LIPHOOK
FEDERATION

The English Curriculum

EYFS to Year 6

The English Curriculum

at The Federation of Liphook Infant School and Liphook CofE Junior School

Introduction

The English curriculum at The Federation of Liphook Infant School and Liphook C of E Junior School is built firmly upon the statutory expectations of the Early Years Foundation Stage (EYFS) and the National Curriculum. In addition, it is underpinned by current national guidance, including *The Reading Framework* (DfE, 2023), *The Writing Framework* (DfE, 2025), and Ofsted's *Firm Foundations* report (2024), which emphasise the importance of secure early language, reading, and writing development.

The Federation is proud to be a Voice 21 Centre of Excellence, and oracy underpins all elements of our English curriculum. This commitment means that high-quality talk is intentionally woven through reading, writing, and wider communication.

Across the seven years that children spend with us from Year R to Year 6, we ensure that they are taught the full breadth of speaking and listening, reading, and writing requirements. We are equally committed to designing an exciting, coherent, and meaningful curriculum that uses children's interests, supports their long-term retention of knowledge, and gradually builds their independence as readers, writers, and effective communicators.

Learning Journeys

Research and guidance highlight the importance of coherent curriculum design and the sequencing of knowledge. Our curriculum is delivered through 'Learning Journeys' – purposeful, interconnected sequences of lessons planned to give children real and relevant contexts for learning. Learning Journey outcomes can be written or spoken. These are enhanced through carefully selected uses of technology, drama, and imaginary and real-life experiences.

In EYFS, these journeys remain fluid and responsive, following *The EYFS Framework* and aligning with statutory and non-statutory guidance, emphasis is placed on communication, language, vocabulary development, and early literacy. In Key Stage 1 and Key Stage 2, learning journeys become more deliberately structured, ensuring carefully sequenced progression in reading and writing, as recommended in *The Reading Framework* and *The Writing Framework*.

Each journey is introduced using a 'My Learning Journey' overview in pupils' books and supported by English Working Walls. These displays chart the developing sequence of learning and encourage children to revisit knowledge, supporting the long-term memory retention emphasised in current DfE and Ofsted guidance.

Speaking and Listening

Oracy is deeply embedded in all aspects of our curriculum. Our oracy vision – *Every Voice Matters. Every Voice is Heard.* – drives our belief that spoken language is a foundation for learning and for life. We use the Voice 21 Framework to ensure structured, purposeful talk is planned for and explicitly taught across all year groups.

Speaking and listening underpin all successful reading and writing development. Our approach reflects the centrality of oracy highlighted in *Firm Foundations*, which notes that strong spoken language is a predictor of later academic success.

EYFS

In Year R, children learn through high-quality play-based provision, where language is intentionally modelled, extended, and embedded. Drama, roleplay, small-world play, and storytelling give children opportunities to adopt roles, broaden vocabulary, and express themselves confidently. When writing, oral rehearsal is key and adults model this, as well as supporting children to develop their ideas orally for themselves.

Key Stages 1 and 2

Across the federation, Learning Journeys include dedicated oracy-rich sessions where children:

- discuss viewpoints, emotions, and themes
- explore vocabulary for later writing
- engage in drama and immersive experiences
- rehearse ideas orally before writing, as recommended in *The Writing Framework*

Oral outcomes, such as presentations, poetry recitals, and performances, build children's confidence and oral fluency over time.

Phonics and Early Reading

Our approach to early reading is strongly aligned with *The Reading Framework*, which stresses systematic synthetic phonics (SSP), fluency development, and reading for pleasure. We follow the *Little Wandle Letters and Sounds Revised* programme across the federation.

Phonics in EYFS and Key Stage 1

We teach daily phonics lessons from the start of Year R. These are fast-paced, consistent, and revisited regularly to embed learning. Children are taught to:

- develop phonological awareness
- blend and segment confidently
- learn GPCs (Graphene-Phoneme Correspondence) in a carefully sequenced order
- read fully decodable books matched precisely to their phonics knowledge

By the end of Year 2, children will have been taught all common GPCs and spelling patterns, in line with the expectations of the National Curriculum.

