

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 6

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 Y5 objectives	Recap and consolidate all previous learning	Recap and consolidate all previous learning	Recap and consolidate all previous learning	Recap and consolidate all previous learning	Recap and consolidate all previous learning	Recap and consolidate all previous learning
Relative Clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Commas – lists, adverbials, clauses, avoid ambiguity Tenses – present and past simple, perfect and progressive	Word classes	Punctuation – colons, semi-colons, bullet points	Punctuation – colons, semi-colons, dashes	SATs Preparation		

Text

Entertain: Narrative Text	Entertain: Narrative Text	Entertain: Narrative Text	Entertain: Traditional Tale	Entertain: Film Narrative	Entertain: Narrative Text
Stormbreaker Anthony Horowitz There's a Boy in the Girls' Bathroom Louis Sacher	The Boy in the Striped Pyjamas John Boyne Short Kevin Crossley-Holland	The Ruby in the Smoke Philip Pullman		SATs preparation window: texts from the Literacy Shed.	Skellig David Almond
Inform Non-fiction essay/explanation/ Newspaper	Entertain: Classic Text	Entertain/Inform: Picture Book	Inform: Non fiction Essay/explanation/newspaper report	Entertain: Picture Book/Graphic Novel	Entertain: Traditional Tale
Entertain: Classic Text	Lion the Witch and the Wardrobe CS Lewis	Hidden Figures by Margot Lee Shetterly	Entertain: poetry	The Mysteries of Harris Burdick – Chris van Allsburg	Entertain: Poetry
		Persuade: Non-Fiction Speech			Persuade: Non-Fiction

	Shakespeare Entertain: Poetry	Discuss: Non-Fiction Balanced argument Newspaper article review	Campaign letter		Discuss: Non-Fiction Balanced argument Newspaper article Review	Speech Campaign letter
Spelling	<ul style="list-style-type: none"> • Ambitious synonyms; • adjectives; • homophones and near homophones • -ant into -ance and -ancy; • -ent into -ence and -ency; • hyphens 	<ul style="list-style-type: none"> • -able; -ably; • word families • prefixes micro-, mini- 	<ul style="list-style-type: none"> • Adding vowel suffixes to words ending in -fer; • long /e/ sound; • word families; • statutory spelling words 	<ul style="list-style-type: none"> • Words ending in /shuhl/ sound; • 'soft c'; • word families; • statutory spelling challenge words 	<ul style="list-style-type: none"> • Word families ; • words that can be nouns and verbs; • long /o/ sound; • words ending in -ible; words • ending in -ibly 	<ul style="list-style-type: none"> • Synonym and antonyms ;
Additional GPS	Synonyms and antonyms	Subjunctive form	Active and passive Formal and informal	hyphens	cohesion	
Outcomes Writing	<ul style="list-style-type: none"> • Develop a varied and interesting style of writing by using; • Speech to advance action 	Develop a varied and interesting style of writing using the following: <ul style="list-style-type: none"> • Complex sentences 	Develop a varied and interesting style of writing using the following: <ul style="list-style-type: none"> • Complex sentences 	<ul style="list-style-type: none"> • Use semi-colon, colon or dash between independent clauses • Use a colon to introduce a list 	Develop a varied and interesting style of writing using the following: <ul style="list-style-type: none"> • Complex sentences using subordinating clauses • Passive voice • Expanded noun phrases to convey complicated information 	

	<ul style="list-style-type: none"> •Sentence structure and layout 	<ul style="list-style-type: none"> using subordinating clauses •Passive voice •Expanded noun phrases to convey complicated information •Correct verb tense •Speech to advance action •Sentence structure and layout 	<ul style="list-style-type: none"> using subordinating clauses •Passive voice •Expanded noun phrases to convey complicated information •Correct verb tense •Speech to advance action •Sentence structure and layout Use semi-colon, colon or dash between independent clauses 	<ul style="list-style-type: none"> and semi-colon within a list •Use correct punctuation of bullet points •Use hyphens 	<ul style="list-style-type: none"> •Correct verb tense •Speech to advance action •Sentence structure and layout •Use semi-colon, colon or dash between independent clauses •Use a colon to introduce a list and semi-colon within a list •Use correct punctuation of bullet points Use hyphens 	
Possible Activities	<p>Journalistic writing</p> <p>action scene</p> <p>non-narrative explanation text</p> <p>Surveillance report</p> <p>Dialogue</p> <p>New chapter</p>	<p>Write character's back story</p> <p>Write in role of character</p> <p>Playscript</p> <p>Write a plausible ending -based on Lit Shed Justino</p>	<p>Write a missing scene</p> <p>New chapter</p> <p>Alternative ending</p> <p>Persuasive writing</p> <p>Speech</p> <p>Letter campaign</p>	<p>FORMAL letter</p> <p>New chapter</p> <p>Story within a story</p> <p>Write from another character's point of view</p> <p>Information writing</p> <p>Poetry</p>	<p>create own choice of story based on the picture.</p> <p>Discussion writing</p>	<p>Persuasive writing</p> <p>Retell traditional tale</p> <p>Narrative writing</p>

		Discussion			
Outcomes Reading	<ul style="list-style-type: none"> • Know a greater range of prefixes, suffixes and root words and understand the changes in meaning. • Read these aloud with accuracy, confidence, fluency and expression. Read all 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 • 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 a range of poems by heart <p>Perform by reading aloud using your voice to convey meaning</p>				

Y6 Alternative, Recommended Texts/ Suggestions for DEAR and VIPERS

Picture Books and Graphic Novels	Non Fiction	Narrative	Traditional Tales/Myths/Legends	Classic/Well Loved Texts
<p>The Island – Armin Greder</p> <p>Illegal – Eoin Colfer, Andrew Donkin</p> <p>Long Walk to Freedom – Nelson Mandela, Paddy Bouma</p> <p>A Story Like the Wind – Gill Lewis</p> <p>The Savage – David Almond</p> <p>The Red Tree – Shaun Tan</p> <p>Varmints – Marc Craste</p>	<p>Women in Science – Rachel Ignotofsky</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? – Michael Rosen and Anenmarie Young</p> <p>What Mr Darwin Saw – Mick Manning</p> <p>The Missing. The True Story of My Family in World War II – Michael Rosen</p> <p>Rebel Voices: The Rise of Votes for Women</p>	<p>Freedom 1783 – Catherine Johnson</p> <p>The House with Chicken Legs – Sophie Anderson</p> <p>The Other Side of Truth – Beverley Naidoo</p> <p>The Song from Somewhere Else – A F Harrold</p> <p>The Unforgotten Coat – Frank Cottrell Boyce</p> <p>Where the World Turns Wild – Nicola Penfold</p> <p>Wild Boy – Rob Lloyd Jones</p> <p>Wonder – R J Palacio</p> <p>Oranges in No Man's Land – Elizabeth Laird</p> <p>Darwin's Dragon's - Lindsay Galvin</p> <p>A Monster Calls – Patrick Ness</p> <p>Me, My Dad and the End of the Rainbow – Benjamin Dean</p>	<p>Faery Tales – Carol Ann Duffy</p> <p>Norse Mythology 0 Neil Gaiman</p> <p>The Princess' Blankets – Carol Ann Duffy</p> <p>The Sleeper and the Spindle – Neil Gaiman</p> <p>Selkie – Gillian McClure</p> <p>Hansel and Gretel – Neil Gaiman</p>	<p>Wolf Brother – Michelle Paver</p> <p>Alice in Wonderland – Lewis Carroll</p> <p>Carrie's War – Nina Bawden</p> <p>The Weirdstone of Brisingamen – Alan Garner</p>