



English Curriculum Design

Intent: What are our aspirations for our children in English?

Through our curriculum design, we aim to equip our children with the skills to become proficient readers and writers. At the heart of everything we do is our goal to extend the children's understanding and use of language as we recognise how this improves the life chances of every child as they grow into adulthood. Through the variety of stories and texts that we study, we want our children to have a love of reading and writing whatever their ability; to understand that we can create anything by using language and that we can go to different places, and live the lives of different people, by opening a book.

Implementation: How do staff implement our curriculum?


- Each English unit is 3 weeks in length. This allows a good breadth of text types to be covered across the year and sets a high expectation that teachers and children will work towards making progress within this time period. Year 5 have one longer unit (5 weeks) to give them experience of working for a sustained time on one book which will support their transition into Year 6.
- Each unit starts with a 'Cold Write' to determine what the children already know about the text type. The analysis of errors within these assessment pieces, along with curriculum objectives, allow teachers to plan effectively for the next steps in learning for their class. At the end of the unit, children complete a 'Hot Write' which allows teachers to assess the writing against the objectives taught within the unit. A comparison between the Cold and Hot Writes indicate the amount of progress made.
- Each year the *Progression in Writing Genres* document is reviewed to ensure that the sequence of units meets the needs of our children. (See Appendix 1) Planned within this document are:
- **Accuracy Units:** Accuracy Units are taught in the first three weeks of the school year. This is to refresh the key skills from the previous year group and to ensure that any gaps that have appeared over the summer holiday period can be filled quickly.

- **A Balance of text types:** Each year group has a range of fiction, non-fiction and poetry units so that all of the curriculum can be covered. The Year 2 units are weighted so that there is a greater focus on fiction texts. This not only helps to increase the amount of stories known to them but it also develops their understanding of key language and vocabulary.
 - **A Poetry focus:** Each year group has one poetry unit in their sequence. This comes towards the end of the year so that the language conventions particular to poetry do not confuse developing writers.
 - **Opportunities to develop an understanding of our literary heritage:** A range of texts are chosen ensuring that the children are exposed to a breadth of significant authors. These include modern authors such as Julia Donaldson and Michael Morpurgo alongside authors such as Ted Hughes, JRR Tolkien and CS. Lewis. There are also opportunities to link books with other curriculum topics. Each term, additional texts are suggested for independent reading on the class newsletters. This gives some guidance to parents about books which will expose their children to more ambitious language and story themes.
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- Within each unit, an emphasis is placed on developing language and vocabulary. This is achieved through the following strategies:
 - **Word Aware:** As a school, we follow the Word Aware scheme which promotes the explicit teaching of vocabulary.
 - **Talk for Writing:** This method of learning stories by heart helps children to embed key language which can then be used in their writing.
 - **Sentence Types:** We teach different sentence structures so that children develop an understanding of how language can be put together in different ways. We use Alan Peat resources and key sentences from the authors we are studying to provide good models for the children.
 - **Grammar:** The grammar requirements for each year group are linked to the text used within a particular unit. Key grammar objectives are taught in the first term to enable them to be revisited and consolidated throughout the year.
 - **Speech and Language provision:** In our Early Years and KS1, we have invested in a speech therapist who works in school for half a day each week to work with a small group on narrative language, develop a culture of good speaking and listening across the school and work with individual children.
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- Reading is taught in different ways across school:
 - **Early Years/KS1:** The children use the Read, Write, Inc scheme to develop their phonics skills so that they can begin to read simple words and sentences. This is delivered in small, differentiated groups so that each child receives the right work for them to make progress.
 - **Action Words:** This scheme is based on whole word reading and is used alongside a phoinics approach across Reception and in small intervention groups. This helps children who are visual learners to develop a bank of words that they can read by sight.
 - **Y2-Y5:** Reading activities are embedded within each unit. These are taught using our 'Digging Deeper into Reading' approach which teaches reading skills within a familiar text. This encourages the children to use what they have learnt from their reading sessions in their writing. Unseen texts are also used to prepare them for test situations.

- We develop the children’s understanding of learning in different ways:
- The learning objectives on our WALTs are colour-coded to show the differentiated expectations we have of our pupil groups in each lesson. The colour also helps each child to understand where they are in their learning and what they need to do to move forward.

Working towards age-related expectations.	Working within age-related expectations.	Working at greater depth
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- Learning objectives for lessons are taken from the unit overview. These objectives are based on the National Curriculum for each year group and assessment evidence. They are broken down into smaller steps when staff complete their medium term planning and devise the overview for that unit of work. Each child has their own version of this grid so that they can see what the whole unit will include. After a unit has been completed, teachers mark the overview sheet so that it is clear which objectives have been met.

