

Curzon English Curriculum

Our Intent

Curzon specific aims of English

Our vision is for all to grow like the mustard seed and, to succeed academically, pupils need to have a strong grasp of English. Our intent is to equip all our pupils with proficient skills in English so they can access all areas of the curriculum and are prepared for their future learning and careers.

We aim to foster a love for reading and give reading the highest priority across the whole curriculum. This is shaped by our school vision which aims to enable all pupils, regardless of background, ability, additional needs, to grow to become the very best they can be. We have built our English curriculum around high-quality key texts, carefully chosen to expose pupils to a range of genres, authors and experiences of the wider world. The texts chosen include some with underlying themes that provide pupils with meaningful experiences of the Curzon values: respect, kindness and courage. We have a rigorous and sequential approach to reading where we strive to promote confidence in the pupils as readers and for them to become aware of reading as a source of communication, information, research, interest, and pleasure. We teach phonics in Reception and Year 1 through the Little Wandle accredited synthetic programme with the aim that all pupils become fluent and accurate readers. This enables working memory to focus on interpretation and analysis. Across the curriculum, pupils enjoy a range of texts, both fiction and non-fiction which are linked to their topics and support the acquisition of subject specific vocabulary. A rich text base in all classes also allows for opportunities for pupils to read widely and understand the diverse world we live in. Throughout the school, pupils read individually, share class novels, read in small, guided groups, and are read to by adults. Through accurate assessment and where gaps in learning are identified, phonics interventions and additional support ensure all pupils make progress to support them in accessing the full curriculum.

Our vision is to develop a love of learning where pupils are confident to communicate their knowledge, ideas and emotions through their writing. In our ever-changing world, pupils need to have the knowledge, skills and attitudes to learning that that will enable them to succeed. Through our rich and varied English curriculum, we aim to inspire and excite our pupils and foster a thirst for writing to enable them to express themselves with ease and enjoyment as they prepare for their lives beyond the primary school. We aim for all pupils to become confident and effective communicators and actively promote talk to plan and rehearse writing as well as the sharing of ideas and vocabulary. We have deliberately chosen topics that are meaningful to our pupils, linked to other areas of the curriculum and/or give rise to passionate responses, such as deforestation and fair trade. We place an emphasis on transcriptional skills (spelling, reading, basic punctuation) with the aim that these become increasingly automatic, freeing up our pupils to focus on their creativity and development of language. We set high expectations for all our pupils to take pride in their work and have a fluent handwriting style alongside allowing their imaginations to flourish.

We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. We believe it is important to encourage pupils to aim high and to look for ways to improve their writing therefore

editing and re-drafting are taught, building progressively through the age groups. This links to our school vision of growing in wisdom and creativity, developing the ability to become articulate and respectful communicators.

We aim for our pupils to develop expertise in speaking and listening. Listening and speaking skills are modelled explicitly by the teacher with practice tasks for pupils to complete in pairs/small groups. These tasks become longer and more complex as pupils progress through the school. Talk is tentative and exploratory; it involves taking risks. Our teachers create classroom climates conducive to taking risks in a supportive and secure environment. This links with our Curzon value of courage.

How this links with our school vision: growing in wisdom, creativity and in the ability to communicate articulately and respectfully, being a role model to others.

Our Implementation

How English is organised

Phonics

We use the Little Wandle Phonics programme in KS1. The success in this programme lies in the way that it is sequenced and structured. Sounds are built up progressively during the programme with a revisit and review section each day to practise previous sounds. Each week, the lessons are sequenced so that the sounds are applied in reading and tasks at the end of the week. There is a clear sequence within each lesson: revisit and review, teaching of new sounds, practising and applying. Each sound is taught in a logical way: listening to the phoneme, repeating it, practising words with the phoneme, reading words or sentences with the phoneme and then writing. To enable all pupils to flourish, we identify those who need extra support and put in place additional sessions.

Reading

Reading in Reception and Year 1 is taught in small guided reading groups using Little Wandle texts matched to the pupils' phonics needs. In Year 2-6, reading is taught through whole class shared reading where texts are sometimes linked to writing units and/or other subject areas in the curriculum. Key whole class texts that are used for writing units are in blue on the writing overview below.

