

## 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 5**

**Term 1**

**Term 2**

**Term 3**

**Crucial Knowledge Reading**

**Recap year 1:** 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  
**Year 2:** Vocabulary, dictionary, genre, comprehension, heading, sub-heading, glossary, index, compare, true, false, infer, sequence, predict  
**Year 3:** expression, skim, scan, retrieve, explain,  
**Year 4:** evidence, summary/summarise  
**Year 5 & 6 :** opinion, impression, extract, suggest

**Crucial Knowledge writing**

<b>Recap and consolidate Year 4 objectives:</b>	<b>Revise and embed all previous learning</b>	<b>Revise and embed all previous learning</b>	<b>Revise and embed all previous learning</b>	<b>Revise and embed all previous learning</b>	<b>Revise and embed all previous learning</b>
<ul style="list-style-type: none"> <li>• pronouns</li> <li>• expanded noun phrases</li> <li>• fronted adverbials</li> <li>• plural and possessive</li> <li>• direct and indirect speech</li> </ul> <p>Modal verbs</p>	<p>Parenthesis</p>	<p>Past tense Present tense Future tense</p>	<p>Main clause Relative clause Subordinate clause</p>	<p>Synonym Antonym</p>	<p>Commas for clarity</p>

<b>Text</b>	<p><b>Narrative Text (PSHE)</b> The Invisible – Tom Percival</p> <p><b>Entertain: Film Narrative</b> Eye of the Storm – Literacy Shed animation</p> <p><b>Entertain Novel</b> Letters from the Lighthouse</p> <p><b>Inform Non-fiction Report</b> History reports (Romans)</p>	<p><b>Entertain: Picture Book/Graphic Novel</b> Harris Burdick The Fantastic Flying Books of Mr Morris Lessmore</p> <p><b>Inform Non-fiction</b> explanation/ Space (linked to science)</p> <p><b>Entertain: Novel</b> Beetle Boy</p> <p><b>Entertain: Christmas Poetry</b></p>	<p><b>Entertain: Novel (Philip Pullman)</b> Clockwork</p> <p><b>Entertain: Classic Text – Shakespeare</b> Twelfth Night Romeo and Juliet</p> <p><b>Persuade: Non-Fiction</b> Adverts Persuasive letter writing</p>	<p><b>Entertain: Film narrative:</b> Usain Bolt – The Boy Who Could Fly (Literacy Shed)</p> <p><b>Entertainment:</b> Room13</p> <p><b>Entertain: Poetry</b> The Highwayman</p>	<p><b>Narrative poetry</b> The Listeners Jabberwocky</p> <p><b>Persuade: Non-Fiction</b> Speech Campaign letter</p> <p><b>Entertain: classic/Well loved Texts</b> Room 13</p>	<p><b>Entertain: Novel</b> Charlie and the Chocolate Factory</p> <p>Kensuke's kingdom</p>
<b>WCR/DEAR</b>	<p>Letters from the Lighthouse _ Emma Carroll</p> <p>James and the Giant Peach – Roald Dahl</p>	<p>James and the Giant Peach – Roald Dahl</p> <p>Beetle Boy</p> <p>Clockwork</p>	<p>Clockwork</p> <p>Holes</p>	<p>Holes</p> <p>Room 13</p>	<p>Once</p> <p>Non-fiction reading comprehensions</p>	<p>Charlie and the chocolate factory</p> <p>Kensuke's kingdom</p>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• /shuhs/ sound</li> <li>• /i/ spelt 'y'</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters;</li> </ul>	<ul style="list-style-type: none"> <li>• Creating nouns – ity, -ness, -ship</li> </ul>	<ul style="list-style-type: none"> <li>• /or/ sound;</li> </ul>	<ul style="list-style-type: none"> <li>• Letter string 'ough';</li> </ul>	<ul style="list-style-type: none"> <li>• Unstressed vowels in</li> </ul>

	<ul style="list-style-type: none"> <li>homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>modal verbs; -ment;</li> <li>adverbs of possibility and frequency;</li> <li>statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>creating verbs using -ate, -ise, -ify, -en</li> </ul>	<ul style="list-style-type: none"> <li>adverbials of time;</li> <li>adverbials of place;</li> <li>/ear/ sound spelt 'ere';</li> <li>statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>polysyllabic words;</li> <li>prefixes de-, re-, over-;</li> <li>create adjectives using -ful, -ive, al.</li> </ul>
<b>Additional GPS</b>		using modal verbs or adverbs to indicate degrees of possibility  adverbs	using brackets, dashes or commas to indicate parenthesis		Cohesion	Cohesion
<b>Outcomes Writing</b>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> <li>Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> <li>Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will</li> <li>Use brackets, dashes and commas in writing</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> <li>Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> <li>Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will</li> <li>Link clauses and sentences using a range of subordinating and</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and clauses to make complex sentences</li> <li>Use a range of sentence openers to give a different impact or effect</li> <li>Begin to adapt sentences according to type of writing</li> <li>Use dialogue</li> <li>Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will</li> <li>Link clauses and sentences using a range of subordinating and</li> </ul>

