

## English Intent

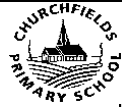
English is a vital skill which unlocks children's learning. It provides the children with the crucial knowledge, skills and understanding to make sense of their learning. It is our intent to develop children who:


- 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 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 3					
	Term 1		Term 2		Term 3	
Crucial Knowledge Reading	<b>Recap</b> <b>year 1:</b> Phonics, digraph, trigraph, split digraph, high frequency words (HFW), common exception words (CEW), Word, letter, vowel, consonant, text, title, author, illustrator, poet, non-fiction, fiction, rhyme, verse, fluency, question, exclamation, find and copy, who, when, where, what, why <b>Year 2:</b> Vocabulary, dictionary, genre, comprehension, heading, sub-heading, glossary, index, compare, true, false, infer, sequence, predict <b>Year 3:</b> expression, skim, scan, retrieve, explain,					
Crucial Knowledge Writing	<b>RECAP Year 2</b> Noun phrase Sentence Question Exclamation Comma Past tense Present tense	<b>Embed and revise all previous learning</b>  Conjunctions co-ordinating and subordinating  Apostrophe	<b>Embed and revise all previous learning</b>  Adverbs  Prepositions  Paragraphs	<b>Embed and revise all previous learning</b>  Tenses – simple past and present perfect  Inverted commas	<b>Embed and revise all previous learning</b>  Nouns – collective and abstract  Determiner  Fronted adverbials	<b>Embed and revise all previous learning</b>  Prefixes – super-, anti-, auto-, sub-, inter-
Text	<b>PSHE</b> My Many Coloured Days / Ruby's Worry  <b>Entertain: Well- loved tales</b> The Worst Witch  <b>Picture Book</b> The Tunnel  <b>Entertain:</b>	<b>Non Fiction:</b> Stone Age boy  <b>Entertain: Picture Book</b> The First Drawing  <b>Film Narrative</b> Literacy Shed – Treasure  <b>Entertain Poetry:</b> Performance poetry	<b>Entertain: Narrative</b> The Firework Maker's daughter  <b>Entertain: Narrative</b> The Wild Robot  <b>Inform Non-fiction: Recount/instructions/ Explanation/Report</b>  <b>Entertain Poetry</b> Quentin the squirrel	<b>Persuade Non-fiction –</b> The Little Shoemaker – Literacy Shed  <b>Film narrative</b> Ruckus  <b>Entertain: Non-Narrative</b> The Boy Who Grew Dragons  <b>Entertain: Well- loved tales</b> The Twits	<b>Entertain: Picture Book</b> The Tin Forest  <b>Entertain: Picture Book:</b> A child's garden: a story of hope  <b>Entertain: Playscript</b> Bombs and Blackberries  <b>Non fiction</b> Recount	<b>Entertain:</b> The Ancient Egypt Sleepover  <b>Entertain: Traditional Tale</b> Cinderella of the Nile  <b>Entertain: Narrative</b> The boy who biked the world

	Mouse, Bird, Snake, Wolf			<b>Entertain:</b> <b>Poetry</b> Chocolate poetry  <b>WCR</b> Greek myths		
<b>Spelling</b>	Long /e/sound Words spelt with ear – earth, early; homophones and near homophones	-ly suffix; statutory spellings	Short /i/ spely 'y' -er, -ed, -ing; negative meanings using mis-,dis-; /k/ ssound spelt 'ch'	Homophones and near homophones; prefix bi- and re-; /g/ sound spelt 'gue' and /k/ sound spelt 'que'; /sh/ sound spelt 'ch'; statutory spelling words	Words ending in -ary; short /u/ sound; word families;	Suffix -al; /zhuh/ sound; /chuh/ sound; silent letters
<b>GPS Additional GPS</b>	Determiners			Speech	Paragraph  Narrative voice	Word families
<b>Outcomes Writing</b>	<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>	Recap and consolidate  <ul style="list-style-type: none"> <li>•Use a wider variety of conjunctions: when, if, that, because, or, and, but, before, after, while</li> <li>•Apostrophes for possession and contraction</li> </ul>	Recap and consolidate  <ul style="list-style-type: none"> <li>•Use words to show time: then, next, soon, before, after, during</li> <li>•Use adverbs within writing</li> <li>•Use prepositions in writing</li> <li>•Write in paragraphs</li> </ul>	Recap and consolidate  <ul style="list-style-type: none"> <li>•Use a wider range of adjectives to add impact to your description</li> <li>•Use inverted commas to show what someone is saying</li> </ul>	Recap and consolidate  <ul style="list-style-type: none"> <li>•Write in 1<sup>st</sup> person (I), 2<sup>nd</sup> person (you) and third person (he, she or they)</li> <li>•Use correct verbs with all the above points</li> <li>•Identify determiners</li> <li>•Use fronted adverbials within writing</li> </ul>	Recap and consolidate  <ul style="list-style-type: none"> <li>•Write in 1<sup>st</sup> person (I), 2<sup>nd</sup> person (you) and third person (he, she or they)</li> <li>•Use correct verbs with all the above points</li> </ul>

