<i>continues practice from EYFS Guided Groups</i>) begin to form lower-case letters in the correct direction, starting and finishing in the right place (<i>taught in Handwriting, modelled in Phonics and English lessons</i>) understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these (<i>taught in Handwriting Lessons</i>) form capital letters (<i>using Little Wandle Letters and Sounds Revised models</i>) form digits 0-9 (<i>in Maths No Problem</i>)

<p>ELGs: Word Reading</p> <ul style="list-style-type: none"> • 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. 	<p>Reading - Word Reading</p>	<p>Little Wandle Letters and Sounds Revised Programme continues into Year 1 (consolidation of Phases 3 and 4)</p> <p>Week 1:</p> <ul style="list-style-type: none"> • These are all review lessons that extend children's reading skills. • Aim for fluent blending of the words.
<p>ELGs: Comprehension</p> <ul style="list-style-type: none"> • 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. 	<p>Reading - Comprehension</p>	<p>Our Reading Curriculum is broken down into 12 unit objectives on our Long Term Planning.</p> <p>Unit 1 (Autumn 1) Retrieval</p> <p>Find answers to questions beginning with 'who, what, where, when and how' by trapping the answer in the text (focus on who)</p> <p>Text Organisation</p> <p>Secure left-to-right /first-to-last knowledge (directionality) (Concept about Print)</p> <p>Book talk words: create, decide, discover</p>
<p>Early Learning Goals: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Writing - transcription Writing - composition English Appendix 1 (Spelling) Writing - vocabulary, grammar and punctuation (and English Appendix 2)</p>	<p>Our Writing Curriculum is broken down into 12 unit objectives on our Long Term Planning.</p> <p>Unit 1 (Autumn 1)</p> <p>Compose a sentence orally before writing it</p> <p>Introduce lens: Basics Lens (m and p focus)</p>