

## 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 communicate.

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 knowledge has been created 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 2**

**Term 1**

**Term 2**

**Term 3**

**Crucial Knowledge Reading**

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

**Crucial Knowledge Writing**

- Punctuation - Capital letters, I, finger spaces, full stops,
- noun, verb, adjective,
- and, but
- Statements Past/present tense

**Revise and embed all previous learning**

- question marks
- because, so
- questions

**Revise and embed all previous learning**

- Subordination (using when, if, that, because)
- Co-ordination (using or, but)
- Commas in a list

**Revise and embed all previous learning**

- exclamation marks
- exclamation,

**Revise and embed all previous learning**

- Commands
- Apostrophes – when missing out letters or to show it belongs to something

**Revise and embed all previous learning**

**Text**

**Entertain Familiar Settings/ Traditional Tales:**

Who's Afraid of the Big Bad Book?  
The man who wore all his clothes  
Cinderella's sisters and the Big Bad Wolf  
The Proudest Blue

WCR  
On the Way Home

The Smeds and The Smoos

**Entertain Traditional Tales:**

The Three Little Pigs  
The Real story of The Three Little Pigs  
Jim and the Beanstalk  
After the fall

**Entertain – Poetry**  
Free verse

WCR  
The Three Wolves and the big bad pig

Prince Cinders

**Entertain Stories by the same author:**

Grandad's Island  
On Sudden Hill  
The Incredible Book eating Boy

**Entertain – Poetry**  
Repeating Patterns

WCR  
Here we are  
Lubna and Pebble

**Entertain Extended Stories:**

Meerkat Mail  
Vlad and the Great Fire of London  
The Invisible  
*The Boy who climbed into the moon*

**Inform Non fiction**

WCR  
The Ugly Five  
How to hide a Lion  
Vlad and The Great Fire of London

Non fiction

**Entertain/ Inform Stories by the same author:**

Diary of a killer cat  
Care of Henry  
Fantastic Mr Fox

**Inform Non fiction**

**Entertain – Poetry**  
Shape and diamante poems

WCR  
How to hide a lion at school  
Non fiction

**Entertain/ Inform Extended Stories/Poetry:**

The Tear Thief  
George's Marvellous Medicine

*A Shame to Miss*

**Inform Non fiction**

**Entertain – Poetry**  
Performance

WCR  
Dragon Poems  
Poetry

<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Silent letters ( kn, gn,wr)</li> <li>• Sound s spelt c,</li> <li>• sound j spelt with -dge and ge,</li> <li>• sound j,</li> <li>• CEW</li> </ul>	<ul style="list-style-type: none"> <li>• Sound l, sound igh</li> <li>• adding ies as plural,</li> </ul>	<ul style="list-style-type: none"> <li>• ed,er,est,</li> <li>• adding ing,</li> <li>• sound or spelt a</li> <li>• CEW</li> </ul>	<ul style="list-style-type: none"> <li>• Sound u spelt with o</li> <li>• sound ee spelt with ey</li> <li>• o sound spelt with a</li> <li>• stressed er spelt with or</li> <li>• sound zh</li> <li>• CEW</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes ment, ness, ful, less, ly, tion</li> <li>• Contractions</li> <li>• Apostrophes</li> <li>• CEW</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• months of year</li> <li>• time,</li> </ul>
<b>Additional GPS</b>	<ul style="list-style-type: none"> <li>• Progressive form of verbs</li> </ul>					
<b>Outcomes Writing</b>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops,</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops, question marks,</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops, question marks,</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> <li>• Use commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops, question marks, exclamation marks</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> <li>• Use commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops, question marks, exclamation marks</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> <li>• Use commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Use: capital letters, full stops, question marks, exclamation marks</li> <li>• Use adjectives to add description</li> <li>• Use present and past tense in your writing</li> <li>• Use commas in a list</li> </ul>
<b>Possible Activities</b>	<p><b>Fiction:</b></p> <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>	<p><b>Fiction:</b></p> <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>• write questions</li> </ul>	<p><b>Fiction:</b></p> <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, because,</li> <li>• write questions</li> </ul>	<p><b>Fiction:</b></p> <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, because</li> <li>• write questions</li> <li>• exclamations</li> <li>• letter</li> <li>• recount</li> </ul> <p><b>Non Fiction:</b></p>	<p><b>Fiction:</b></p> <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, because</li> <li>• write questions</li> <li>• exclamations</li> <li>• commas</li> <li>• letter</li> <li>• recount</li> </ul>	<p><b>Fiction:</b></p> <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, because</li> <li>• write questions</li> <li>• exclamations</li> <li>• letter</li> <li>• diary</li> <li>• recount</li> </ul>

				<ul style="list-style-type: none"> <li>facts about animals</li> </ul>		<b>Poetry:</b> <ul style="list-style-type: none"> <li>A Shame to miss</li> </ul>
<b>Outcomes Reading</b>	<ul style="list-style-type: none"> <li>Apply spelling patterns and start to recognise whole words (phase 6 phonics)</li> <li>Make sure phonics knowledge is secure*Read most words accurately without obvious blending</li> <li>Read aloud sounding out unfamiliar words (use your phonics to help) *Re-read books to improve fluency and confidence</li> <li>Read fluently more than 90 words per minute from reading book</li> <li>Understand what is read and correct reading if there are mistakes</li> </ul> <p>Talk about what you are reading, have been read and listened to being read *Read a range of non-fiction books with different layouts</p>					

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

Picture books (3 x 1-2 weeks)	Classic Tales (3 x 1-2 weeks)	Well- Known Authors (2 x 2 weeks)	Extended Narratives
Courtney – John Burningham The Selfish Crocodile – Faustin Charles The Jolly Postman – Janet and Alan Ahlberg The Forest Child – Richard Edwards Beegu – Alexis Deacon Traction Man is Here – Mini Grey We Are Water Protectors – Carole Lindstrom The Great Fire of London – Emma Adams and James Weston	Stories from Faiy Tales – Berlie Doherty Stories from A River of Stories – Alice Curry and Jan Pienkowski Dragon Mountain – Tim Vyrer The Brave Sister – Fiona Walters Selkie – Gillian McClure	Anthony Brown Shirley Hughes Janet and Alan Ahlberg Quentin Blake John Burningham Mini Grey	Flat Stanley – Jeff Brown Mango and Bambang – Polly Faber and Clara Vulliamy Pugs of the Frozen North – Philip Reeve and Sarah McIntyre The Twits – Roald Dahl