Working towards Year 5		Working within Year 5		Year 5 with Greater Depth	
I can use capitals and full stops to mark all sentences accurately. I can use a range of other punctuation with some accuracy.	I can use a mixture of dialogue and description in my writing.	I can use inverted commas and other punctuation to indicate direct speech. I can use a balance of speech, action and description in my writing. I can write in cohesive paragraphs by using: <ul style="list-style-type: none"> • a range of conjunctions • time adverbials eg. later, next • place adverbials eg. nearby • number adverbials eg. secondly 	I can use a Simile List sentence. I can use a Kenning sentence. I can use a Many Questions sentence.	I can use all punctuation accurately including semi-colons and colons . I can use semi colons in a list sentence. I can use semi colons in to mark two related clauses. I can use a colon in a list.	I can edit my work making changes to grammar, vocabulary and sentence structure, understanding how such choices can improve my work.
I can use some conjunctions.	I can use simple parenthesis . (Noun, who, which, where)	I can proof read my work for spelling and punctuation errors. I can use precise language eg. prepositions, adverbs, expanded noun phrases.	I can use relevant Goldilocks words in my writing. 	I can show changes in the formality of my writing by using different dialects for characters.	I can use a wide range of sentence types effectively throughout my work.
I can use simple relative clauses.	I can use some sentence types in my writing.	I can apply my knowledge of relative clauses to give more information about the noun in a sentence.	I can apply my knowledge of parenthesis including the use of commas, dashes and brackets.	I can describe settings, characters and atmosphere and integrate dialogue to advance the action	

- Within a three week unit, children work on a set of objectives that support a mastery approach to literacy skills. This means that objectives will develop in three ways:
- **Complexity** – Within a unit, the most basic skills will be introduced first working up to the most complex.
- **Quantity** – As the lessons progress, new objectives are added to existing ones so that by the end of unit assessment piece of work, all objectives are being attempted by the child in each piece of writing.

- **Frequency** – Certain objectives will be repeated throughout the unit. This supports interleaved learning where new learning is introduced alongside the previous learning. This allows a continuous cycle of consolidation while, at the same time, introducing new skills. Instead of pupils performing the skill once or twice, the idea of repeating objectives allows the child to retain and embed the new skill so that they can continue to use it in other units, lessons and contexts. It also supports a positive attitude to learning as children have plenty of opportunities to work on each skill and therefore feel success and achievement when they self-assess against their learning objectives.
- Each set of objectives is designed to help children move to the next level in their writing.
- To help children become independent learners, there are working walls in every classroom linked to current unit and the children have their own writing journals to look back at previous learning. They are also given a knowledge organiser for each unit with the key learning on. (See Appendix 2)
- To develop spelling across school we use:
 - No Nonsense spelling from Year 2 - Year 5.
 - Weekly spelling tests linked to the No Nonsense scheme.
 - Spelling lists are provided for each unit with relevant words from the statutory word lists.
 - Dictionaries and personal spelling lists are also available to the children.

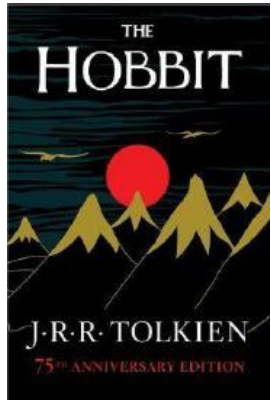
Impact – How has our curriculum made a difference to our children?

Progression in Writing Genres 2018/19

	Y2 (additional narrative)	Y3	Y4	Y5
Autumn 1 Narrative Accuracy Unit	<u>Accuracy Unit</u> 3 weeks: Pie Corbett Traditional Tales	<u>Accuracy Unit</u> 3 weeks: Pie Corbett Traditional Tales	<u>Accuracy Unit</u> 3 weeks: Writing from a different viewpoint	<u>Accuracy Unit</u> 3 Weeks: Writing from a different viewpoint
	←			→
Autumn 1 Non Fiction	3 weeks: Recounts	3 weeks: Information texts	3 Weeks: Explanations texts	3 Weeks: Scientific Explanations (link to writing across the curriculum)
Autumn 2 Narrative	3 weeks: Stories by a Significant Author	3 weeks: Stories by a Significant Author	3 weeks: Stories by a Significant Author	3 weeks: Stories by a Significant Author 'I Believe in Unicorns' by Michael Morpurgo
	←			→
Autumn 2 Non Fiction	3 Weeks: Religious Stories	3 Weeks: Fantasy Instructions	3 Weeks: Biographies	3 weeks: Non-chronological reports
Spring 1 Narrative	3 Weeks: Contemporary fiction (possible link to topic)	3 Weeks: Contemporary fiction (possible link to KS plan)	3 Weeks: Diaries	3 Weeks: Stories from our Literary Heritage The Hobbit by JRR Tolkien (Shifts in formality)
Spring 1 Non Fiction	3 weeks: Information Texts	3 Weeks: Writing Reports	3 weeks: Persuasive texts	3 Weeks: Journalistic Recounts (Shifts in formality)

Spring 2 Narrative	3 weeks: Stories with Familiar Settings	3 weeks: Letters	3 weeks: Science fiction – stories of imaginary worlds	3 weeks: Writing based on a historical context (link to KS plan)
Spring 2 Non Fiction	3 weeks: Instructions	3 weeks: Persuasive Texts	3 weeks: Non-chronological reports	Persuasive texts (Shifts in formality)
Summer 1	3 weeks: Fantasy Stories	3 weeks: Action stories	3 Weeks: Myths and Legends	3 weeks: Narrative Poetry
Summer 1	SATs	3 weeks: Calligrams	3 weeks: Poetic Form eg. kennings, haiku	3 weeks – Contemporary fiction
Summer 2	3 weeks: Persuasive Writing	3 weeks – Stories from around the World	3 weeks – Anglo-Saxon stories (link to KS plan)	Transition writing Discussion texts

