

Our English Curriculum



Our Curriculum Overview:

We plan all our work around a key text. It inspires writing and exposes children to different genres, authors, styles and life experiences. These books are chosen by teachers as high quality, engaging texts that provide a model for writing. Different authors, cultures and genres of writing are considered, along with subject progression, when choosing texts.



Writing Genres: Progression

Genre of Writing	Year Group	Examples of this genre	Example of key links to NC where year group specific
Expository-Non-fiction Writing	EVFS/KS1 All- not EVFS All- not EVFS KS2	- Instructions - Chronological reports/recounts - Non-chronological reports/recounts - News reports	Commands Past/present tense conjunctions, adverbs and prepositions to express time and cause
Narrative-fiction Writing	EVFS KS1 All- not All- not All All- not All All- not All	- Nursery rhymes - Caption writing- comic strips - Setting descriptions - Character descriptions - Poetry- see poetry choices - Diary Writing - Stories (Fiction or non-fiction) - Recounts (historical) - Traditional/Fairy tales	full sentences (punctuation) noun phrases

	KS2 LKS2	- Scripts- settings - Autobiographies	- Direct speech - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Journalistic/Persuasive	KS1 KS1 All- not KS2 KS2	- Adverts - Informal Letters - Reviews - Formal Letters - Debates- for and against	- Subordination - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - recognising vocabulary and structures that are appropriate for formal speech and writing

			including subjunctive forms
Poetry choices:	EVFS KS1 All KS1 LKS2 KS2 KS2 KS2	- Shape poem - Acrostic - Simple rhyming - Cinquain - Blackout - Blank/free verse - Haiku - Limerick	(suggested due to complexity)

Each teacher organises these key texts over the two year cycle. The timing of each book is dictated by cross curricular links and the complexity of the text. Genres for writing are revisited so that children can use their feedback to build skills and improve outcomes.

Please see the cycle overviews for each year group- Appendix A.

The curriculum is then broken down and more detail added. Staff create Key Text Overviews. These detail the spelling rules, grammar, reading skills and additional books that equip children with the skills to write effectively.

This is an example of a Key Text Overview (see Appendix A for full breakdown):

Medium-term Plan- Year 2023- Autumn One

Grammar focus:

New learning:

- What is a sentence?
- Orally rehearsing - T4W
- Use of punctuation
- Separating sentences into short sentences
- Past tense verbs

Consolidating:

- Capital letters and full stops

Spelling focus:

Year One: Rising Storm words 1-6

Year Two: Rising Storm words 1-6

Key text:

After the Storm by Nick Butterworth

Over the final half term, the book *After the Storm* by Nick Butterworth, will inspire and provide the writing opportunities to explore, plan and write a mental, a short story and a long story.

The book will be used to complement our Geography, Science and PSHE lessons.

This book provides an ideal environment and will be used to help us explore our learning.

Key Writing outcomes:

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Cross-curricular knowledge:

Tree, leaf, animal, autumn, wind, rain, sun, park, colours, storm, sleep, change, food, explore, Belmont, village, rural, hill, field, friend, family, method.

Additional resources:

These books will complement the geography and science focuses, inspiring some amazing scientific experiments.

Children will consolidate their knowledge of full sentences and starting to write longer books.

Children will use our local environment as stimulus.

Reading skills:

Children will be introduced to reading skills by exploring the ways we enjoy and explore stories. Towards the end of the half term we will begin to look at the skill of retrieval.

Enjoy

Explain

Retrieval

What did you like about the text? Why? What did you dislike about the text? Why?

Would you read this book again? Why? Why not?

Would you recommend the book to your friend? Why? Why not?

Is this a new book that you haven't read before? Do you know anything about it already?

Spelling

All staff are familiar with the National Curriculum and the school progression documents.

We teach spelling through a whole school phonics approach. All staff have had phonics training in order for decoding and encoding to be taught both effectively and through high quality routine classroom practise such as regular reading opportunities, writing, reading for pleasure and cross curriculum opportunities.

All classes have a weekly spelling rule lesson and focus spellings, along with other key vocabulary, are displayed upon working walls in class. Weekly focus spellings will be highlighted to children, by staff, during lessons. Opportunities to see these words being used and opportunities to use them will be provided over the week and half term.

Children will revisit spelling rules and complex vocabulary through fluency in English.

