

## 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**

Phonics, digraph, trigraph, high frequency words (HFW), common exception words (CEW), Word, Letter, vowel, consonant, vocabulary, Text, dictionary, genre, rhyme, verse, fiction, non-fiction, true, false, fluency, expression, find and copy, comprehension, who, When, where, what, how, why, skim, scan, retrieve, explain

**Crucial Knowledge Writing**

<p><b>RECAP Year 2</b> Noun phrase Sentence Question Explanation Comma Apostrophe tense</p>	<p><b>Embed and revise all previous learning</b>  Conjunctions co-ordinating and subordinating</p>	<p><b>Embed and revise all previous learning</b>  Adverbs  preposition</p>	<p><b>Embed and revise all previous learning</b>  Tenses – simple past and present perfect  Inverted commas</p>	<p><b>Embed and revise all previous learning</b>  Nouns – collective and abstract</p>	<p><b>Embed and revise all previous learning</b>  Prefixes – super-, anti-, auto-, sub-, inter-</p>
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**Text**

<p><b>PSHE</b> My Many Coloured Days</p> <p><b>Entertain: Well-loved tales</b> The Iron Man/ The Worst Witch</p> <p><b>IFilm Narrative</b> Literacy Shed – Treasure</p> <p><b>Entertain: Playscript</b> Bombs and Blackberries</p>	<p><b>Inform: Non fiction -</b> The Street Beneath my Feet</p> <p><b>Entertain: Picture Book</b> The First Drawing</p> <p><b>Inform Non-Fiction</b> Mary Anning-biography Dinosaurs</p> <p><b>Entertain Poetry –</b> performance</p>	<p><b>Entertain: Narrative</b> The Firework Maker's daughter</p> <p><b>persuade Non-fiction –</b> The Little Shoemaker – Literacy Shed</p> <p><b>Entertain: Non-Narrative</b> The Boy Who Grew Dragons</p> <p><b>Entertain Poetry</b> Limericks and Clerihews</p>	<p><b>Entertain: Classic Narrative/ Traditional Tales</b> The Odyssey: The Adventures of Odysseus Theseus and the Minotaur</p> <p><b>Entertain: Poetry</b> Kennings and Quatrains (relate to Greek myths)</p> <p><b>Entertain: Picture Book:</b> Journey</p> <p><b>Inform</b></p>	<p><b>inform Non-fiction - Recount/instructions/ Explanation/report</b></p> <p><b>Entertain: Picture Book</b> A child's garden a story of hope/ The Tin Forest/ The Promise</p> <p><b>Entertain: Narrative</b> The Wild Robot/ Madame PampleMousse</p> <p><b>Entertain: Poetry</b> Free Verse:</p>	<p><b>Entertain: Film Narrative</b> Tadeo Jones-literacy shed</p> <p><b>Entertain: Traditional Tale</b> Cinderella of the Nile/Egyptian Cinderella</p> <p><b>Entertain: Poetry</b> Question and Answer poems</p>
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	<b>Entertain: Poetry</b> The Hippocrump			<b>Non-fiction: Recount/instructions/ Explanation/Report</b>	If Cats had Flavoured Fur Wide Open	<b>Persuade Non-fiction</b> Advert Poster letter
<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>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 Use commas in a list</li> <li>•Write different kinds of sentences:</li> </ul>	<p>Recap and consolidate</p> <ul style="list-style-type: none"> <li>•Use a wider variety of conjunctions: when, if, that, because, or, and, but, before, after, while</li> </ul>	<p>Recap and consolidate</p> <ul style="list-style-type: none"> <li>•Use words to show time: then, next, soon, before, after, during</li> </ul>	<p>Recap and consolidate</p> <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>	<p>Recap and consolidate</p> <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>	<p>Recap and consolidate</p> <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>

	statement, question, exclamation, command					
<b>Possible Activities</b>	Narrative description  Instructions/ recipe  Retell a story Playscript (performance)  diary	Narrative description  New story ending  Information writing  Poetry performance	Character descriptions  New chapter  Adventure story:  Persuasive writing – advert or letter	Narrative adventure story  Information writing  Direct speech  Oral retelling of traditional tale	Innovate/retell Narrative  Persuasive advert  Information writing	Setting description  Diary entry  Persuasive writing – advert or letter
<b>Crucial Knowledge Reading</b>	Letter, vowel, consonant, word, phonics, digraph, trigraph, high frequency words (HFW), common exception words (CEW), vocabulary, text, dictionary, genre, rhyme, verse, fiction, non-fiction, true, false, fluency, expression, find and copy, comprehension, who, when, where, what, how, why, skim, scan, retrieve, explain					
<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> Read Year 3 common exception words <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> Use a dictionary to check meaning of words					

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

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