

English Curriculum



OFFORD
PRIMARY SCHOOL

English Overview

Key Stage 1		
	A Year	B Year
Year 1 & 2	<p>Autumn 1- Problem solving stories. After the Storm Nick Butterworth</p> <p>The lighthouse keeper's catastrophe Ronda and David Armitage</p>	<p>Autumn 1- Stories with Familiar Settings The Tiger Who Came to Tea Judith Kerr</p> <p>Old Bear Jane Hissey</p>
	<p>Autumn 2- Persuasive writing Hermelin the detective Mouse Mini Grey</p> <p>Meerkat Mail Emily Gravett</p>	<p>Autumn 2 - Modern Traditional Tales The true story of the 3 little pigs Jon Scieszka</p> <p>The princess and the White Bear King. Tanya Robyn Batt.</p>
	<p>Spring 1 -Non linear stories Tuesday David Wesiner</p> <p>Voices in the park Anthony Browne</p>	<p>Spring 1 - Instructional texts How to wash a woolly mammoth. Michelle Robinson</p> <p>Until I met Dudley Roger McGough</p>
	<p>Spring 2 - Traditional Tales Hansel and Gretel Micheal Mopurgo.</p>	<p>Information texts- Nocturnal Animals. Spring 2 - The Owl Who Was Afraid of the dark Jill Tomlinson (Information text about Owls).</p> <p>Spring 2 Poetry- The Owl and the Pussy Cat- Edward Lear.</p> <p>Summer 1- The Hodgeheg Dick King Smith</p>
	<p>Summer 1 and Summer 2 - Recount Writing Pumpkin Soup Helen Cooper</p> <p>James and the Giant Peach Roahl Dahl</p>	<p>Summer 1- The Hodgeheg Dick King Smith</p>
	<p>Summer 2- Poetry The Sound Collector Micheal Rosen</p> <p>On the Ning Nang Nong Spike Milligan</p>	<p>Summer 2 - Flat Stanley Jeff Brown</p>

Key Stage 2

Year A		Year B	
Year 3 & 4	Autumn 1- The butterfly Lion Michael Morpurgo	Autumn 1- Bills New Frock Anne Fine	
	Autumn 2 - Iron Man Ted Hughes	Autumn 2 - Charlotte's Web EB Webb	
	Spring 1 - The Sheep Pig Dick King Smith	Spring 1 - Boy Overboard Morris Gleitzman	
	Spring 2 - Varjak Paw S.F Said	Spring 2 - The Indian In the Cupbaord Lynne Reid Banks	
	Summer 1 - Poetry Silver: Walter de la Mare Summer 1 - The Firework-makers daughter Phillip Pullman	Summer 1 - The Lion the Witch and the Wardrobe. Lewis Carol Summer 2- The Great Kapok Tree Lynne Cherry	
	Summer 2 - The Legend of Podkin One Ear Kieran Larwood	Summer 2 - Poetry- From A Railway Carriage Robert Louis Stevenson	
Year A		Year B	
Year 5 & 6	Autumn 1 - Cosmic Frank Cotterill Boyce	Autumn 1- Kensuke's Kingdom Michael Morpurgo	
	Autumn 2 - Letters from a Lighthouse Emma Carroll	Autumn 2- Clockwork Philip Pullman	
	Spring 1- The Storm Keepers Island Catherine Doyle	Spring 1- The Switch Antony Horowitz	
	Spring 2 - The day the crayons quit and the day the crayons came back Drew Daywalt	Spring 2- There's a girl in the boy's bathroom Louis Sachar Spring 2 - Poetry Annabel Lee Edgar Allan Poe	
	Summer 1 - Poerty The Highwayman Alfred Noyes Summer 1 - Coraline Neil Gaiman	Summer 1- Who let the Gods out? Maz Evans	
	Summer 2 - Oliver Twist Charles Dickens	Summer 2- Shakespeare The Tempest	

English Vision Statement

Our mission is for our pupils to become literate, preparing them with the skills for the next stage of their education. The English teaching we provide allows all children to fulfil their potential while giving them the skills to understand and use language in all its aspects. We aim to engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. We believe that literacy has the power to enrich lives, we will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. Our curriculum allows us to develop English skills through focus texts. This gives pupils opportunities to confidently use taught skills, knowledge and appropriate resources to read, write and understand a range of texts.

Aims

Our aim is to provide high quality teaching and learning experiences for the children to develop a love of reading and writing as well as be confident in their use of language both spoken and written.

Therefore, we will:

- Set high expectations so our children will achieve their full potential.
- Develop pupil's abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing based around the class focus text.
- Provide pupils with opportunities to consolidate, practise and develop new English skills across the curriculum.
- Encourage confidence and enjoyment in writing, reading, speaking and listening.

During their education at Offord Primary School we aim for all our children to:

- Practise, consolidate and develop English skills across the curriculum.
- Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding.
- Read and write with confidence, fluency and understanding for a range of purposes and audiences.
- Use a range of strategies to self-assess, edit and refine their own writing.
- To ensure that all pupils appreciate our rich and varied literary heritage.
- Develop their powers of imagination, inventiveness and critical awareness.