Pupils complete termly assessments in spelling, along with the weekly tests, in order to track progress and ensure that children who require further support are identified promptly.

In Key Stage One

All children have at least 20 minutes of discrete whole class phonics lessons per day. These are taught through the Rocket Phonics Scheme. Children not working at the expected level receive intervention in addition- to fill gaps and build confidence.

The scheme dictates the spelling rule taught that week along with the focus vocabulary. Year One have five words per week, that are shared with home, and build towards ten words by Year Two. Children not working at the expected level may have less.

Key vocabulary is tested weekly to help staff adjust support and to impact intervention.

An alphabetic chart is displayed in class, and made available to children. Children are taught to use this resource to encourage independent spelling.

The English Alphabetic Code

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds					
/s/	s snake	ss glass	ce palace	se house	c (e i j) city	sc scissors	-st castle	ps pseudonym
/a/	a apple							
/t/	t tent	tt letter	ed skipped					
/l/	l lizard							
/p/	p pan	pp puppet						
/n/	n net	nn bonnet	kn knot	gn gnome	en engine			
/k/	k kit	c cat	ck duck	ch chameleon	qu bouquet	que plaque		
/e/	e egg	ea head	ai said					
/h/	h hat	wh wheel						
/r/	r rat	-rr arrow	wr write	rh rhinoceros				
/m/	m map	mm hammer	me welcome	mb thumb	mn columns			
/d/	d dig	-dd paddle	ed rained					
/g/	g goat	gg goggle	gu guitar	gh ghost	gue catalogue			
/o/	o octopus	-o octopus	oa quail					
/u/	u umbrella	oo sun	ou touch	ough thoroughfare				
/i/	i ladder	il shell						
/u/	ie kettle	il pencil	ai hospital	ei camel				
/f/	f feathers	ff cliff	ph photograph	gh laugh				
/b/	b bat	bb rabbit	bu building					
/j/	j jug	-ge cabbage	g (i j) groff	dge bridge				
/y/	y yawn							
/ai/	ai first aid	-ay tray	a table	ae sunder	ae cakes			
/ey/	ey prey	-ea break	ei eight	ei straight				
/w/	w web	wh wheel	u penguin					

sounds	simple code	complex code						
/oa/	oa oak	ow bowl	o goat	oe above	oe above	ough rough	eau plateau	
/igh/	igh night	ie lie	i behind	ie bike	ie bike	ei elder duck	eye eye	
/eel/	ee eel	ee east	em emu	ee concrete	ey king	ie chief	ie sardines	
/i-ee/	y sunny	ey monkey	ie movie					
/or/	or fork	oor door	ore store	our four	our four	war wardrobe	war quarter	wa water
/z/	z zebra	zz pizza	z fries	ee cheese	ee broeze			
/ng/	ng gong	n jungle		/ng/	nk ink	nc uncle		
/v/	v violin	ve dove						
short	oo book	oul should	u push					
long	oo moon	ue blue	ue flute	ew crew	ui fruit	ou soup	o move	ough through
/ks/	x fox	ks books	cks ducks	kes cakes		/gz/	x exam	gs pegs
/ch/	ch chair	tch patch		/chul/	ture picture			
/sh/	sh ship	ch chef	ti station	ci magician	ai admission			
unvoiced	th thistle		voiced	th there				
/kw/	qu queen							
/ou/	ou ouch	ow owl	ough plough					
/oi/	oi ointment	oy toy						This chart is not definitive. You may discover further rules.
/yo/	ue statue	u unicorn	u tube	ew new	eu pneumatic			
/er/	er marmalade	ir birthday	ur nurse	ear earth	ear world			Grey, denotes that the particular letter/sound correspondence is unlikely to begin a word.
schwa	er miser	our humour	re theatre	er collar	er collar			
/er/ 'sh/	er artist	a father	alm palm	ail hail	alm calves			
/air/	air hair	are bare	ear bear	ere where				Indicates where the reader is advised to use various possible pronunciations.
/eer/	eer deer	ear ears	ere adhere	ier cashier				
/zh/	si television	s treasure	z zoo	s courgette	ge collage			by Debbie Haggins

In key Stage Two

All children have a discrete spelling rule lesson, every week, following the Purple Mash Scheme. The scheme dictates the spelling rule taught that week along with the spellings. Spelling lessons follow a phonics style of teaching, focusing upon segmenting and blending to identify phonemes and their understanding of spelling rules and patterns to select the appropriate grapheme.

