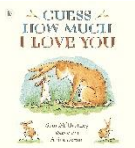
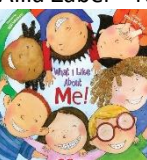
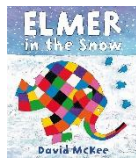
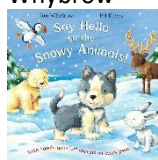
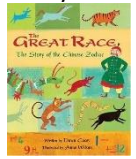
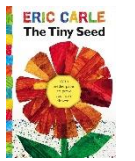
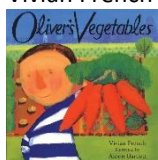
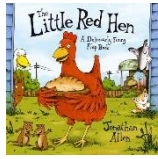
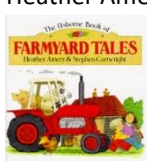
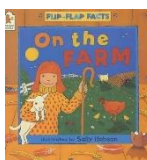
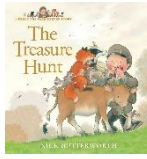
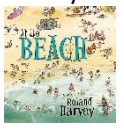
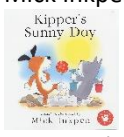


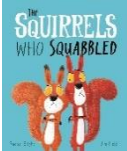
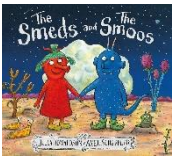
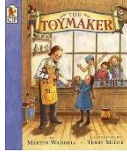
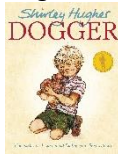
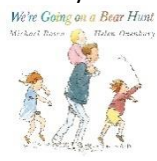
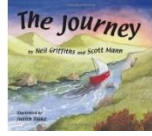
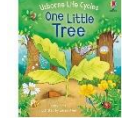
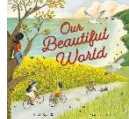
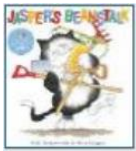
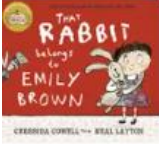
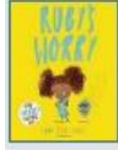
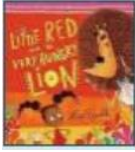
English Intent and Overview

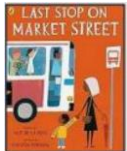
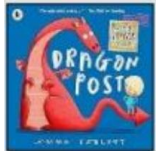
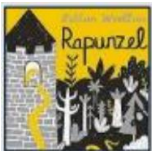
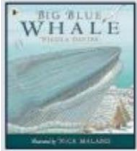
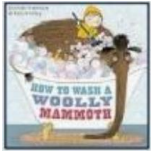
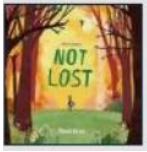
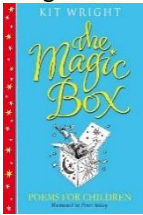
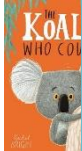
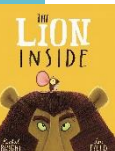
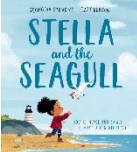
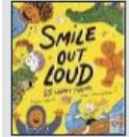
INTENT: Through our English curriculum, our intent is to encourage children to become enthusiastic and engaged with English to develop a love of reading and to teach the children the importance of speaking, listening, reading and writing skills in the real world. By giving children the context to learning, they will understand the value of English to them now and in their futures. We aim to inspire an appreciation of our rich literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. Our skills based English curriculum supports this by providing purposeful opportunities for reading, writing and discussion; this is closely monitored by the English Lead to ensure a full and balanced coverage.