Reading Practice

Following guidance in *The Reading Framework*, pupils read their decodable book multiple times each week to build fluency, prosody (expression), and comprehension. Alongside this, children take home a 'bedtime book' to encourage reading for pleasure. Bedtime books can be changed daily, if children wish, so that they have a variety of books to read and to listen to over the course of the week.

Phonics and Spelling in Key Stage 2

Most children enter Year 3 having passed the Phonics Screening Check. However, those who need additional support receive targeted intervention. KS2 spelling builds on phonics through:

- morphology (roots, prefixes, suffixes)
- etymology (word origins)
- spelling patterns taught within meaningful contexts and linked to writing journeys

We follow the *Sounds and Syllables* programme from Year 3 to Year 6. This aligns to the expectations of the Key Stage National Curriculum.

Reading Across the Federation

We are committed to enabling every child to become a fluent, competent reader who can 'read to learn'. Across the federation we ensure that:

- children experience high-quality literature daily
- teachers explicitly model expression, intonation, and comprehension strategies
- shared and guided reading sessions build analytical skills
- texts are carefully chosen to broaden vocabulary and cultural capital, in line with *The Reading Framework*

Children develop library skills and are encouraged to select books that interest and challenge them. Parents are supported to continue reading aloud at home, reflecting research showing the value of shared reading beyond early childhood.

Writing

Our writing curriculum aligns closely with *The Writing Framework*, ensuring that children develop transcriptional fluency, compositional skills, and a growing independence as writers.

Writing in EYFS

In the Early Years, oral rehearsal supports children to say their ideas aloud before writing, helping them internalise simple sentence structures. Adults model this process and provide short, fully decodable dictation activities so children can apply their phonics knowledge without cognitive overload. Together, oral rehearsal and dictation establish strong foundations in early composition and transcription, as recommended in *The Writing Framework*.

Children progress from mark-making to composing simple sentences. They encounter frequent opportunities to write within their environment and are supported through adult modelling, shared writing, and scaffolded practice.

Writing in Key Stage 1

In Key Stage 1, oral rehearsal is embedded as a routine part of writing. Children practise saying their sentences aloud to organise their ideas and rehearse vocabulary before recording them. Carefully sequenced dictation sentences, matched to phonics and spelling content, help pupils

develop automaticity and accuracy in transcription. These approaches ensure pupils can focus on developing coherent early compositions while strengthening key writing skills.

The *Writing Framework* emphasises the importance of developing automaticity in transcription before expecting complex composition. Therefore, in KS1 we prioritise:

- secure letter formation and handwriting
- accurate spelling through phonics
- oral rehearsal of ideas before writing
- short, purposeful writing tasks matched to children's developmental stage

Writing in Key Stage 2

In Key Stage 2, oral rehearsal supports pupils in refining vocabulary, experimenting with sentence structures and clarifying meaning before writing. Dictation continues to play a role through targeted practice that reinforces taught spelling patterns, grammar and punctuation. Together, oral rehearsal and dictation help pupils develop more fluent, accurate and thoughtful writing, aligning with the expectations set out in *The Writing Framework*.

As pupils become more fluent, the curriculum shifts towards planning, composition, grammar, and editing. Pupils:

- learn grammar within meaningful contexts
- use high-quality models to understand authorial choices
- orally rehearse and refine sentences before writing
- edit and improve work independently using clear success criteria

Across the federation, all writing outcomes are purposeful and audience-led, giving children real reasons to write. To support children who need additional scaffolding with writing and sentence construction, we make use of resources and approaches such as *Clicker 8* and *Colourful Semantics*. Clicker 8 provides accessible word banks, sentence frames and voice support that help pupils rehearse, structure and record their ideas with increasing independence. Colourful Semantics uses a visual colour-coded system to break sentences into meaningful parts, helping children understand who is doing what, where and when. Both approaches reinforce the development of grammatical awareness, sentence fluency and confident composition, enabling pupils to access the writing curriculum successfully.

Outcomes

We are proud of the outcomes achieved by pupils across all year groups. The curriculum's coherence, high expectations, strong teaching of phonics, and emphasis on vocabulary and oral language ensure that children become capable readers and confident writers. This prepares our children exceptionally well for the next stage of their education.

Our curriculum is truly one designed for the children of Liphook, offering strong foundations for lifelong literacy and learning.