

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 4					
	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					
Crucial Knowledge Writing	Revise and embed from Y3: Determiners Clauses Conjunctions Adverbs Apostrophes Prepositions Tenses – past, present, Prefix/Suffix Paragraphs	Revise and embed all previous learning Fronted adverbials Noun Phrases	Revise and embed all previous learning Apostrophe for plural possession Inverted commas	Revise and embed all previous learning Speech punctuation Suffixes: -sure, -ture, -cher, -ation, -sion, -ssion, -cian, -tion	Revise and embed all previous learning Pronouns Standard English – Singular/Plural (was/were)	Revise and embed all previous learning
Text	Entertain: Narrative Text Zombierella - Character description - Setting description Entertain: Picture Book Instructions – Neil Gaiman Inform:	Entertain: Poetry Free Verse The Water in the Glass Some other Names for Rain - Literacy Shed Entertain:	Entertain: Narrative Text The Boy at the Back of the Class Entertain: Film Narrative Ride of Passage – Literacy Shed Inform Non- fiction	Entertain/ Inform Picture Book Until I met Dudley Entertain: Traditional Tale The Egyptian Cinderella Entertain: Poetry Haikus, Tankas and Cinquains	Entertain: Well Loved Narrative The BFG Entertain Traditional Tale Beowulf persuade Non-fiction –	Inform Non- fiction Recount/ explanation/ Newspaper/ report Entertain: Narrative Text How to Train Your Dragon

	Non- fiction Recount/explanat ion/ Newspaper/ report Write a letter to an author	Well Loved Narrative A Christmas Carol - Meeting with Marley persuade Non-fiction – Letter to Santa from fairytale villains Inform: Non- Fiction	Recount/explanation / Newspaper/report	Inform Non- fiction Recount/explanation / Newspaper/ report	The Wolf's Story, Toby Forward	Entertain: Poetry Simile and Metaphor
Spelling	<ul style="list-style-type: none"> • /aw/ spelt augh and au • prefix in-, im-,il-, ir-; • homoph ones and near homoph ones; • /shun/ spelt 'sion' 	<ul style="list-style-type: none"> • /shun/ spelt sion, ssion, tion,cia n; • statutor y spelling challen ge words 	<ul style="list-style-type: none"> • Homophone s and near homophone s; • -ation; • sub- and super-; • plural possessive apostrophe 	<ul style="list-style-type: none"> • /s/ sound spelt 'sc' • soft c • word families • statutory spelling challenge words 	<ul style="list-style-type: none"> • Prefixe s inter- ;,anti, auto-, ex-, non-; • words endin g -ar, - er 	<ul style="list-style-type: none"> • Suffix – ous; • adverbs of frequenc y or possibility • adverbial s of manner
GPS Additional GPS	Jolly Grammar Pronouns	Jolly Grammar	Jolly Grammar	Jolly Grammar	Jolly Grammar Standard English Paragraphs	Jolly Grammar

Outcomes Writing	<ul style="list-style-type: none"> • Start some of your sentences with an adverb • Use pronouns to avoid repeating yourself 	<ul style="list-style-type: none"> • Vary sentence structures by using different openers • Start some of your sentences with an adverb • Use pronouns to avoid repeating yourself • Use commas after fronted adverbs and adverbials 	<ul style="list-style-type: none"> • Use apostrophe for plural possessions and for contracted words • Vary sentence structures by using different openers • Start some of your sentences with an adverb • Use pronouns to avoid repeating yourself • Use commas after fronted adverbs and adverbials • Use inverted commas and other punctuation to show what someone says 	<ul style="list-style-type: none"> • Use apostrophe for plural possessions and for contracted words • Vary sentence structures by using different openers • Start some of your sentences with an adverb • Use phrases with adjectives • Use pronouns to avoid repeating yourself • Use commas after fronted adverbs and adverbials • Use inverted commas and other punctuation to show what someone says 	<ul style="list-style-type: none"> • Use apostrophe for plural possessions and for contracted words • Vary sentence structures by using different openers • Start some of your sentences with an adverb • Use phrases with adjectives • Use pronouns to avoid repeating yourself • Use commas after fronted adverbs and adverbials • Use inverted commas and other punctuation to show what someone says 	Recap and consolidate
Possible Activities	<p>*Narrative: story writing, description</p> <p>*Information writing</p> <p>Retell a story</p>	<p>Persuasive writing</p> <p>Instruction writing</p> <p>Letter writing for War Week</p> <p>Writing in role of character</p>	<p>Story writing</p> <p>Character or setting descriptions</p> <p>New chapter/alternative ending</p> <p>Information writing</p>	<p>Information writing</p> <p>Oral retelling of traditional tale</p> <p>Modern retelling</p> <p>Poetry</p>	<p>Persuasive writing – letter, advert, poster</p> <p>Descriptive writing</p> <p>Story writing</p>	<p>Retelling of a traditional tale</p> <p>Information writing</p> <p>Poetry</p> <p>Narrative writing</p>

		Poem and performance of learned poem				
Outcomes Reading	<ul style="list-style-type: none"> • Use phonic knowledge to decode words quickly and accurately • * Know wider range of prefixes, suffixes and root words • Read Year 4 common exception words *Understand what you are reading and be able to explain the meaning of the words used • Ask questions based on your reading *Identify the main themes from a text which are longer than one paragraph <p>Experience a wider range of books, both by reading and by listening to them; including: a range of fiction, plays, poetry, non-fiction and reference *Take part in discussions about books by speaking and listening *Find information from the texts which you have read</p>					

Alternative, Recommended Texts/ Suggestions for DEAR and VIPERS

Picture Books and Graphic Novels	Non Fiction	Narrative	Traditional Tales/Myths/Legends	Well Loved Tales
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Black Dog – Levi Pinfold The Green Ship – Quentin Blake	A Climate in Chaos – Neal Layton Atlas of Adventures – Rachel Williams Africa: Amazing Africa – Atinuke The Boy Who Biked the World – Alastair Humphreys Young, Gifted and Black – Jamia Wilson	Ice Palace – Robert Swindells Krindlekrax – Philip Ridley Storm – Kevin Crossley-Holland Storm Hound – Claire Fayers The Boy at the Back of the Class – Onjali Q. Rauf Varjak Paw – S. F. Said How to Train Your Dragon – Cressida Cowell The Great Chocoplot – Chris Callaghan	Monster Slayer – Brian Patten The Wolf's Story – Toby Forward	Charlotte's Web – E.B. White Bill's New Frock – Anne Fine Charlie and the Chocolate Factory – Roald Dahl The Velveteen Rabbit – Margery Williams
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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*