Year 5 Stories from our Literary Heritage: The Hobbit by JRR Tolkien



Character Names

- Gandalf
- Bilbo
- Thorin
- Smaug
- Fili
- Dori
- Nori
- Bofur
- Gloin
- Dwalin
- Balin
- Oin
- Bombur
- Bifur
- Ori
- Kili

Cohesion

Cohesion means that you use particular words to link your writing together. Your work is *cohesive* if the different parts of your writing fit together without sounding disjointed.

Adverbials for Cohesion

Time	Place	Number/frequency
In the beginning	Near this location	Firstly
Only yesterday	Around here	Secondly
Until then	In the city	Lastly
To begin with	Behind the clouds	Once
At first	Beyond the wall	Twice
Meanwhile	Inside the cave	Occasionally
Simultaneously	Out in the countryside	Rarely
After that	Along the lane	Every so often
Straight away		Often
immediately		sometimes

Articles	Possessives	Demonstratives
a an the	my, your his, her, its, our; their, whose	this that these those
Numerals	Ordinals	Quantifiers
one two three four	first second next last	many, few some, every, much, a lot of any, less

A determiner is a word that goes before a noun and identifies it in more detail eg. *an* orange, *that* car, *her* homework, *some* rice, *one* chair, *a lot of* books.

Also don't use the character's name all the time - use pronouns.
Don't repeat the same word - use synonyms.

New Sentence Types

KENNING sentence

(This uses a two-word phrase instead of a one-word noun eg. wave floater instead of boat)

I am the clue finder, the web cutter, the ring winner, the luck-wearer and the barrel rider.

Simile list sentence

My armour is *like* tenfold shields, my teeth are *like* swords, my claws spears, the shock of my tail a thunderbolt, my wings a hurricane, and my breath death.

Many questions

Did the dragon know what I wanted? Had it caught my scent as I crept down the tunnel? Will I ever be able to find the Arkenstone?

Spelling Words

guide
peculiar
possession
purpose
accompany
ancient
foreign
hindrance
persuade

See your
spelling list
for other tricky
words!

New Curriculum Spelling List Years 5 and 6			
accommodate	communicate	equip	immediately
accompany	community	equipped	individual
according	competition	equipment	interfere
achieve	conscience	especially	interrupt
aggressive	conscious	exaggerate	language
amateur	controversy	excellent	leisure
ancient	convenience	existence	lightning
apparent	correspond	exploration	marvellous
appreciate	criticise	familiar	mischievous
attached	curiosity	foreign	muscle
available	definite	forty	necessary
average	desperate	frequently	neighbour
awkward	determined	government	nuisance
bargain	develop	guarantee	occupy
basise	braise	dictionary	harrass
category	disastrous	hindrance	opportunity
committee	embarrass	identity	parliament
	environment	immediate	persuade
			sincere

The general rules of direct speech are:

- Each new character's speech starts on a new line.
- Speech is opened with speech marks.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.
- A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).
- A full stop goes after the reporting clause.

Emotion Word Requires the context to help identify the emotion being used.	Description; detail I was afraid, I didn't know what had happened to my mother.	Longer List Use these to the benefit of the story by introducing a character who is brought to life by these words.
Outside/Inside I walked into the library to find the book I was looking for.	Spelling patterns Use these to help you remember the spelling of words.	Repeating Word The word 'said' is used in the sentence to show that the character is speaking.
Metaphorical question I wonder if the children could be as brave as the heroes of the story.	Imagine sentence Imagine a scene where there are children who are as brave as the heroes of the story.	Adjective Use adjectives to describe the characters and the setting.
3 ed Confused, shocked, scared, the children ran from the burning building.	Adverb sentence Slowly, I walked through the eerie forest.	Relative Clause Use relative clauses to describe the characters and the setting.
Fronted adverbials When the children were in the forest, they were very scared.	Non-verbals Use non-verbals to describe the characters and the setting.	Simile Use similes to describe the characters and the setting.
Expanded noun phrases The girl who was wearing a red dress and a blue hat was very beautiful.	Verbs with their own adverbials The girl ran quickly through the forest.	Short sentence Use short sentences to describe the characters and the setting.

Remember to check your sentence mat for appropriate sentences to use.



Remember to choose one sentence each session to improve.

Punctuation we will need:

.	,	!	?	“	’	;	:	-	()
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Semi-colons are used to link two complete sentences on the same theme. They can also be used in longer list sentences to separate phrases.

Brackets are used to show extra information (parenthesis)

Dashes are used to mark parenthesis or to give an afterthought eg. The girl finally arrived at my house - only one hour late!

“ ”

		Speech marks can also be called inverted commas and quotation marks.
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