

Tonwell St Mary's School Curriculum Overview of Intent for English

Overall aims:

At Tonwell St. Mary's we recognise that the teaching and learning of English is an essential part of the whole development of all children for their speaking, listening, reading and writing skills. It enables them to express themselves creatively and imaginatively and to communicate effectively so they can access education and be successful members of society. Reading is at the heart of pupil's experience of school life. At Tonwell St Mary's, we believe that reading is the key to accessing and developing a wide range of skills and knowledge across the curriculum. We believe that children need to develop a secure base in phonics and will then follow a clear and consistent pathway of progression as they advance through the primary curriculum in school. We want all children to have a love of reading and a desire to read for enjoyment. Our goal is to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We teach our children to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of Talk for Writing activities across the school supports this. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. Children develop both the confidence and skills in speaking and listening through planned learning opportunities across the curriculum including drama, group discussions, poetry and role play. We believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want children to acquire a wide, purposeful vocabulary, have a solid understanding of grammar and be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for English in the following ways:

We follow the expectations set out for each age, stage and year group in Development Matters for EYFS and the National Curriculum programmes of study for years 1-6. We choose to use the Letters and Sounds programme to support phonics teaching to ensure children are able to listen, decode, speak, read and spell effectively. If appropriate, we carry this practice on into Key Stage 2 to support children who may need to continue their phonics learning. For reading, we use books that progress in-line with the phonics stage that the children are currently learning. The Penpals scheme is used to ensure a consistent approach to the teaching of handwriting. The Herts for Learning materials are used for organisation of planning and for resources in Years 1-6, which ensures a broad range of genres and text types are introduced across each year and revisited in a 'spiral' curriculum.

Our children start their reading journey when they arrive in EYFS as they share books through individual reading, small group reading and being read aloud to as a class. Children have daily phonics lessons and opportunities to develop English skills repeatedly throughout each day at school. Early writing and fine motor skills are developed in EYFS and progresses from simple mark making to writing words and sentences.

In KS1, children continue to have daily phonics lessons and a daily English lesson. Staff share books through regular individual reading, guided reading and daily reading aloud to the class. Children practise and apply their English skills across the curriculum. Children participate in class assemblies and take part in an annual production where they experience speaking to a large audience.

As they grow through the school, children in KS2 continue to have a daily English lesson. In addition, they have phonics or specific spelling teaching regularly. Staff read aloud to children every day and provide guided reading sessions at least twice per week.

Reading and key word writing practice are prioritised for home learning. Children are encouraged to read at home as set out in our home learning policy. This is recorded in reading diaries and staff listen to children if they are not reading at home. There are recommended reading lists for each year group in the home learning diaries and we aim to cover a selection of these texts in class. We promote reading by having attractive reading areas in each class and central library areas, as well as celebrating World Book Day.

	Autumn Term						Spring Term						Summer Term					
EYFS Years A & B	Phase 2: Sets 1-3			Phase 3: Sets 6-7 Consonant digraphs Vowel digraphs			Phase 2: Sets 1-3			Phase 3: Sets 6-7 Consonant digraphs Vowel digraphs			Phase 3: Sets 6-7 Consonant digraphs Vowel digraphs			Phase 4: Learn to read and spell words which have adjacent consonants, such as trap, string and milk		
KS1 Year A	Y1 – Revision of phase 3 and 4 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Revision of phase 3, 4, 5 reading for phonics check Y2 – No Nonsense spelling scheme			Y1 – Suffixes Y2 – No Nonsense spelling scheme		
	Narrative. Stories with repeating patterns. Key text – Funnybones (2 weeks)	Non- fiction. Instructions – making skeletons and recipes (2 weeks)	Poetry. List poems and rhyming couplets (2 weeks)	Narrative. Stories with recurring language. Key texts by Julia Donaldson, Anthony Browne – Room on a broom, The Gruffalo, The tunnel, Willy the Wimp (3 weeks)	Non- fiction. Recount – dairy of a wombat (2 weeks)	Narrative. Take one book – The tiger who came to tea (2 weeks)	Narrative. Traditional tales – Jack and the beanstalk, The Three Little Pigs (4 weeks)	Non-fiction. Non- chronological reports - Famous people (2 weeks)	Poetry. Vocabulary building – food poems (2 weeks)	Narrative. Take one book – The Giant Jam Sandwich (2 weeks)	Non-fiction. Explanations – linked to geography (2 weeks)	Poetry. Calligrams, rhymes and tongue twisters (3 weeks)	Narrative. Extended stories by significant authors. Key texts – The Magic Finger and Fantastic Mr Fox (4 weeks)	Non-fiction. Non- chronological report – sea creatures (2 weeks)	Poetry. Poems on a theme – pirates (2 week)	Narrative. Take one book – The mermaid, the prince and the happy ever after (2 weeks)		
KS1 Year B	Y1 – Revision of phase 3 and 4 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Phase 5 Y2 – No Nonsense spelling scheme			Y1 – Revision of phase 3, 4, 5 reading for phonics check Y2 – No Nonsense spelling scheme			Y1 – Suffixes Y2 – No Nonsense spelling scheme		