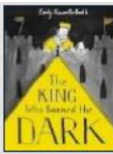
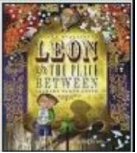
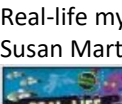
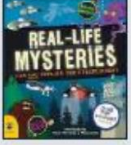
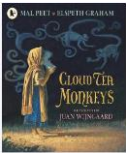
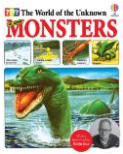
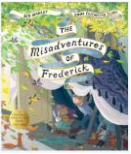


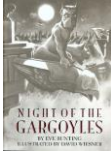
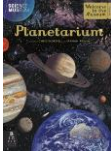
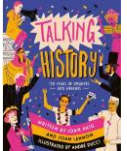
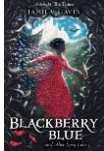
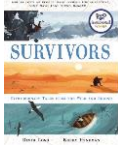
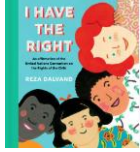
We provide our children with rich and varied learning opportunities to develop a positive attitude towards communication and for children to be able to express their emotions and their ideas confidently and articulately. We endeavour to make English interesting and exciting, engaging the children with the joy and wonder of books, providing a real purpose for writing and piquing their imagination and creativity. We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool	Key Texts	Guess how much I Love You by Sam McBratney  What I like about me by Allia Zabel – Nolan 	Festivals/Christmas: The Nativity Story- Various Authors Festivals by Graham Owen, Alison Seaman	Elmer in the snow by David McKee  Say hello to the snowy animals by Ian Whybrow  The Great Race by Dawn Casey 	The tiny seed by Eric Carle  Oliver's vegetables by Vivian French  The little red hen by Jonathan Allen 	Farmyard tales by Heather Amery  On the farm by Unknown author.  The treasure hunt by Nick Butterworth. 	At the beach by Roland Harvey  Clem and crab by Fiona Lumbers  Kippers' sunny day by Mick Inkpen  Grandma's beach by Rosalind Beardshaw 
	Writing Opportunities	- Mark making - creative table - Fine motor skills through Funky fingers activities - Pencil control, tracing sheets - Name writing books					
		Draw family portrait Self portraits Name tracing	Pictures and/or name in Christmas cards Firework poem	Tracing sheets Chinese writing Valentine's cards	Mother's Day cards Easter cards Name Tracing	Tracing sheets Name books	Father's Day cards Pack a suit case list

Reception	Key Texts	The Invisible String by Patrice Karst  The Colour Monster by Anna Llenas  The Scarecrows Wedding by Julia Donaldson 	The Squirrels Who Squabbled by Rachel Bright (values link)  The Smeds and The Smoos by Julia Donaldson 	The Toymaker by Martin Waddell  Dogger by Shirley Hughes 	People who help us books by Rebecca Hunter  We're Going on a Bear Hunt by Michael Rosen 	Assorted fairy tales: - Jack and the Beanstalk - Goldilocks and the Three Bears - The Gingerbread Man	The Journey by Neil Griffiths  Last and Found by Oliver Jeffers  One Little Tree by Lesley Sims  Our Beautiful World by Sarah Speedie 
	Writing Opportunities	Names Labels for monsters	CVC words Descriptive Words (Fireworks) Bonfire poetry Letters to Father Christmas	Thank you letters to Father Christmas Story Map (Goldilocks)	Descriptive Words Mother's Day Cards Story writing (journey/other country) Writing about celebrations	Writing a tale Labelling our bodies Writing about our school trip	Poetry (other countries) Fathers Day cards Writing our own stories
Year 1	Key Texts	Jaspers Beanstalk by Nick Butterworth  Purple is... by Anonymous	This rabbit belongs to Emily Brown by Cressida Cowell  Gruffalo crumble by Julia Donaldson 	Stanley's Stick by John Hegley  Ruby's Worry by Tom Percival 	Julia Donaldson's poems to perform 	Tad by Benji Davies  Little Red and the Very Hungry Lion by Alex T Smith 	We're going to find the monster! By Malorie Blackman 

