



Curriculum Map: English

Become the best that you can be: for learning, for life, for future success.

INTENT:

Reading is at the heart of our curriculum and our school life. We actively promote reading for pleasure, for knowledge and for purpose. We aim to guide children to become confident, fluent, independent readers who read widely and often, for both pleasure and information. We believe that reading is a fundamental skill for all aspects of life and we are dedicated to promoting a lifelong love of reading in a community that embraces all reading and what it has to offer.

Our English curriculum is designed to be wide, engaging and creative, providing pupils with opportunities to explore a broad range of text types, motivating them to deepen their knowledge and understanding of the world around them, through creativity, critical thinking and challenge.

We believe that English should have speaking and listening at its foundation. Pupils are taught to develop their competence in spoken language and they are invited to be interested and curious with vocabulary and to collect ambitious vocabulary and sentence constructions.

Our English curriculum establishes a clear continuation of skills throughout each year group and the key stage as a whole, taking pupils on a learning journey from Year 3 to Year 6 and supporting them to develop their independence, resilience and reflectiveness in their English work and across the curriculum as a whole.

IMPLEMENTATION

All English units of work are based upon high quality texts which provide pupils with both a mirror of their own lives and a window for them to explore the wider world around them. As a result of this, the pupil's written work is closely tied to high quality texts. The texts chosen link to other curriculum areas to create deeper understanding and connections between their learning.

As we understand the importance of reading for pleasure, class reading sessions take place daily. This story-sharing time is protected within our timetables to allow teachers to read aloud to their classes, solely for enjoyment and to create a community of common stories within classes.

Our teaching staff also regularly read and enjoy children's literature and are able to engage in book chat with pupils.

Each year, some of our Y6 pupils take on the role of Reading Ambassadors and Librarians. These pupils act as reading role models for the rest of the school and promote reading and reading for pleasure throughout the school.

Reading skills are also directly taught as part of our curriculum. Specific taught reading lessons are delivered to enable pupils to look at a particular text in detail and practise the skills they will need in order to make meaning from their reading, to read purposefully to find relevant information in a variety of texts and develop independent research skills.

Our school uses Accelerated Reader as a system to ensure that children are able to read books at an appropriate level and to regularly monitor their progress. Pupils take ownership of their reading journey and, with support from the adults in school, are able to choose from a wide range of books and genres to select those which interest them. After completing each book, pupils take a linked quiz which allows them to recall information from what they have read and to reflect on their reading.

At our school, pupils are given the opportunity to explore many different genres of writing and to create their own independent pieces of writing based on their learning both in their English lessons and across the curriculum.

Pupils develop their independence in writing as they progress through each year of our school. They are taught to edit their own work and to work with peers to edit the work of other pupils. They are provided with support during their writing process through strategies such as: guided investigations of high-quality examples of the relevant text type, development of vocabulary banks and success criteria for each piece of writing.

For each piece of extended writing, pupils are provided with high-quality examples of the relevant text types and are given opportunities to discuss and analyse their features and the techniques which allow them to become successful pieces of writing. Teachers also work with pupils to create pieces of shared writing to support independent writing and to model the skills of drafting and editing.

At the end of each unit of work, pupils will have created an independent text which is then written into their extended writing books as a celebration of their learning that half term.

Our assessment of writing is an ongoing process throughout pupils' writing journeys. Teachers will use on-going assessment to address misconceptions and identify areas where support is needed. Each piece of extended writing is assessed against the skills set out for the relevant year group in the National Curriculum.

Opportunities to increase pupils' vocabulary occur naturally throughout our curriculum and as our pupils' vocabulary increases, it is important that we provide them with opportunities to develop their understanding of the relationships between words and to use the elements of spelling, grammar, punctuation.

Wherever possible, grammar coverage is linked to the text type that the pupils are studying to support their understanding and to allow them to apply their learning.

Spelling is taught weekly using the Read, Write, Inc Spelling Scheme. Pupils have three spelling lessons a week and are given weekly lists of words to learn. We aim to teach spelling in a creative and engaging way to engage the children and promote retention of the spelling rules and patterns that they learn.