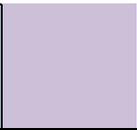
	Narrative. Stories with repeating pattern. Key text – We're going on a bear hunt (2 weeks)	Non-fiction. Instructions – making kites and recipes (2 weeks)	Narrative. Stories in familiar settings. Key text – Whatever Next! (2 weeks)	Poetry – vocabulary building and nursery rhymes (2 weeks)	Non-fiction. Reports – people who help us (2 weeks)	Narrative. Take one book – Eliot Midnight superhero (3 weeks)	Narrative. Traditional tales – The gingerbread man, Hansel and Gretel (4 weeks)	Narrative. Stories with recurring literary Language – Mr Wolf's pancake (2 weeks)	Non-fiction. Recounts – A grand day out (2 weeks)	Poetry – vocabulary building and poems on a dragon theme (2 weeks)	Narrative. Take one book – The highway rat (2 weeks)	Non-fiction. Explanations – animal theme (3 weeks)	Non-fiction. Take one book – Dear Zoo/Dear Greenpeace (2 weeks)	Poetry. Tongue twisters and riddles (2 weeks)	Narrative. Fantasy stories. Key texts – Beegu, Man on the moon (4 weeks)	Non-fiction. Non-chronological reports – planets (2 weeks)
KS2 Year A	Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.															
Narrative			Traditional Tales – Fables (2 weeks)		Writing and performing a Play (2 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		Traditional Tales – fairy tales (alternative versions) (3 weeks)			'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/n on-fiction modules already covered during the term		Adventure stories (4 weeks or 2+2))		
Suggested final written outcome			Y3: retell a fable showing understanding of the moral Y4: Write a new fable to convey a moral.		Write and perform a play, based on a familiar story.				Write a traditional tale from a key character's perspective.					Write an adventure story, pulling together characters, setting and plot focusing on devices that move the plot on.		
Non-fiction			Recount (2 weeks)		Instructions (2 weeks)				Explanations (2 weeks)	Report (3 weeks)				Letters (informal/formal) (1 week)	Persuasion - persuasive letter writing (3 weeks)	
Suggested final written outcome			Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer.		Write and evaluate a range of instructions, including directions e.g. a treasure hunt. Include introduction and top tips/warnings.				Write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources e.g. a keeping healthy leaflet.				Layout of letters. Write a letter to a family/ member / friend and a more formal letter.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader e.g. local environmental issue.	
Poetry			Free verse (2 weeks)		Structure – kennings (1 week)		Free verse (1 week)	Structure – haiku and tanka (2 weeks)		Free Verse (1 week)	Take one poet-poetry appreciation (2 weeks)					

