

## 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 4**

**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>Revise and embed from Y3:</b> Determiners – a, an, the Clauses Conjunctions Adverbs Prepositions Speech Tenses – past, present, present perfect Paragraphs adverbs</p>	<p><b>Revise and embed all previous learning</b>  Fronted adverbials  commas</p>	<p><b>Revise and embed all previous learning</b>  Apostrophe for plural possession  Inverted commas</p>	<p><b>Revise and embed all previous learning</b>  Speech punctuation  Suffixes: -sure, -ture, -cher, -ation, -sion, -ssion, cian, -tion</p>	<p><b>Revise and embed all previous learning</b>  Noun Phrases</p>	<p><b>Revise and embed all previous learning</b></p>
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**Text**

<p><b>Entertain: Narrative Text</b> The Miraculous Journey of Edward Tulane <b>Into the Volcano</b>  <b>Entertain: Picture Book</b> Instructions – Neil Gaiman Fungus the Bogeyman - Raymond Briggs</p>	<p><b>Inform: Non-Fiction</b>  <b>Entertain: Well Loved Narrative</b> A Christmas Carol , (BBC schools radio/Marcia Williams versions)Charlotte 's Web, The Wind in the Willows  <b>Entertain:</b></p>	<p><b>Entertain: Narrative Text</b> I Was a Rat – Philip Pullman author focus  <b>Entertain: Film Narrative</b> Ride of Passage – Literacy Shed  <b>Inform Non- fiction Recount/explanation / Newspaper/report</b></p>	<p><b>Entertain/ Inform Picture Book</b> Until I met Dudley  <b>Entertain: Traditional Tale</b> Aladdin and the Enchanted Lamp  <b>Entertain: Poetry</b> Haikus, Tankas and Cinquains  <b>Inform Non- fiction</b></p>	<p><b>Entertain: Well Loved Narrative</b> Emil and the Detectives The BFG A Midsummer Night's Dream  <b>Entertain Traditional Tale</b> Beowulf  <b>persuade Non-fiction -</b></p>	<p><b>Inform Non- fiction Recount/ explanation/ Newspaper/ report</b>  <b>Entertain: Narrative Text</b> The Nothing to See Here Hotel Journey to the River Sea The Explorer</p>
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	<b>Inform: Non-fiction Recount/explanation/ Newspaper/ report</b>	<b>Poetry</b> Free Verse The Water in the Glass Some other Names for Rain  <b>persuade Non-fiction -</b>		<b>Recount/explanation / Newspaper/ report</b>		<b>Entertain: Poetry</b> Simile and Metaphor
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• /aw/ spelt augh and au</li> <li>• prefix in-, im-, il-, ir-;</li> <li>• homophones and near homophones;</li> <li>• /shun/ spelt 'sion'</li> </ul>	<ul style="list-style-type: none"> <li>• /shun/ spelt sion, ssion, tion, cian; 'ough';</li> <li>• statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near homophones;</li> <li>• -ation;</li> <li>• sub- and super-;</li> <li>• plural possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>• /s/ sound spelt 'sc'</li> <li>• soft c</li> <li>• word families</li> <li>• statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes inter-, anti-, auto-, ex-, non-;</li> <li>• words ending -ar, -er</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix –ous;</li> <li>• adverbs of frequency or possibility</li> <li>• adverbials of manner</li> </ul>
<b>Additional GPS</b>	Pronouns				Standard English  Paragraphs	
<b>Outcomes Writing</b>	<ul style="list-style-type: none"> <li>• Start some of your sentences with an adverb</li> <li>• Use pronouns to avoid repeating yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Vary sentence structures by using different openers</li> <li>• Start some of your sentences with an adverb</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophe for plural possessions and for contracted words</li> <li>• Vary sentence structures by using different openers</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophe for plural possessions and for contracted words</li> <li>• Vary sentence structures by using different openers</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophe for plural possessions and for contracted words</li> </ul>	Recap and consolidate

		<ul style="list-style-type: none"> <li>• Use pronouns to avoid repeating yourself</li> <li>• Use commas after fronted adverbs and adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Start some of your sentences with an adverb</li> <li>• Use pronouns to avoid repeating yourself</li> <li>• Use commas after fronted adverbs and adverbials</li> <li>• Use inverted commas and other punctuation to show what someone says</li> </ul>	<ul style="list-style-type: none"> <li>• Start some of your sentences with an adverb</li> <li>• Use phrases with adjectives</li> <li>• Use pronouns to avoid repeating yourself</li> <li>• Use commas after fronted adverbs and adverbials</li> <li>• Use inverted commas and other punctuation to show what someone says</li> </ul>	<ul style="list-style-type: none"> <li>• Vary sentence structures by using different openers</li> <li>• Start some of your sentences with an adverb</li> <li>• Use phrases with adjectives</li> <li>• Use pronouns to avoid repeating yourself</li> <li>• Use commas after fronted adverbs and adverbials</li> <li>• Use inverted commas and other punctuation to show what someone says</li> </ul>	
<b>Possible Activities</b>	<p>*Narrative: story writing, description</p> <p>*Information writing</p> <p>Retell a story</p>	<p>Persuasive writing</p> <p>Instruction writing</p> <p>Letter writing for War Week</p> <p>Writing in role of character</p> <p>Poem and performance of learned poem</p>	<p>Story writing</p> <p>Character or setting descriptions</p> <p>New chapter/alternative ending</p> <p>Information writing</p>	<p>Information writing</p> <p>Oral retelling of traditional tale</p> <p>Modern retelling</p> <p>Poetry</p>	<p>Persuasive writing – letter, advert, poster</p> <p>Descriptive writing</p> <p>Story writing</p>	<p>Retelling of a traditional tale</p> <p>Information writing</p> <p>Poetry</p> <p>Narrative writing</p>
<b>Outcomes Reading</b>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to decode words quickly and accurately</li> <li>• * Know wider range of prefixes, suffixes and root words</li> <li>• Read Year 4 common exception words *Understand what you are reading and be able to explain the meaning of the words used</li> </ul>					

	<ul style="list-style-type: none"> <li>• Ask questions based on your reading *Identify the main themes from a text which are longer than one paragraph</li> <li>Experience a wider range of books, both by reading and by listening to them; including: a range of fiction, plays, poetry, non-fiction and reference *Take part in discussions about books by speaking and listening *Find information from the texts which you have read</li> </ul>
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**Alternative, Recommended Texts/ Suggestions for DEAR and VIPERS**

Picture Books and Graphic Novels	Non Fiction	Narrative	Traditional Tales/Myths/Legends	Well Loved Tales
Black Dog – Levi Pinfold  The Green Ship – Quentin Blake	A Climate in Chaos – Neal Layton  Atlas of Adventures – Rachel Williams  Africa: Amazing Africa – Atinuke  The Boy Who Biked the World – Alastair Humphreys  Young, Gifted and Black – Jamia Wilson	Ice Palace – Robert Swindells  Krindlekrax – Philip Ridley  Storm – Kevin Crossley-Holland  Storm Hound – Claire Fayers  The Boy at the Back of the Class – Onjali Q. Rauf  Varjak Paw – S. F. Said  How to Train Your Dragon – Cressida Cowell	Monster Slayer – Brian Patten  The Wolf's Story – Toby Forward	Charlotte's Web – E.B White  Bill's New Frock – Anne Fine  Charlie and the Chocolate Factory – Roald Dahl  The Velveteen Rabbit – Margery Williams

		The Great Chocoplot – Chris Callaghan		
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