

## 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>
<b>KS1</b> (Years 1 and 2)	Description Story Poetry	Instruction (Y2) Non-chronological Report Recount		
<b>LKS2</b> (Years 3 and 4)	Description Narrative Poetry	Recount/ Biography Explanation Newspaper (Y4) Instruction (Y3) Report/Information text	Advert Letter Poster	
<b>UKS2</b> (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**

**Recap and consolidate Year 4 objectives:**

- pronouns
- expanded noun phrases
- fronted adverbials
- plural and possessive
- direct and indirect speech

Relative clauses

**Revise and embed all previous learning**

**Revise and embed all previous learning**

expanded noun phrases

**Revise and embed all previous learning**

Tenses – past, present, future perfect

**Revise and embed all previous learning**

Commas in lists, adverbials and clauses.  
Commas to avoid ambiguity

**Revise and embed all previous learning**

Suffixes –ate, -ise, -ify  
  
Prefixes de-, dis-, mis-, re-, over-

<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> Benjamin Zephania Talkin Turkeys</p> <p>The Night Before Christmas</p>	<p><b>Entertain: Novel (Philip Pullman)</b> Clockwork</p> <p><b>Entertain: Classic Text – Shakespeare</b> Twelfth Night</p> <p><b>Persuade: Non- Fiction</b> Adverts Persuasive letter writing</p>	<p><b>Entertain: Film narrative:</b> Alma (Literacy Shed)</p> <p><b>Discuss Non-fiction</b> Newspaper writing</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>Inform: Non-fiction Film Narrative biography</b> Usain Bolt – The Boy Who Could Fly (Literacy Shed)</p> <p><b>Entertain: Novel</b> Floodland</p>
<b>WCR/DEAR</b>	<p>Letters from the Lighthouse _ Emma Carroll</p> <p>James and the Giant Peach – Roald Dahl</p>	<p>Beetle Boy</p> <p>My name is Book an autobiography John Agard</p>	<p>Clockwork</p> <p>Holes</p>	<p>Holes</p>	<p>Room 13</p>	<p>Floodland</p>

<b>Spelling</b>	<ul style="list-style-type: none"> <li>• /shuhs/ sound</li> <li>• /i/ spelt 'y'</li> <li>• homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters;</li> <li>• modal verbs; -</li> <li>• ment;</li> <li>• adverbs of possibility and frequency;</li> <li>• statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Creating nouns – ity, -ness, -ship</li> <li>• homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>• /or/ sound;</li> <li>• creating verbs using -ate, -ise, -ify, -en</li> </ul>	<ul style="list-style-type: none"> <li>• Letter string 'ough';</li> <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>• Unstressed vowels in polysyllabic words;</li> <li>• prefixes de-, re-, over-;</li> <li>• create adjectives using -ful, -ive, al.</li> </ul>
<b>Additional GPS</b>		<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>		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,</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:</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,</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>

		surely, might, should, will	<ul style="list-style-type: none"> <li>Use brackets, dashes and commas in writing</li> </ul>	perhaps, surely, might, should, will	surely, might, should, will <ul style="list-style-type: none"> <li>Link clauses and sentences using a range of subordinating and coordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Link clauses and sentences using a range of subordinating and coordinating conjunctions</li> <li>Use prefixes and suffixes to alter meanings of words</li> </ul>
<b>Possible Activities</b>	<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 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 Description</p> <p>Writing in role of character</p> <p>Biography</p>
<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 <ul style="list-style-type: none"> <li>Read most of the Year 5 and 6 common exception words</li> </ul> </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 <ul style="list-style-type: none"> <li>Talk about how authors use language and structure to add to the meaning</li> </ul> </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
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 Stevenson
Hilda and the Troll – Luke Pearson	The Missing. The True Story of My Family in World War II – Michael Rosen	Mortal Engines – Philip Reeve	Robin of Sherwood – Michael Morpurgo	Goodnight Mr Tom – Michelle Magorian
FARThER – Graham Baker		Rooftoppers – Katherine Rundell	Trickster Tales (Trick of the Tale) – John and Caitlin Matthews	Carrie's War – Nina Bawden
How to Live Forever – Colin Thompson		Treason – Berlie Doherty	Anansi Stories (Tales from the West Indies) - Faustin Charles	

<p>The Lost Thing – Shaun Tan</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>The Hobbit – J R R Tolkein</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>
---------------------------------------	--	--	--	--