

English Curriculum Overview

READING INTENT

At Northwick Manor, we aspire for pupils to develop a love of reading where they can raise their game and be the best they can be. We teach children the reading skills they need, as well as the opportunities to read a broad range of texts and provide opportunities to develop the skills needed for the 21st Century.

Reading is a priority so that our pupils can fully access the curriculum and have the skills and ambition to apply new skills in different contexts. As soon as pupils start school, children are taught to decode using a systematic synthetic phonics programme. Reading is taught not only in specific reading lessons but across the wider curriculum too. It helps play a key role in ‘knowing more, remembering more and connecting learning.’

We aim to develop a love of reading through adults reading aloud to children across the school community as well as celebrating reading within the school environment through assemblies, displays and libraries. Older pupils ‘buddy’ with younger pupils to share reading experiences on a regular basis. Younger pupils are encouraged to regularly read books which match the sounds they are learning as well as choose books to share and enjoy at home. The phonics books they take home have been carefully sorted to match their phonic development. Our well stocked class and school libraries enable the more independent readers to select a range of reading matter. Recommended reading is shared with the whole school community.

Our phonics programme ensures progression of word reading from the outset and is intended to be a ‘blueprint’ for everyone who supports children in their reading development. Regular professional development plays a key role in ensuring adults know how best to consistently support reading across the school and the advice of ‘reading experts’ is readily available. Pupils understand that they use their phonics knowledge as the first tool when tackling new words in reading but also understand that automatic recognition of whole words is the ultimate goal. Following regular assessments, additional targeted support is provided for certain pupils so they are able to ‘keep up’. By the end of Key Stage One, our children will have developed the resilience to already be successful, fluent decoders.

As pupils progress through the school they continue to develop comprehension about what they are reading. Using quality texts, we aim to provide ambitious models to support reading development and connect learning across the curriculum. Children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way. Pupils are taught how to infer, predict, clarify, question and summarise their understanding as well as how to understand how an author has used language for effect. This supports empowering pupils to have the confidence and ability to work collaboratively and leads to high engagement and enthusiasm.

Children will leave Northwick Manor as confident and competent readers. They can recommend books to their peers and have a thirst for reading a wide range of high-quality texts across the genres. They participate in discussions about books and have an established love of reading for life and a thirst for lifelong learning.

WRITING INTENT

Our aim at Northwick Manor is to encourage children to be independent writers and have the opportunity to write for a range of audiences and purposes across different text types. We aim to combine pupil’s physical development and their transcription skills to develop as writers. Younger pupils are systematically taught the grapheme phoneme correspondence alongside the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts. All pupils use the writing process to help support ‘knowing more, remembering more and to connect learning.’

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality texts (which are often challenging and ambitious) in order for pupils to have high engagement and enthusiasm for their learning. Those texts, used in the development of English, often link to our chosen study periods in History. For example, Year 6: Goodnight Mr Tom dovetails the History strand ‘How did World War II affect life on the home front?’.

We strive for pupils to write clearly, accurately and coherently, adapting their language and style in (and for) a range of contexts, purposes and audiences. They will select vocabulary and grammatical structures that reflect what the writing requires. Using a structured scheme, pupils will be able to use a range of strategies to spell words mostly accurately according to their age.

We constantly strive to create a classroom environment and language rich curriculum where children are exposed to high quality language in varying form in a meaningful, deliberate and engaging way. Pupils are encouraged to be active participants and to have the confidence and ability to work collaboratively with others. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils and children are given many opportunities to rehearse their writing through talk.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit and improve their writing and have the skills needed for a 21st Century World.

N.C. 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.

Key Learning: What will pupils get better at?

There are no specific genres in the National Curriculum so a useful way of thinking about what the children are getting better at is to think of the key areas of writing: ENTERTAIN; INFORM,; PERSUADE AND DISCUSS (the latter 2 being KS2 only)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>Nursery Rhymes (Rhymes) To listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Superheroes (retelling)</p>	<p>Me and You To use full stops, capital letters and finger spaces accurately. To say aloud what they are going to write about. To compose a sentence orally before writing it.</p>	<p>My holiday Developing ability to write a recount in full sentences.</p> <p>Mad Meals Performance poetry- Children develop appreciation for poetry and skills to rehearse</p>	<p>Poetry I Wish, Black Dot, I like to rhyme It Settings Recognising different forms of poetry. Looking at the use of language and performing</p>	<p>Wreck of the Zanzibar – Developing skills for listening to and discussing fiction, including drawing inferences and identifying themes.</p> <p>Sea Turtles - Retrieving and</p>	<p>The Wizard, the Ugly and the Book of Shame Writing to entertain by using a wide range of sentence structures to add interest and use paragraphs to organise ideas into time sequence.</p>	<p>Goodnight Mister Tom Asking questions to improve their understanding. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>