	Writing Genres	Lists, labels and captions Poetry	Narrative Instructions	Narrative Rules and recount	Performance poetry	Explanation text Narrative	Narrative Letters
Year 2	Key Texts	Luna loves Dance by Joseph Coelho  The Puffin book of fantastic first poems 	Last stop on Market Street by Matt de la Pena  Dragon post by Emma Yarlett 	Repunzel by Bethan Woolvin  Big Blue Whale by Nicola Davies 	Julian is a mermaid by Jessica Love 	Super Joe does not do cuddles by Michael Catchpool  How to wash a woolly mammoth by Michelle Robinson 	Here I am by Patti Kim  Belonging Street by Mandy Coe 
	Writing Genres	Fiction – narrative Poetry	Narrative Letters and postcards	Narrative Non-chronological report	Fiction – narrative	Fiction – narrative Instructions	Fiction – narrative Poetry
Year 3	Key Texts	Mini Rabbit Not Lost by Jon Bond  Poems: ‘Words are Ours’ by Michael Rosen and ‘The Magic Box’ by Kit Wright 	The Koala who Could; The Squirrels who Squabbled; The Lion Inside By Rachel Bright    Incredible Jobs You’ve (Probably) Never Heard Of by Natalie Labarre 	‘Stella and the Seagull’ by Georgina Stevens  Alice’s Adventures in Wonderland By Lewis Carroll 	Wolf in the Snow By Matthew Cordell  Jabari Jumps; Ralph Tells a Story The Proudest Blue By Abby Hanlon   	A Year Full of Celebrations and Festivals from Around the World By Christopher Corr  The Iron Man by Ted Hughes 	I Asked the Boy Who Couldn’t See – Poem The Colours of History by Clive Gifford My Strong Mind by Niels Van Hove  
	Writing Genres	Narrative – story Poetry	Fables Non-chronological report	Persuasive speeches Narrative – Setting and dialogue	Instruction text Narrative - Personal	Non-Chronological Report Narrative - adventure	Poetry Instructions

Year 4	Key Texts	Arthur and the Golden Rope by Joe Todd-Stanton  The King who Banned the Dark by Emily Haworth-Booth 	Until I met Dudley by Roger McGough    Starbird by Sharon King-Chai 	Leon and the Place Between by Angela McAllister  'A Small Dragon' by Brian Patten 	Travel books     Real-life mysteries by Susan Martineau 	The girl who stole an elephant by Nizrana Farook  Various research texts about playtime	Malala's Magic Pencil by Malala Yousafzai  Marshmallow Clouds by Ted Koosier 
	Writing Genres	Graphic Narrative Persuasive Speech	Explanation Narrative	Narrative Poetry: free verse	Travel leaflets Newspaper report	Narrative Non-chronological report	Persuasive poetry Poetry
Year 5	Key Texts	Cloud Tea Monkeys by Mal Peet and Elspeth Graham  Where the Poppies Now Grow by Hilary Robinson 	All about Monsters by Carey Miller  The Promise by Nicola Davies 	Boy in the tower by Polly Ho-Yen  The Watertower by Gary Crew 	The Misadventures of Frederick by Ben Manley 	The lost book of adventure by Rachel Williams (Editor) and Jenny Broom (Editor)  Birdsong by Katya Balen 	Assorted Reviews Assorted Poems
	Writing Genres	Descriptive Narrative Cinquain Poetry	Non-Chronological Report Narrative	Mystery and Suspense Narrative Descriptive Recount	Persuasive Letter	Explanation Narrative	Reviews Poetry: Free Verse