					range of subordinating and coordinating conjunctions	coordinating conjunctions • Use prefixes and suffixes to alter meanings of words
<b>Possible Activities</b>	Own stanza for a poem  Writing assessment (whole school)  Flashback  Write a new ending  Diary entry/character studies  Newspaper report	Letters/diaries written in role of characters  Drama/ Dialogue between characters  Non-chronological reports Biography	Suspense story  Letters/diaries written in role of characters  Character descriptions  Persuasive writing Speech Letter campaign	Letters/diaries written in role of characters  Balanced argument  New chapter/ending	Narrative poem – scaffolded  Time Slip Story  Playscript /performance	Narrative writing Description  Writing in role of character  Biography
<b>Outcomes Reading</b>	<ul style="list-style-type: none"> <li>• Know a greater range of prefixes, suffixes and root words and understanding the changes in meaning</li> <li>• Read aloud with confidence, fluency and expression Read most of the Year 5 and 6 common exception words</li> <li>• Understand what you are reading and discuss the meanings of words in context</li> <li>• Ask questions about reading to improve understanding</li> <li>• Share your own ideas about what you read and be able to back them up with examples from the texts</li> <li>• Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> <li>• Compare different books</li> <li>• Discuss themes across a range of books or texts</li> <li>• Know the difference between fact and opinion</li> <li>• Learn some poems by heart</li> <li>• Read and perform poems and plays aloud</li> <li>• Infer characters feelings, thoughts and motives from reading Talk about how authors use language and structure to add to the meaning</li> </ul>					

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

Picture Books and Graphic Novels (2 x 1-2 weeks)	Non Fiction	Novels (2x 3 weeks)	Traditional Tales/Myths/Legends (2 x 2-3 weeks)	Classic/Well Loved Texts
<p>Rose Blanche – Roberto Innocenti</p> <p>Sulwe – Lupita Nyong'o</p> <p>The Arrival – Shaun Tan</p> <p>The Fantastic Flying books of Mr Morris Lessmore -</p> <p>Hilda and the Troll – Luke Pearson</p> <p>FArTHER – Graham Baker</p> <p>How to Live Forever – Colin Thompson</p> <p>The Lost Thing – Shaun Tan</p>	<p>The Tudors – Marcia Williams</p> <p>My Name is Book. An Autobiography – John Agard</p> <p>Professor Astro Cat's Frontiers of Space – Dominic Walliman</p> <p>Shackleton's Journey – William Grill</p> <p>The Missing. The True Story of My Family in World War II – Michael Rosen</p>	<p>Beetle Boy – M G Leonard</p> <p>Booked – Kwame Alexander</p> <p>Cosmic – Frank Cottrell Boyce</p> <p>Fire, Bed and Bone – Henrietta Branford</p> <p>Mortal Engines – Philip Reeve</p> <p>Rooftoppers – Katherine Rundell</p> <p>Treason – Berlie Doherty</p> <p>The Graveyard Book - Neil Gaiman</p>	<p>Between Worlds – Kevin Crossley- Holland</p> <p>Blackberry Blue – Jamila Gavin</p> <p>Seasons of Splendour – Madhur Jaffrey</p> <p>Tales from the Caribbean – Trish Cooke</p> <p>Robin of Sherwood – Michael Morpurgo</p> <p>Trickster Tales (Trick of the Tale) – John and Caitlin Matthews</p> <p>Anansi Stories (Tales from the West Indies) - Faustin Charles</p>	<p>A Wizard of Earthsea – Ursula Le Guin</p> <p>Shakespeare Stories – Leon Garfield</p> <p>Tom's Midnight Garden – Philippa Pearce</p> <p>Treasure Island – Robert Louis Stevenson</p> <p>Goodnight Mr Tom – Michelle Magorian</p> <p>Carrie's War – Nina Bawden</p> <p>The Hobbit – J R R Tolkein</p>

		<p>Coram Boy Jamila Gavin</p> <p>The Many Worlds of Albie Bright</p> <p>Where the River Runs Gold – Sita Brahmachari</p>		<p>Charlie and the Chocolate Factory – Roald Dahl</p> <p>Journey to Jo'burg - Beverly Naidoo</p> <p>Mrs Frisby and the Rats of Nimh – Robert C. O'Brien</p> <p>Jonathan Swift's Gulliver – Martin Jenkins</p> <p>Street Child – Berlie Doherty</p> <p>The Demon Headmaster – Gillian Cross</p>
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**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\*