	<p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?</p> <p>Our Bodies/ Funnybones (Labelling) To use and understand recently introduced vocabulary during discussions about stories, non-fiction</p> <p>Changes/ Autumn (labelling a photo) Using a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p>	<p>To sequence sentences to form short narratives</p> <p>Aliens Love Underpants To use adjectives to describe their alien which they designed in Art. To join words and joining clauses using 'and'</p>	<p>and perform poems to add to their meaning.</p> <p>How to wash your woolly mammoth Children discuss sequence of key events- introduce imperative language. Children retell events of familiar story. Children continue from a given point in story and create their own instruction.</p> <p>Smoothies Developing understanding instructional texts and becoming familiar with these. Using imperative verbs and structuring and sequencing own set of instructions.</p>		<p>recording information from non-fiction. Planning, drafting and writing by organising paragraphs around a theme.</p>		<p>Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs.</p>
AUTUMN 2	<p>Bonfire Night/ Fireworks (poetry) Can they use phonic knowledge to write simple regular words</p> <p>Room on the Broom (Writing a sentence) Can they use phonic knowledge to write simple regular words</p> <p>Nursery Rhymes (reading information) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, rhymes</p> <p>Jolly Postman (Sequencing and Writing Cards) Invent, adapt and recount narratives and stories with peers</p> <p>Nativity/ Letters to Santa (Letters to Santa/ Xmas Cards) use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words?</p>	<p>Bonfire Night To identify imperative verbs in a set of instructions. To use imperative verbs in their writing.</p> <p>Paws for Thought To reflect on the feelings of characters. To write in first person and include the personal pronoun 'I' in their writing.</p> <p>Jolly Christmas Postman To use adjectives to describe the new disguise of the wolf.</p>	<p>The Lighthouse Keepers Lunch Children become increasingly familiar with text and can sequence and retell story. Children develop inference and prediction skills when looking at familiar key characters in a text. Children plan, write and edit writing.</p> <p>How to Catch Santa Developing ability to write descriptively (expanded noun phrases). Children plan, rehearse, write and then edit what they have written.</p>	<p>A Text Study –Little Wolf’s Book of Badness Exploring character and key events using settings and language to develop inference</p>	<p>Hidden House reading work – Developing a positive attitude to reading by identifying themes, drawing inferences and making predictions.</p> <p>Dengineers – Planning, drafting, writing and editing their work using fronted adverbials to add detail. and conjunctions to extend sentences.</p> <p>Christmas Poetry – Discussing and understanding different forms of poetry to aid planning for writing their own.</p>	<p>Greek Myths and legends Writing to entertain by using a wide range of sentence structures to add interest, use paragraphs to organise ideas into time sequence</p> <p>Greek Myths- Pandora, Theseus and the Minotaur, Medusa</p> <p>Narrative Poetry Writing to entertain by using detailed descriptions and a range of tenses to indicate changes in timings, sequence The Highwayman</p>	<p>WWII Poetry; Anne Frank Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Explaining and discussing their understanding of what they have read. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs.</p>
SPRING 1	<p>Transport (land, water, air) Mr Gumpy’s Outing (Old and New) Invent, adapt and recount narratives and stories with peers</p> <p>Naughty Bus (Labelling) Can they use phonic knowledge to write simple regular words</p> <p>Duck in a Truck (rhyming) Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words?</p> <p>Whatever Next? Invent, adapt and recount narratives and stories with peers</p>	<p>Barnaby Bear To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Non-Fiction writing To listen and discuss a wide range of non-fiction texts at a level beyond they can read independently.</p>	<p>Limelight Larry Develop stamina to write narratively and for different purposes. Discussion of key characters and making inferences about how they might feel. Use a contrasting non-fiction report on peacocks to look at features.</p> <p>Tin Forest Checking that the text makes sense and discussing new vocabulary and definitions. Children to make inferences about a character based on what is being said and done.</p>	<p>English driven by History Exploring the structure and information within the text Stone Age Boy. Opportunities for discussion. We develop report writing skills, writing in first person, and presenting information</p>	<p>Imaginary Worlds Class Text and Story - Discussing words and phrases that capture the reader’s interest and imagination. Plan, draft, write and edit their writing using rich and varied vocabulary and a range of sentence structures. Divers Daughter Harry Potter</p>	<p>Why the Whales Came Diary writing, description, comprehension and drama Writing to entertain by using detailed descriptions and a wide range of sentence structures adding interest.</p>	<p>Kensuke’s Kingdom Making comparisons within and across books. Predicting what might happen from details stated and implied. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and Using notes where necessary. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p>