Suggested outcome	Build vocabulary through reading, writing and performing free verse of choice.	Read and write a kenning.		Build vocabulary through reading, writing and performing free verse of choice.	Read and write a haiku and a tanka.		Build vocabulary through reading, writing and performing free verse of choice.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart.	
KS2 Year B	Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.								
Narrative	Traditional Tales - Legends (4 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Writing and performing a play (2 weeks)	Story Settings (2 weeks)	‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Stories from relevant cultures (3 weeks)		
Suggested final written outcome	Write a legend focusing on effective characterisation. Y4 Link dialogue to effective characterisation, interweaving speech and action.			Write and perform a play, based on a familiar story.	Write a section of a narrative (or several narratives) focusing on setting.		Write a narrative pulling together characters, setting and plot, focusing on devices that move the plot on.		
Non-fiction	Report (4 weeks)			Persuasion (3 weeks)	Instructions (1 week)		Discussion (2 weeks)	Explanation (3 weeks)	
Suggested final written outcome	Write own reports independently based on notes gathered from several sources e.g. historical report on Vikings			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids e.g. global environmental issue.	Link to science/DT – write a set of instructions of how to do or make something eg a lamp light up, a pop up page, brush teeth properly.		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.	Use notes to write an explanation, of how a piece of technology works, using an impersonal style.	
Poetry	Free verse (2 weeks)	Structure–riddles (1 week)		Free verse (1 week)	Structure–narrative poetry (2 weeks)		Free verse (1 week)	Take one poet- (2 weeks)	

Suggested outcome	Building vocabulary through reading, writing and performing free verse of choice	Read and write riddles and kennings e.g. linked to history		Building vocabulary through reading, writing and performing free verse	Recite some narrative poetry by heart Read and respond		Building vocabulary through reading, writing and performing free verse of choice	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
KS2 Year C	Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.								
Traditional Tales - Myths (quests) (3 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group</i>	Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group</i>	Focus on Study Assessment	Literary Heritage: Shakespeare (3 weeks)		
Reflect on the main characters of the myth and re-tell the story from different perspectives.			A single extended narrative, or two narratives on a different theme e.g., each developing skills of describing setting; building up atmosphere and tension				Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction/ poetry/ speeches/ playscripts an opportunity to revisit modules already covered during the term as well as introduce new writing styles.		
Report (2 weeks)	Discussion (2 weeks)		Explanation (3 weeks)	Persuasion (3 weeks)			Recount (3 weeks)	Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)	
Write a report, in the form of an information leaflet, in which two or more subjects are compared eg different sports/ animals	Write up a balanced discussion presenting two sides of an argument, following a debate		Explanation of a natural process Links to Geography PoS 'eg volcanos/ the water cycle	An article advertising and explaining a new product to persuade consumers.			Compose a biographical account based on research	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term	
Free Verse (1 week)	Structure – cinquain (1 week)		Structure – spoken word poetry/rap (1 week)		Take one poet - Poetry appreciation (2 weeks)				

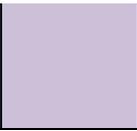
Build vocabulary through reading, writing and performing free verse of choice	Read and respond to cinquains. Experiment with writing their own.	(e.g. reports, explanations, instructions)	Listen to, read, and respond to raps. Experiment with writing their own.	(e.g. reports, explanations, instructions)			Research a particular poet. Personal responses to poetry Recite familiar poems by heart
KS2 Year D		Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.					
Fiction from our literary heritage (3 weeks)			‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Take one film/ visual literacy unit (4 weeks) Using a book, film or TV programme as a stimulus for a range of writing
Explore one or two texts in detail. Write in the style of the author to complete sections of the stories.				A single extended narrative, or two narratives on a different theme e.g., each developing a key narrative technique			Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term
Explanation (2 weeks)	Recounts (2 week)	Report (2 week)	This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)	Persuasion (3 weeks)	Discussion (2 weeks)	Focus on Study Skills for Y6/3 Assessment Week	Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)
Links to science PoS ‘reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.		Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints		Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term
Free Verse (2 weeks)				Free Verse (1 week)	Structure monologues (1 week)		Take one poet – Poetry appreciation (2 weeks)

Build vocabulary through reading, writing and performing free verse of choice



Reading, writing and performing free verse of choice

Read and respond



Research a particular poet Personal responses to poetry Recite familiar poems by heart Personal response and performance