IMPACT:

Our pupils can speak eloquently and confidently and express themselves in a broad variety of settings and situations.

Our English curriculum establishes a clear continuation of skills throughout each year group and the key stage as a whole, taking pupils on a learning journey from Year 3 to Year 6 and supporting them to develop their independence and reflectiveness in their English work and across the curriculum as a whole.

Our daily, dedicated story-sharing time builds a sense of community with our classrooms and creates "texts in common" and a shared reading history. Reading aloud also promotes effective engagement with texts and allows pupils to process challenging content, features and vocabulary by giving them access to sophisticated themes and literary language without placing literacy demands on them.

Our pupils are developing into young people who read widely and have a love of reading for pleasure for both information gathering and story enjoyment. They can interrogate and infer from what they read.

Pupils are also able to use writing to communicate to a range of audiences through a variety of genres.

Pupils generally achieve highly in formal assessments and this is consistent throughout the school. Reading scores tend to be higher than those in grammar and writing. Pupils make good progress from their baseline assessments.

Curriculum overview:

The following overview has been adapted from the Literary Curriculum scheme of work for each year group.

	Autumn	Spring	Summer
Year 3	Fantasy Narrative Historical Narrative Explanation Text	Mystery Narrative Non-Chronological Report Extended Narrative	Biography Adventure Narrative Own Version Narrative
Year 4	Sequel Stories Playscript Mythical Narrative	Information Text Retellings (alternative perspective) Formal Letters	Newspaper Reports Persuasive Writing Nonsense Poetry
Year 5	Science Fiction Narrative Explanation Text Legend Narrative	Non-Chronological Report Persuasive Writing Extended Narrative	Explanation Text Memoir Biography
Year 6	<i>Fantasy Narrative (Transition Unit)</i> Extended Narrative Newspaper Report Biography	Own Version Narrative (with flashback) Sequel Story Analytical Essay	Balanced Discussion Historical Narrative Instructions

Core Texts:

	Autumn	Spring	Summer
Year 3	<i>Leon and the Place Between</i> - Angela Mcallister <i>The First Drawing</i> - Mordicai Gerstein <i>Until I Met Dudley</i> - Roger McGough	<i>Flotsam</i> - David Wiesner <i>Cloud Tea Monkeys</i> - Mal Peet <i>The Last Garden</i> - Rachel Ip	<i>The Story of Tutankhamun</i> - Patricia Cleveland-Peck <i>The Legend of Sally Jones</i> - Jakob Wegelius <i>Cinderella of the Nile</i> - Beverley Naidoo
Year 4	<i>FARThER</i> - Grahame Baker-Smith <i>The Tempest</i> - William Shakespeare <i>Percy Jackson and the Lightning Thief</i> - Rick Riordan	<i>Weslandia</i> - Paul Fleischman <i>Odd and the Frost Giants</i> - Neil Gaiman <i>The Pied Piper of Hamelin</i> - Michael Morpurgo	<i>Newspaper Reports</i> <i>The Tin Forest</i> - Helen Ward <i>Jabberwocky</i> - illustrated by Joel Stewart
Year 5	<i>Robot Girl</i> - Malorie Blackman <i>Varmints</i> - Helen Brown <i>Beowulf</i> - Michael Morpurgo	<i>The Matchbox Diary</i> - Paul Fleischman <i>Windrush Child</i> - Benjamin Zephaniah <i>High Rise Mystery</i> - Sharna Jackson	<i>Curiosity: The Story of a Mars Rover</i> - Markus Motum <i>Hidden Figures</i> - Margot Lee Shetterly <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> - Rob Sanders
Year 6	<i>Cirque du Freak</i> - Darren Shan <i>The Arrival</i> - Shaun Tan <i>Shackleton's Journey</i> - William Grill <i>The Who Walked Between the Towers</i> - Mordicai Gerstein	<i>Boy in the Tower</i> - Polly Ho-Yen <i>The Promise</i> - Nicola Davies <i>The Rain Player</i> - David Wisniewski	<i>The Last Bear</i> - Hannah Gold <i>The Lion and the Unicorn</i> - Shirley Hughes <i>The Strange Case of the Origami Yoda</i> - Tom Angleberger