- Have an interest in words and their meanings and develop growing vocabulary.
- Through the teaching of phonics and spelling develop an understanding of the spelling system.
- Understand how grammar and punctuation is used, building on skills throughout school and applying this knowledge when reading and writing.
- Develop a legible, fluent writing style.

Curriculum organisation

Reading in EYFS and KS1

Children will have their own individual text for reading at both home and school. In EYFS and KS1 children will follow the Read Write Ink scheme (RWI). They will be assessed regularly assessments set out by RWI to make sure they are being challenged with the texts they are practicing. These texts will reinforce the teaching of class phonics. Once children have reached white level they will be able to start the Accelerated Reading Programme taking a star test to obtain a reading level, reading texts at this level, then quizzing themselves on the texts in order for teachers to see their understanding of the text. Children are expected to read for at least 10mins daily at home. Children whose reading diaries are stamped five times a week will receive a 'book worm' sweet for their efforts. These records are checked by teachers daily. Volunteers come to school to listen to range of children read regularly.

Children will also be exposed to a range of fiction texts during English lessons. They will have the chance to read and join in with these texts. They will be asked a range of questions about the texts they are reading as a class and writing opportunities will also be linked to these texts.

Reading in Key Stage 2

In Key Stage 2 children will have a book to read in class and at school. Their book level will be obtained by taking a star test on the Accelerated Reading Programme. Once children have completed a test, they will complete a book quiz testing themselves on the texts. This will allow the teacher to see their understanding of the text. Children are expected to read for at least 10 minutes daily at home with their reading recorded into their reading diaries. In Year 3 and 4 children will be rewarded for reading for 10 mins at least 5 times a week. In Year 5 and 6 children will be rewarded with a Bookworm sweet for

completing 3 quizzes at 85% or above. This will be monitored weekly by teachers.

Spelling and Grammar

In Key Stage 1 spelling will take the form on phonics. Teachers will follow the RWI programme to develop spelling. Children will be assessed regularly to allow them to progress. In Key Stage 2 the Spelling Shed programme will be followed. Children will be set weekly spelling lists which they should engage with daily online (at home). In school children will be given daily tasks on these words and tested weekly.

Grammar will be taught through the class text. Teachers will base all their taught grammar skills on the class text. Teachers follow the Grammar ladder in order to ensure that all skills for their Year groups are covered. Although these skills will be taught discreetly daily these skills should feed into all writing completed by the children both fiction and non-fiction.

Writing

Writing will be complete daily and will focus around the chosen class text. In some lesson's tasks will be longer covering a few lessons in other times the writing activity will only take one lesson to complete. All children will have access to dictionaries, thesaurus, key spelling lists, and any other helpful writing supports and structures when completing writing tasks. Children will be expected to carefully reflect on their work editing it (in purple pen) for spelling corrections, grammar corrections, making revisions and improvements to their original work.

A typical English lesson

Each class will have a focus book for a term or half term. All English (reading, grammar and writing) work will be around this text.

A typical lesson will include at least 10 minutes of spelling, 10-20 minutes of reading, 10 minutes of grammar the rest of the English lesson will be spent on writing. All writing done in these lessons will be fiction writing. Writing in Geography, History and Science lessons will be Non-Fiction. Exceptions to this are in Key Stage 1 where phonics is taught as their spelling aspect of the curriculum. Teachers can adapt these timings to suit the needs of their class and their long-term sequences of learning.

During the reading aspect teachers will read the book aloud, all children are expected to follow the text with their own copy of the book or their shared

book. Full discussions are held which extend pupils' vocabulary and comprehension of the text. This is key to their success in reading, and much work to support this will take place in daily class reading sessions.

Writing in English lessons could include a focus on Grammar and Punctuation, an opportunity to practise a skill that has been identified in the text, an exploration around new vocabulary, or a chance to do a short piece of independent writing based on the text, for example: a diary entry, writing about events or themes or character studies. In these shorted pieces of writing, teachers should look for previously taught Grammar focus to practise (eg. Using subordinating conjunctions when writing a reflective piece).

Assessment

Across the curriculum children will be assessed in reading, spelling and grammar termly using NEFR tests. These will allow teachers to track their classes progress and ascertain any gaps in learning. These gaps will then inform their future teaching. At the end of Key Stage 1 and Key Stage 2 children will take part in SATs. Throughout the year children in Year 2 and 6 will be assessed on previous SATs papers as their assessment materials. Writing will be assessed by teachers each term. Children will be assessed using a range of their writing, both fiction and non-fiction based on the national curriculum outcomes for their year group.