Children have twelve words per week, which are shared with home, with ten coming from the scheme and two from the wider curriculum. Children not working at the expected level may have less, simplified spellings using the same rule or in some cases different vocabulary. Children that receive phonics interventions may receive focus vocabulary that relates to their weekly phoneme focus.

Focus vocabulary is tested weekly to help staff adjust support and to impact interventions.

An alphabetic chart is available to all children. Children are taught to use this resource to encourage independent spelling.

Spelling Interventions

These are delivered through the Rocket Phonics scheme except where stipulated in IEP's. This ensures a clear, cohesive progression throughout school, without diluting teaching.

Grammar

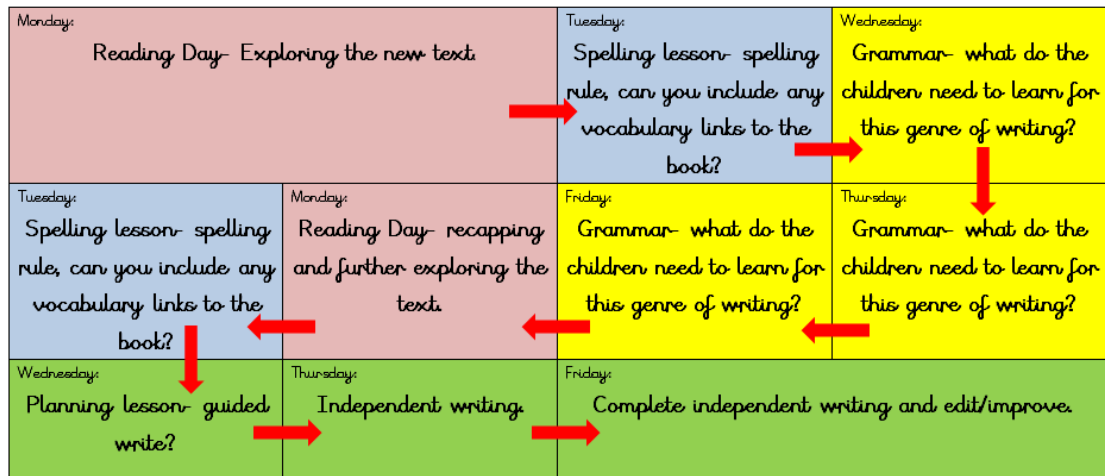
All staff are familiar with the National Curriculum and the school progression documents.

We teach grammar discretely and in context to the genre focus. All classes have several grammar lessons as part of the two week writing cycle that we follow. This equips children with the skills to write effectively for the given genre. EYFS and Key Stage One follow the key ideas of a Talk 4 Writing approach. The suggested writing cycles are adapted depending upon the genre, the requirements of the cohort and key text.

Suggested writing cycle KS1:



Suggested writing cycle KS2:



Weekly focus vocabulary will be highlighted to children, by staff, during lessons. Opportunities to see these words being used and opportunities to use them will be provided over the week and half term. Children will revisit spelling rules and complex vocabulary through fluency in English.

Pupils complete half termly assessments in grammar in order to identify gaps/misconceptions, track progress and to ensure that children who require further support are identified promptly.

Handwriting

In all subjects, we have high expectations of standards of presentation. Children are taught how to form letters and numbers correctly throughout school. When children's writing is formed correctly and is a consistent size children are awarded a 'golden pencil'. When handwriting improves further, children are awarded a pen licence. Handwriting is delivered through the Letter Join scheme. All staff model printed writing from EYFS; as children become secure (on the approach to KS2) joins are introduced to ensure children can move towards cursive handwriting correctly.

Cursive writing can be beneficial for children with dyslexic tendencies, as well as helping children to form muscle memory for letter formation and spelling patterns.



In all books children are expected to put the long date where appropriate (in EYFS and Year One children have the date and objective written. By the end of Year One children are transitioning to writing their own). This should then be underlined and then a title/ objective should be added and underlined. All lines should be with a ruler.

Some children may continue to print due to specific needs. Children may have additional intervention to support the fine and gross motor skills required to write, letter formation and joining techniques.

Reading

Reading is delivered in four ways; through reading for pleasure, through reading to build phonemic understanding, through reading to build comprehension or understanding of a subject and through reading to write. All of these aspects work together to form fluent and coherent readers; who enjoy reading to learn and for wellbeing.

