

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 entertain	Writing to inform	Writing to persuade	Writing to discuss
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

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, evidence, suggest, support, complete, produce, section, opinion, experience, according to, impression, approximately

Crucial Knowledge writing

<p>Recap and consolidate Year 4 objectives:</p> <ul style="list-style-type: none"> • pronouns • expanded noun phrases • fronted adverbials • plural and possessive • direct and indirect speech <p>Relative clauses</p>	<p>Revise and embed all previous learning</p>	<p>Revise and embed all previous learning</p> <p>expanded noun phrases</p>	<p>Revise and embed all previous learning</p> <p>Tenses – past, present, future perfect</p>	<p>Revise and embed all previous learning</p> <p>Commas in lists, adverbials and clauses. Commas to avoid ambiguity</p>	<p>Revise and embed all previous learning</p> <p>Suffixes –ate, -ise, -ify</p> <p>Prefixes de-, dis-, mis-, re-, over-</p>
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Text

<p>Narrative Text (PSHE) Aubrey and the Terrible Yoot (extracts – sensitive issues) You are Awesome</p> <p>Entertain: Film Narrative Eye of the Storm – Literacy Shed animation</p>	<p>Entertain Novel Letters from the Lighthouse</p> <p>Inform Non-fiction explanation/ Newspaper/report</p>	<p>Entertain: Novel (Philip Pullman) Clockwork</p> <p>Entertain: Classic Text - Shakespeare</p> <p>Persuade:</p>	<p>Entertain: Classic/well-loved Text The Wolves of Willoughby Chase</p> <p>Discuss Non-fiction Balanced argument</p>	<p>Entertain: Poetry The Highwayman</p> <p>Persuade: Non- Fiction Speech Campaign letter</p> <p>Entertain:</p>	<p>Inform: Non-fiction Film Narrative biography Usain Bolt – The Boy Who Could Fly</p> <p>Entertain: Novel Cogheart Brightstorm Holes</p>
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	<p>Inform Non- fiction report/explanation/ Newspaper</p> <p>Entertain: Picture Book/Graphic Novel</p>	<p>Entertain: Classic/ Traditional Tales</p> <p>Entertain: Poetry</p>	<p>Non- Fiction Speech Campaign letter</p>	<p>Entertain: Poetry</p>	<p>classic/Well loved Texts Children of Winter</p> <p>Entertain: Playscript The Plague (BBC schools Drama)</p>	<p>The Nowhere Emporium Floodland Room 13</p> <p>Entertain: Picture Book/Graphic Novel</p>
Spelling	<ul style="list-style-type: none"> • /shuhs/ sound • /i/ spelt 'y' • homophones and near homophones 	<ul style="list-style-type: none"> • Silent letters; • modal verbs; - • ment; • adverbs of possibility and frequency; • statutory spelling challenge words 	<ul style="list-style-type: none"> • Creating nouns – ity, -ness, -ship • homophones and near homophones 	<ul style="list-style-type: none"> • /or/ sound; • creating verbs using -ate, -ise, -ify, -en 	<ul style="list-style-type: none"> • Letter string 'ough'; • adverbials of time; • adverbials of place; • /ear/ sound spelt 'ere'; • statutory spelling challenge words 	<ul style="list-style-type: none"> • Unstressed vowels in polysyllabic words; • prefixes de-, re-, over-; • create adjectives using -ful, -ive, al.
Additional GPS		<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>adverbs</p>	<p>using brackets, dashes or commas to indicate parenthesis</p>		<p>Cohesion</p>	<p>Cohesion</p>
Outcomes Writing	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect 	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect 	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect 	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give 	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect 	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect

	<ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue 	<ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will 	<ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will • Use brackets, dashes and commas in writing 	<p>a different impact or effect</p> <ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will 	<ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will • Link clauses and sentences using a range of subordinating and coordinating conjunctions 	<ul style="list-style-type: none"> • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will • Link clauses and sentences using a range of subordinating and coordinating conjunctions • Use prefixes and suffixes to alter meanings of words
Possible Activities	<p>Own stanza for a poem</p> <p>Writing assessment (whole school)</p> <p>Flashback</p> <p>Write a new ending</p> <p>Diary entry/character studies</p> <p>Newspaper report</p>	<p>Letters/diaries written in role of characters</p> <p>Drama/ Dialogue between characters</p> <p>Non-chronological reports</p> <p>Biography</p>	<p>Suspense story</p> <p>Letters/diaries written in role of characters</p> <p>Character descriptions</p> <p>Persuasive writing</p> <p>Speech</p> <p>Letter</p> <p>campaign</p>	<p>Letters/diaries written in role of characters</p> <p>Balanced argument</p> <p>New chapter/ending</p>	<p>Narrative poem – scaffolded</p> <p>Time Slip Story</p> <p>Playscript /performance</p>	<p>Narrative writing</p> <p>Description</p> <p>Writing in role of character</p> <p>Biography</p>
Outcomes Reading	<ul style="list-style-type: none"> • Know a greater range of prefixes, suffixes and root words and understanding the changes in meaning • Read aloud with confidence, fluency and expression Read most of the Year 5 and 6 common exception words • Understand what you are reading and discuss the meanings of words in context • Ask questions about reading to improve understanding 					

	<ul style="list-style-type: none"> •Share your own ideas about what you read and be able to back them up with examples from the texts •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 •Compare different books •Discuss themes across a range of books or texts •Know the difference between fact and opinion •Learn some poems by heart •Read and perform poems and plays aloud •Infer characters feelings, thoughts and motives from reading <p>Talk about how authors use language and structure to add to the meaning</p>
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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
Rose Blanche – Roberto Innocenti	The Tudors – Marcia Williams	Beetle Boy – M G Leonard	Between Worlds – Kevin Crossley- Holland	A Wizard of Earthsea – Ursula Le Guin
Sulwe – Lupita Nyong'o	My Name is Book. An Autobiography – John Agard	Booked – Kwame Alexander	Blackberry Blue – Jamila Gavin	Shakespeare Stories – Leon Garfield
The Arrival – Shaun Tan	Professor Astro Cat's Frontiers of Space – Dominic Walliman	Cosmic – Frank Cottrell Boyce	Seasons of Splendour – Madhur Jaffrey	Tom's Midnight Garden – Philippa Pearce
The Fantastic Flying books of Mr Morris Lessmore -	Shackleton's Journey – William Grill	Fire, Bed and Bone – Henrietta Branford	Tales from the Caribbean – Trish Cooke	Treasure Island – Robert Louis

<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 Missing. The True Story of My Family in World War II – Michael Rosen</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>Coram Boy Jamila Gavin</p> <p>The Many Worlds of Albie Bright</p> <p>Where the River Runs Gold – Sita Brahmachari</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>Stevenson</p> <p>Goodnight Mr Tom – Michelle Magorian</p> <p>Carrie's War – Nina Bawden</p> <p>The Hobbit – J R R Tolkien</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 –</p>
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