	<ul style="list-style-type: none"> <li>• Write different kinds of sentences: statement, question, exclamation, command</li> </ul>					
<b>Possible Activities</b>	<p>Narrative description</p> <p>Diary</p>	<p>Narrative description</p> <p>New story ending</p> <p>Information writing</p> <p>Poetry performance</p>	<p>Character descriptions</p> <p>New chapter</p> <p>Adventure story</p> <p>Oral retelling of tale</p>	<p>Information writing</p> <p>Direct speech</p> <p>Persuasive writing – advert or letter</p> <p>Character descriptions</p>	<p>Recount</p> <p>Retell a story</p> <p>Playscript (performance)</p> <p>Information writing</p> <p>Diary entries</p>	<p>Setting description</p> <p>Diary entry</p> <p>Retell traditional tale</p> <p>Narrative adventure story</p>
<b>Outcomes Reading</b>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to decode words quickly and accurately</li> <li>• Know a range of prefixes and suffixes and be able to read them aloud</li> </ul> <p>Read Year 3 common exception words</p> <ul style="list-style-type: none"> <li>• Understand the texts read and ask questions to help understanding</li> <li>• Explain the meaning of words in the texts read and summarise in your own words what you have read</li> <li>• Start to experience a wider range of books, including fiction, non-fiction, poetry and plays – either reading to yourself or listening to others reading</li> <li>• Find information from the texts which you have read</li> </ul> <p>Use a dictionary to check meaning of words</p>					

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

Picture Books and Graphic Novels	Non Fiction	Narrative	Traditional Tales/Myths/Legends	Well Loved Tales
Mouse Bird Snake Wolf – David Almond  Into the Forest – Anthony Browne  The Proudest Blue – Ibthaj Muhammad  Stone Age Boy – Satoshi Kitamura  Wolves in the Walls – Neil Gaiman	Little Leaders: Bold Women in Black History – Vashti Harrison  Child of St Kilda – Beth Waters  The Pebble in My Pocket. A History of Our Earth- Meredith Hooper	Fortunately the Milk...-Neil Gaiman  Oliver and the Seawigs – Philip Reeve  The Boy Who Grew Dragons – Andy Shepherd  Sam Wu is not Afraid of Ghosts - Kevin and Katie Tsang  Planet Omar: Accidental Trouble Magnet – Zanib Mian  Arthur and the Golden Rope – Joe Todd-Stanton  The BFG – Roald Dahl	Tales of Wisdom and Wonder – Hugh Lupton  Koshka's Tales. Stories from Russia – James Mayhew  African Tales – Gcina Mhlophe  Classic Fairy Tales – Berlie Doherty	Emil and the Detectives – Erich Kastner  Pippi Longstocking – Astrid Lindgren  A Midsummer Night's Dream – Shakespeare (simplified)

**Useful Websites:**

**Classroom secrets**

Some free resources useful for GPS

<https://classroomsecrets.co.uk>

**Literacy Shed Plus (school membership)**

Discussion questions and planning ideas for a range of texts and short films. Age appropriate comprehension activities

<https://www.literacyshedplus.com/en-gb/>

username: s690

password: wildark47

**CLPE (Centre for Literacy in Primary Education)**

Information and research into all aspects of English teaching. Lists of suggested Core Books for each Key Stage. Some free resources

<https://clpe.org.uk/>

**Twinkl**

Spelling resources for each year group

<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-english-primary-teaching-resources/planit-english-primary-teaching-resources-spelling>

**The Teach Hub**

Range of resources including planning for Whole Class Reading available to purchase

<https://theteachhub.co.uk/>

**Grammarsaurus (school Subscription)**

Range of resources for reading, writing and GPS

<https://grammarsaurus.co.uk/portal/>

Username - Churchfields123

Password - Churchfields123\*