Year 6	Key Texts	Night of the Gargoyles by Eve Bunting  Planetarium by Raman Prinja 	Wisp – a Story of Hope by Zana Fraillon  Talking History by Joan Haig and Joan Lennon 	Arthur Spiderwick's field guide to the fantastical world around you by Holly Black  Extracts taken from: Wonder by RJ Palacio; The Hobbit by JRR Tolkien; Harry Potter and The Prisoner of Azkaban by JK Rowling; A Christmas Carol by Charles Dickens Various balanced Arguments.	Blackberry Blue and other Fairy Tales by Jamila Gavin  Survivors: extraordinary tales from the wild and beyond by David Long 	Skellig by David Almond  Every Child a Song by Nicola Davies  I Have the Right by Reza Dalvand 	Be the change: poems to help you save the world Liz Brownlee, Matt Goodfellow and Roger Stevens  Assorted Blogs
	Writing Genres	Narrative Non-Chronological Report	Narrative Persuasive Speeches	Non-Chronological Report Narrative Dialogue Balanced Argument	Narrative Biography	Narrative Advocacy Campaign	Advocacy Poetry Informal Writing

IMPLEMENTATION

Reading

We use a variety of reading materials in KS1, including Twinkl Phonics and phonics-linked Bug Club Books. In KS2, we use the Accelerated Reader (AR) system which challenges children to read and complete quizzes in order to achieve their reading targets. There are a huge variety of texts and authors included on the AR system ranging from Michael Morpurgo, David Walliams and Roald Dahl. The children are heard reading individually, in groups and as a whole class. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of ICT programmes are used to enhance learning, like AR.

Writing

Writing is not a standalone subject; it is part of reading, speaking and listening. Being a writer means being a reader, articulating stories and characters, listening to tales and learning from other writers. Through teaching exciting and engaging lessons you can help children to discover stories, create worlds, record events, mould characters and inspire each other as writers.

We use the 'Essential Writing' scheme from Herts For Learning to deliver our writing curriculum. Phonics explicitly teaches early writing skills, this means that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose, and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published in class books and on the school website. A range of extra activities are used to promote literacy within the school including World Book Day.

Handwriting

Handwriting is taught explicitly in EYFS and Key Stage 1 but then is reinforced during all written activities. Children begin with letter formation in Reception, pre-cursive in year and cursive script in KS1.

Phonics and Spelling

In the EYFS and Key Stage 1, we ensure that our children receive high quality Phonics teaching every day. Phonic awareness helps the development of reading by segmenting and blending sounds. We use the systematic synthetic phonics programme Twinkl Phonics. This progressive approach ensures that our children are well-placed to read and spell words with fluency and confidence.

Following on from phonics, spelling is taught using Twinkl Spellings. Children receive a weekly list of spellings to practise at home.

IMPACT

Our English curriculum is high quality, well-thought-out and is planned to demonstrate progression.

We measure the impact of our curriculum in the following ways:

1. **Assessments** show us how well the pupils have understood the knowledge and skills taught and how well they are able to apply them. Assessments show us where a child's attainment is in relation to the national average and how much progress they are making.
 - Statutory Assessments in key year groups: Early Years Profile, at the end of Reception; Phonics check, in year 1; optional KS1 SATs, at the end of year 2 and KS2 SATs, at the end of year 6.
 - End of year assessments: Reading STAR tests (using AR system) and Progress Tests in English (GL assessments).
 - Ongoing writing assessments, moderated in house and with local schools.
 - Weekly spelling tests
 - Informal teacher assessments throughout lessons through quizzes and questioning.
2. **Monitoring** shows us evidence of the implementation. We do this through pupil voice, learning walks and work scrutiny.
 - Pupils share their views on their learning with leaders through focus groups and surveys.
 - Subject leader visits lessons termly to monitor learning and progress.
 - Subject leader reviews English books, reading records and other evidence to monitor learning and progress.
3. **Engagement** with whole school events.
 - Pupils engage with whole school events such as: National Poetry Day Competition, Readathon and World Book Day.
 - Parent events are well attended e.g. the book fair, reading workshop and phonics workshop
 - Parents can talk confidently about supporting their children at home.
 - English clubs are well attended.