Each class (Year 2-6) also has a separate reading skills lesson each week. We use whole class readers so that all pupils have access to the text during reading sessions. These fiction books have been carefully selected to ensure that there is progression through the school. Non-fiction texts are appropriately pitched for each year group. Key focuses of reading are decoding and retrieval skills. In KS2, inference skills and vocabulary are deemed important as many of our pupils do not have extensive vocabularies. We want our pupils to experience a wide range of quality texts and so have designed our curriculum to cover different text types and authors, including some classical texts, texts linked to PSHE and texts reflecting our diverse society. Our older pupils study texts which have clear themes and use more complex figurative language. We follow the VIPERS comprehension approach throughout the school, ensuring that we place an emphasis on developing our pupils' vocabulary. We teach our pupils to become skilled readers, showing them how to use strategies (predicting, questioning, linking, drawing on experience, drawing on understanding of vocabulary and sentence structure and checking when something does not make sense) to create and update a mental model as they read. We have a short-term phonics catch up programme in place to support Year 3 pupils who have not yet fully mastered decoding and 1-1 interventions to support fluency.

Pupils in all classes read, write and perform poems.

How we teach reading

Reading lessons typically follow this sequence:

Teachers explain context and vocab first. This means that when children see the words in the text, they will make sense to them.

Teachers read aloud to children modelling good expression and fluency. They also model their own thought process as a reader, discussing the mental models they are creating.

Pupils have time to practise fluency.

Pupils respond to the text asking and answering questions. We recognise that pupils need to use many skills to understand a text fully and teach them how expert readers piece together clues provided by words, phrases and use of grammar to enable them to gain the gist and then a deeper understanding of a text. We teach pupils skills such as predicting and then checking this prediction as they read more of the text.

Reading at home

Pupils in Reception and Year 1 read phonics books that are closely matched to their phonics phase. Pupils In Year 2, 3 who need extra support with phonics also read books linked to the scheme. Pupils in KS1 also take home a picture book/chapter book that an adult can read to them to develop a love of reading. Pupils in KS2 choose from a wide range of books in the classroom and school library. Everyone in the school is expected to read at least 3 times each week and there is a weekly competition.

Reading for pleasure

Curzon understands the importance of developing lifelong reading habits and a love of literature. Adults read daily to their classes, selecting texts to ensure a wide range of reading material over the school. Each class visits the school library regularly. At the end of every half term, each class has a book talk lesson dedicated to sharing and recommending good reads. Year 5 and Year 6 pupils read weekly with a KS1 reading buddy. Other examples include World Book Day events, trips to local libraries and book sales. We have Reading Ambassadors whose role is to promote reading throughout the school.

Curzon School Reading Map

Year group	Autumn Term	Spring Term	Summer Term
Barn Owls & Snowy Owls Reception and Y1	Group reading in ability groups linked to phonics Class stories- range of (rhyming and non-rhyming) picture books		
Snowy Owls Y2	Fiction – The Magic Finger Class stories- range of picture books	Fiction – The day I fell into a Fairytale Class stories- range of picture books; Revolt Rhymes	Non-Fiction- Minibeasts Class stories- range of picture books / short novels
Class 3	<u>Fiction</u> : The Day the Crayons Quit; Stone Age Boy <u>Non-fiction</u> : festival texts including Christmas traditions and biographies including Amelia Earhart. <u>Poetry</u> : Remembrance - Where the poppies now grow	<u>Fiction</u> : Baboushka; The Magic Paintbrush; Chinese New Year; Where the Forest meets the Sea; The Shaman’s Apprentice; The Great Kapok Tree; There’s a Rang-Tan in my Bedroom	<u>Fiction</u> : Traditional tales <u>Non-fiction</u> : Deserts and Ancient Egypt texts; online local area nature research. Class Novels: Mummies in the Morning; Hodgeheg; The Time