Reading for pleasure

Reading for pleasure is encouraged throughout the school. Each class has a designated reading area, with appropriate level books, for children to select independently. Each class has twelve 'Unmissable Reads' that teachers selected. They are high quality books that are selected as must reads before they leave that class.



Each class has opportunities, daily, to read for pleasure. In addition a 'Book Nook' is available to children during lunch and playtimes. It has books categorised by author, pupils of different ages are encouraged to enjoy reading together.

Teachers read to children, for pleasure, daily.

Opportunities to meet authors and learn about the writing process are provided each year.

Reading to build phonemic understanding

A whole school reading scheme is delivered from EYFS to Year Six. Pupils work through a progressive scheme that is directly linked to their individual phonics ability. Reading is tracked through class records and a half termly reading review. This ensures all children make progress.

Once the Rising Stars scheme is completed, children move on to a 'free readers' section.

Children are all listened to, by an adult in school, several times a week in Key Stage One and once a week in Key Stage Two. However, children identified as not working at the expected level are listened to more often. Staff regularly assess and adjust children's places on the scheme as necessary.

A sideways scheme is used to add additional books where necessary.

A weekly reading skills lesson is delivered across the school. Reading Gems are used to deliver the different reading skills.

Key Stage One:

Enjoy 			Decode 		
Define 	Retrieve 	Sequence 	Infer 	Predict 	
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far	
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response
					Open-ended response

Key Stage Two:

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
		10-30%			40-60%		20-40%

These skills are delivered discretely and in context to the key text focus that week. They build in complexity throughout the year and are revisited through fluency and as required.

Pupils complete half termly assessments, in reading, in order to identify gaps in either fluency/stamina or comprehension, track progress and to ensure that children who require further support are identified promptly.

Reading to build comprehension

The non-fiction library is at the heart of the school. Pupils are encouraged to choose books relating to specific subjects, to deepen their understanding. Staff regularly model the use of high quality non-fiction books to build understanding.

Books that complement specific subjects are often identified on knowledge organisers and made available to children within the classroom.

Reading to write

This relates back to our key texts that model high quality vocabulary at an age appropriate level. These are read, dissected and used to explore aspects of writing such as purpose, the audience and imagery.

Feedback and marking

All of the above aspects contribute to a whole school approach that enables children to access a full and broad curriculum. Connections and links between all aspects of English make children's understanding stronger.

In order for pupils to make progress, staff give regular feedback through in the moment verbal feedback and written feedback in the marking of work.

Verbal feedback given at the point of delivery is the most effective. This is identified in books through a speech bubble with a key word of code to indicate the content of the feedback.

	Verbal Discussion
	Finger Spaces
CL	Capital Letters
FS	Full Stops
P	Punctuation
?	Question Mark
!	Exclamation Mark
Co	Conjunction
O	Opener
V	Vocabulary
c	Correction
sp	Spelling
S	supported

Reception	Year One	Year Two	Year Three
Finger Spaces	Finger Spaces Capital Letters	Finger Spaces Capital Letters Full Stops	Capital Letters Full Stops Question Marks Exclamation Marks
Year Four	Year Five	Year Six	
Capital Letters Full Stops Question Marks Exclamation Marks Commas in a List	Capital Letters Full Stops Question Marks Exclamation Marks Commas in a List Apostrophes	Capital Letters Full Stops Question Marks Exclamation Marks Commas in a List Apostrophes	

Children are familiar with the codes, building up over the years. They are encouraged to act upon feedback. Work adapted after feedback is indicated with a purple 'polishing' pen. Feedback given will only relate to prior taught knowledge. Only three spellings per piece of work will be identified to be corrected. These words will be age appropriate and prior taught. Writing work is marked in greater depth.

Staff take part in both internal and external moderation, yearly. This ensures that standards and expectations are high and consistent throughout the school.

Children working below the expected standard are monitored by the subject lead and SENCO to ensure that their needs are met and they can make progress within the subject, reaching their potential.

Children working at greater depth are monitored by the subject lead and class teachers to ensure that they are challenged and able to continue to make progress within the subject.

Each aspect of our English curriculum plays an equal and integral role in equipping children to write and read both purposefully and for pleasure, at a high standard. We aim to give all children the skills and confidence to reach their potential, access a broad and exciting curriculum and all aspects of the written and spoken English language.