

## English Intent


English is a vital skill which unlocks children's learning. It provides the children with the crucial knowledge, skills and understanding to make sense of their learning. It is our intent to develop children who:


- are able to communicate clearly in both written and spoken form for a range of different purposes and contexts
- read fluently for pleasure and to inform their learning.

We will expose our children to a wide range of vocabulary so that they able to develop their spoken and written language and communication.

We want our children to be enthusiastic writers. We will do this by giving the children the crucial knowledge they need so they can write confidently with accuracy and for a range of different purposes. This crucial knowledge has been selected to allow the children to be able to build and recap on essential learning from our EYFS all the way up to KS2.

We want our children to be passionate about reading. We want them to read for pleasure and make choices about their own reading, We will do this by exposing them to high quality texts in the classroom and through a range of reading opportunities.

	English Writing Curriculum			
	Writing to <b>entertain</b>	Writing to <b>inform</b>	Writing to <b>persuade</b>	Writing to <b>discuss</b>
KS1 (Years 1 and 2)	Description Story Poetry	Instruction (Y2) Non-chronological Report Recount		
LKS2 (Years 3 and 4)	Description Narrative Poetry	Recount/ Biography Explanation Newspaper (Y4) Instruction (Y3) Report/Information text	Advert Letter Poster	
UKS2 (Years 5 and 6)	Description Narrative Poetry	Biography Essay Newspaper Report/ Information text Explanation	Letter Speech Campaign	Balanced Argument Newspaper article Review

	Year 1					
	Term 1		Term 2		Term 3	
<b>Crucial Knowledge Reading</b>	Phonics, digraph, trigraph, high frequency words (HFW), common exception words (CEW), Word, letter, vowel, consonant, text, non-fiction, fiction, rhyme, verse, fluency, find and copy, who, when, where, what					
<b>Crucial Knowledge Writing</b>	Capital letters Lower case letters Finger spaces Full stop Word Phrase Alphabet	<b>Revise and embed all previous learning</b> Noun Verb Sentence Describing words	<b>Revise and embed all previous learning</b> conjunction (and)  Describing words	<b>Revise and embed all previous learning</b> Conjunction (and, but) vowel consonant fluency	<b>Revise and embed all previous learning</b> fluency	<b>Revise and embed all previous learning</b> rhyme verse fluency
<b>Text</b>	<b>Entertain Well – Loved Stories</b> Owl Babies The Tiger who came to Tea Dogger  <b>WCR:</b> Owl Babies Dogger  <b>Entertain - Poetry</b> Acrostics and list poems	<b>Entertain Traditional tales:</b> The Three Little Pigs Little Red Riding Hood Charlie Cook's favourite Book  <b>WCR:</b> The Three Little Pigs Little Red Riding Hood  <b>Entertain - Poetry</b> Performance Poetry	<b>Entertain Traditional Tales:</b> Jack and the Beanstalk The Jolly Postman Mr Wolf's Pancakes  <b>WCR:</b> Jack and the Beanstalk  <b>Entertain - Poetry</b> Free verse	<b>Entertain Well- Loved Stories</b> A Quiet Night In Peace at Last A Squash and A squeeze The Lost homework Jamela's Dress <b>WCR:</b> A squash and a squeeze Farmer Duck  <b>Inform:</b> Non- fiction recount	<b>Entertain Contemporary Picture Books:</b> Toys in Space The Elephant and the Bad Baby Supertato Lost and Found Stuck <b>WCR:</b> Some Dogs Do Supertato The Elephant and the Bad Baby Lost and Found  <b>Entertain - Poetry Riddles</b>	<b>Adventure/Poetry: Entertain</b> Katie Morag The Lighthouse Keeper's new friend Silly Billy I will not ever never eat a tomato There was an old lady who swallowed a fly <b>WCR:</b> Open very carefully: A book with bite  <b>Inform: Non- fiction Instructions</b>