	Begin to form simple sentences sometimes using punctuation		Children to develop narrative from a key character's point of view (writing a letter in role)				
SPRING 2	<p>My Mum Can they use phonic knowledge to write simple regular words Begin to form simple sentences sometimes using punctuation?</p> <p>The Great Pet Sale Can they use phonic knowledge to write simple regular words Begin to form simple sentences sometimes using punctuation?</p> <p>Spring Write their own first names and other things such as labels and captions?</p> <p>Easter To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?</p>	<p>Animal Poetry To learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Animal descriptions To use adjectives and a range of conjunctions (and, but and because) in their writing.</p> <p>Pizza To identify imperative verbs in a set of instructions. To use imperative verbs in their writing</p>	<p>Florence and Mary</p> <p>The day the crayons quit Children develop confidence when writing to persuade a key character.</p> <p>Children develop opportunity to develop letter writing skills.</p> <p>The Pirates Next Door Children develop use of inference based on what they already know about a text. They develop confidence when writing a recount. About a key character and then compare and contrast the key text with that of a non-fiction book about pirates.</p>	<p>English driven by History Vikings and Boudicca's Speech Exploring motivational and persuasive writing.</p> <p>We compare the texts Stone Age boy to Asterix in Britain Explore reading for performance and dictionary skills</p>	<p>Non-Fiction Egyptians -Retrieving and recording information from non-fiction. Planning, drafting and writing by organising paragraphs around a theme.</p> <p>Diary Writing - Retrieving and recording information from non-fiction. Planning, drafting and writing using rich and varied vocabulary</p>	<p>Flooding News Reports and Scientific investigation Writing to inform through use of technical vocabulary and effective adverbials – As a result...Due to...For example etc</p> <p>Writing to inform Writing to inform by looking at a variety of genres and identifying features. Journalist writing Explanatory texts Recounts</p> <p>Persuasive writing Letter writing Speeches</p>	<p>The Listeners: stories which make you feel uneasy (Alma) The Plague. Formal styles of writing – David Attenborough Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>
SUMMER 1	<p>Knights and Princesses Can they use phonic knowledge to write simple regular words Begin to form simple sentences sometimes using punctuation</p> <p>Fairytales Can they use phonic knowledge to write simple regular words Begin to form simple sentences sometimes using punctuation</p> <p>Dinosaurs Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words?</p>	<p>Great Fire of London To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To write in first person and include the personal pronoun 'I' in their writing.</p> <p>Local area persuasive writing To use interesting adjectives to make persuade people to visit Worcester To use the conjunction 'because' to explain their reasoning.</p>	<p>Monster machine Children gain confidence when applying description to their writing. Children.</p> <p>Monster Zoo Creating a piece of information writing. Comparing and contrasting Monster Zoo with Monster machine</p> <p>Bob the man in the moon Developing stamina to write narratively.</p>	<p>Little Red Riding Hood Adventure Stories Developing the use of narrative using a familiar story. Writing in the style of a newspaper report building on previous skills.</p>	<p>Explanation Texts- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Non-chronological reports – Understanding what they read by checking that the text makes sense to them. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use conjunctions to extend sentences.</p>	<p>Street Child Writing to discuss by appropriate use of cohesive devices to structure points across paragraphs</p> <p>Writing to describe</p>	<p>Jabberwocky and nonsense poetry; exploring the English language. Learning a wider range of poetry by heart. Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Identifying how language, structure and presentation contribute to meaning.</p>
SUMMER 2	<p>Granny Went to Market To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?</p> <p>My Dad Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words?</p> <p>Minibeasts Write their own first names and other things such as labels and captions?</p>	<p>Fairy-Tales To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far.To become very familiar with fairy tales, retelling them and considering their particular characteristics. To recognise and join in with predictable phrases. To explain clearly their understanding of what is read to them</p>	<p>Deadly 60 Children develop ability to create a script for a short film.</p> <p>Children develop understanding and confidence when using nonfiction texts.</p>	<p>Adventure and Mystery Stories Spy Fox Further developing narrative to explore extended writing techniques and sequencing in a story.</p>	<p>Stories from another culture – Use-'The boy who harnessed the wind' and 'Aisha and the spirit bird' as a class text to understand the compare different cultures from around the world. Write biographies, letters and analyse text for inference and understanding.</p> <p>Poetry – Discussing and understanding different forms of poetry to aid planning for writing their own. Prepare poems to read aloud and perform.</p> <p>Persuasive writing – Life in an Indian city or life in an Indian village. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use conjunctions to extend sentences.</p>	<p>Persuasive writing Adverts Creating a pitch for Dragons Den / New inventions Creating a biased argument</p> <p>Poetry Compare and contrast classical poems</p>	<p>An Introduction to Shakespeare (Macbeth) Retrieving, recording and presenting information from non-fiction. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>