English- Grammar Punctuation and Spelling

Progression Ladder

	Grammar and punctuation to learn	Spelling
	<p>Finger Spaces Letter Word Sentence Full stops Capital letter Sounds Special friends Blend segment Read Write</p>	
	<p>Punctuation Question mark Exclamation mark Singular Plural Adjective Conjunction- and Alliteration Noun Noun phrase Prefix Use capital letter for proper nouns and personal pronoun I. Children should also be able to say the alphabet in order.</p>	<p>Words containing each of the 40+ phonemes Common exception words Days of the week Use the spelling rule for adding s or es Use the prefix un Use ing, ed, er and est- no change to the root word.</p>

	<p>Apostrophe for contraction Apostrophe for omission Apostrophe for singular possession Commas for lists Adverb Verb StatementQuestion Exclamation Command Subordination (when if, that, because) Coordination (or, and, but) Imperative verb Past tense Present tense Root word Prefix</p>	<p>Common homophones and near homophones. Contractions Possessive apostrophe (singular) Suffixes- ment, ness, ful, less, ly</p> <p>Common exception words. door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used.</p>
	<p>Word family Preposition Direct speech Inverted commas Prefix Consonant Vowel Clause Subordinate clause Root word Determiners Paragraphs Articles an or a</p>	<p>Further prefixes and suffixes Further homophones Words that are often misspelt. Possessive apostrophe Use first 2 or 3 letters to check the spelling in the dictionary.</p>
	<p>Pronoun (for clarity and cohesion)</p>	

	<p>Possessive pronoun Adverbial Fronted adverbial with a comma Determiner Noun phrase Abbreviation Verb/ subject agreement Subordinating conjunctions (when, if, but, although) Formal verb form Formal verb tense Suffixes Paragraphs Apostrophes</p>	<table border="0"> <tr><td>accident(ally)</td><td>early</td><td>knowledge</td><td>purpose</td></tr> <tr><td>actual(ly)</td><td>earth</td><td>learn</td><td>quarter</td></tr> <tr><td>address</td><td>eight/eighth</td><td>length</td><td>question</td></tr> <tr><td>answer</td><td>enough</td><td>library</td><td>recent</td></tr> <tr><td>appear</td><td>exercise</td><td>material</td><td>regular</td></tr> <tr><td>arrive</td><td>experience</td><td>medicine</td><td>reign</td></tr> <tr><td>believe</td><td>experiment</td><td>mention</td><td>remember</td></tr> <tr><td>bicycle</td><td>extreme</td><td>minute</td><td>sentence</td></tr> <tr><td>breath</td><td>famous</td><td>natural</td><td>separate</td></tr> <tr><td>breathe</td><td>favourite</td><td>naughty</td><td>special</td></tr> <tr><td>build</td><td>February</td><td>notice</td><td>straight</td></tr> <tr><td>busy/business</td><td>forward(s)</td><td>occasion(ally)</td><td>strange</td></tr> <tr><td>calendar</td><td>fruit</td><td>often</td><td>strength</td></tr> <tr><td>caught</td><td>grammar</td><td>opposite</td><td>suppose</td></tr> <tr><td>centre</td><td>group</td><td>ordinary</td><td>surprise</td></tr> <tr><td>century</td><td>guard</td><td>particular</td><td>therefore</td></tr> <tr><td>certain</td><td>guide</td><td>peculiar</td><td>though/although</td></tr> <tr><td>circle</td><td>heard</td><td>perhaps</td><td>thought</td></tr> <tr><td>complete</td><td>heart</td><td>popular</td><td>through</td></tr> <tr><td>consider</td><td>height</td><td>position</td><td>various</td></tr> <tr><td>continue</td><td>history</td><td>possess(ion)</td><td>weight</td></tr> <tr><td>decide</td><td>imagine</td><td>possible</td><td>woman/women</td></tr> <tr><td>describe</td><td>increase</td><td>potatoes</td><td></td></tr> <tr><td>different</td><td>important</td><td>pressure</td><td></td></tr> <tr><td>difficult</td><td>interest</td><td>probably</td><td></td></tr> <tr><td>disappear</td><td>island</td><td>promise</td><td></td></tr> </table>	accident(ally)	early	knowledge	purpose	actual(ly)	earth	learn	quarter	address	eight/eighth	length	question	answer	enough	library	recent	appear	exercise	material	regular	arrive	experience	medicine	reign	believe	experiment	mention	remember	bicycle	extreme	minute	sentence	breath	famous	natural	separate	breathe	favourite	naughty	special	build	February	notice	straight	busy/business	forward(s)	occasion(ally)	strange	calendar	fruit	often	strength	caught	grammar	opposite	suppose	centre	group	ordinary	surprise	century	guard	particular	therefore	certain	guide	peculiar	though/although	circle	heard	perhaps	thought	complete	heart	popular	through	consider	height	position	various	continue	history	possess(ion)	weight	decide	imagine	possible	woman/women	describe	increase	potatoes		different	important	pressure		difficult	interest	probably		disappear	island	promise	
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	<p>Relative clauses Modal verb Parenthesis Bracket Dash Cohesion Ambiguity Expanded noun phrases (to convey complex information) Synonym Antonym Imbedded clause Relative pronoun Present progressive Prefixes Suffixes</p>	<p>Further prefixes and suffixes Silent letters Use a dictionary to check spelling and meaning of words. Use a thesaurus.</p> <p>See Year 6 for year 5/6 word list.</p>																																																																																																								

Active and passive voice
Subject and objectHyphen
Colon
Semi colon
Ellipsis
Bullet points
Past progressive
Present progressive
Subjunctive form

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	