					<b>Inform: Non-fiction recount</b>	
<b>Spelling</b>	<b>Jolly Phonics</b>	<b>Jolly Phonics</b>	<b>Jolly Phonics</b>	<b>Jolly Phonics</b>	<b>Jolly Phonics</b>	<b>Jolly Phonics</b>
<b>Outcomes Writing</b>	<ul style="list-style-type: none"> <li>• Write simple sentences</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that contain a noun and a verb.</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> <li>• Use capital letters for names and for 'I'</li> <li>• Start to use describing words</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that contain a noun and a verb.</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> <li>• Use capital letters for names and for 'I'</li> <li>• Start to use describing words</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that contain a noun and a verb.</li> <li>• Join simple sentences using and, but</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> <li>• Use capital letters for names and for 'I'</li> <li>• Use describing words</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that contain a noun and a verb.</li> <li>• Join simple sentences using and, so, but</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> <li>• Use capital letters for names and for 'I'</li> <li>• Use describing words</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that contain a noun and a verb.</li> <li>• Join simple sentences using and, so, but</li> <li>• Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence.</li> <li>• Use capital letters for names and for 'I'</li> <li>• Use describing words</li> </ul>
<b>Possible Activities</b>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories</li> <li>• sequence stories,</li> <li>• labels and captions</li> <li>• Write simple sentences independently</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories,</li> <li>• sequence stories</li> <li>• labels and captions</li> <li>• write a simple phrase,</li> <li>• character description,</li> <li>• Write simple sentences independently</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories</li> <li>• sequence stories</li> <li>• character description</li> <li>• Write simple sentences independently</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories</li> <li>• sequence stories</li> <li>• character description</li> <li>• write sentences using and, so, but</li> </ul> <b>Non Fiction:</b> <ul style="list-style-type: none"> <li>• simple recount</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories</li> <li>• sequence stories</li> <li>• character description</li> <li>• write sentences using and, so, but</li> <li>• <b>Non Fiction:</b> simple recount</li> <li>• Facts about animals</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>• retell stories</li> <li>• sequence stories</li> <li>• character description</li> <li>• write sentences using and, so, but</li> <li>• <b>Non Fiction:</b> simple recount</li> <li>• Facts about animals</li> </ul>

						• Simple Instructions
<b>Outcomes Reading</b>	<ul style="list-style-type: none"> <li>• Apply 'phonics' to all the letters and combination of letters (phase 5) * To blend letter sounds and read aloud phonetically</li> <li>• Read Year 1 common exception words accurately * Re-read books to build up fluency and confidence</li> <li>• To understand what is read by you and others * Tell someone a story that you have read * know common fairy stories and traditional tales</li> </ul> <p>*Use the pictures to help understanding * Join in with repeated phrases * Take turns to read and to listen to others reading * Remember the meaning of some new words * Read poems and remember some of them * Start to say what you think will happen next.</p>					

**Alternative, Recommended Texts/ Suggestions for DEAR and VIPERS**

Contemporary Picture books (4 x 1-2 weeks)	Classic Tales (4 x 1-2 weeks)	Well- loved stories (4 x 1-2 weeks)
Oh No, George! - Chris Haughton Oi Frog and Oi Dog – Kes Gray and Jim Field Open Very Carefully – Nick Bromley Puffin Peter – Petr Horacek The Crocodile who Didn't Like Water – Gemma Merino A Friend for Little Bear – Harry Horse Astro Girl – Ken Wilson – Max Julian is a Mermaid – Jessica Love The Sea Saw – Tom Percival Billy and the Beast – Nadia Shireen	Little Red Riding Hood Goldilocks and the Three Bears The Gingerbreadman The Billy Goats Gruff The Magic Porridge Pot Cinderella Snow White Hansel and Gretel Good Little Wolf – Nadia Shireen The Wolf's Story – Toby Forward	The Very Hungry Caterpillar- Eric Carle Where the Wild Things Are – Maurice Sendk We're Going on a Bear Hunt – Michael Rosen The Tiger Who Came to Tea – Judith Kerr Not Now, Bernard – David Mckee Would You Rather – John Burningham Rosie's Walk – Pat Hutchins Mr Grumpy's Outing – John Burningham Hairy Maclary – Lynley Dodd