	<p>Class novel: <i>The Owl who was Afraid of the Dark</i></p>	<p><u>Non-fiction</u>: New Year celebrations and Rainforest texts. <u>Poetry</u>: <i>The Rainforest Grew all Around</i> Class Novels: <i>Flat Stanley</i>; <i>The Queen's Nose</i></p>	<p><i>Travelling Cat and the Egyptian Goddess</i>;</p>
Class 4	<p><u>Fiction</u>: <i>The Green Ship</i> <u>Non-fiction</u>: <i>Remembrance</i>; <i>Festival of Light</i> <u>Poetry</u>: <i>Who has seen the Wind?</i> (Christina Rossetti) Class novel: <i>Bill's New Frock</i></p>	<p><u>Fiction</u>: <i>Angel of Nitshill Road</i> <u>Non-fiction</u>: <i>Mountains and Volcanoes</i> Class novel: <i>The Giants and the Joneses</i></p>	<p><u>Fiction</u>: <i>Charlotte's Web</i> <u>Non-fiction</u>: <i>Rivers</i> <u>Poetry</u>: <i>River poetry</i> Class novel: <i>Emil and the Detectives</i></p>
Class 5	<p><u>Fiction</u>: <i>Tom's Midnight Garden</i> <u>Non-fiction</u>: Anglo Saxon information texts, newspapers <u>Poetry</u>: <i>Remembrance poetry</i>; learning and reciting autumnal poems Class novels: <i>The Explorer</i>; <i>Anglo Saxon Boy</i></p>	<p><u>Fiction</u>: <i>The Lion, The Witch & The Wardrobe</i> <u>Non-fiction</u>: <i>Olympics & Ancient Greece</i> texts Class novel: <i>The Boy at the Back of the Class</i></p>	<p><u>Fiction</u>: <i>The London Eye Mystery</i> <u>Non-fiction</u>: London information texts <u>Poetry</u>: <i>Dark Sky Park</i> Class novel: <i>The Secret Garden</i></p>
Class 6	<p><u>Fiction</u>: <i>A Christmas Carol</i>; Ancient myths and legends <u>Non-fiction</u>: Victorian times information texts Class novel: <i>Treasure Island</i></p>	<p><u>Fiction</u>: <i>Skellig</i> <u>Non-fiction</u>: Fairtrade information texts <u>Poetry</u>: <i>The Highwayman</i> Class novel: <i>Wonder</i></p>	<p><u>Fiction</u>: short stories <u>Non-fiction</u>: information texts <u>Poetry</u>: <i>Shakespeare's Sonnet 15</i> Class novel: <i>When Hitler Stole Pink Rabbit</i></p>

Writing

Curzon believes that pupils should apply their learning and creates many opportunities to consolidate and build on literacy skills across the curriculum. We place an emphasis on creating cross curricular links with humanities as this results in improved writing standards and better historical and geographical knowledge. The curriculum for each year group includes writing based on cross-curricular subjects, as mapped out below. We have also chosen topics that give rise to opportunities for courageous advocacy.

We have mapped out the key types of writing taught to ensure progression throughout the school. Each year group has units on story writing, character and setting descriptions.

KS1 Barn Owls cover mostly story writing, instructions, introduction to information writing. Snowy Owls builds on this with basic non chronological reports and writing longer sequences of instructions.

KS2 Year 3 builds on instructions with a focus on extending vocabulary for imperatives (wash becomes lather etc). We have made the choice not to teach units on instructions after Year 3 as the outcomes tend to be quite basic in terms of language and sentence structure. Instead, from Year 4 onwards, we focus on explanatory texts. We have made the decision to teach more tricky types of writing, such as formal register and discussions in Year 6. We also allow Year 6 pupils to choose some of the genre of writing and become more aware of audience (e.g. Christmas Carol) which supports the development of greater depth skills. Different text types are revisited over the key stage curriculum with links being made to previous terms/year groups.

Following Covid, we identified gaps in handwriting skills in KS1 and in grammar and punctuation in KS2. We understand the importance of transcriptional skills and punctuation as by mastering these, pupils' working memories are freed up to focus on content, form and structure. To address this, we teach handwriting in all classes and basic skills sessions in KS2 focusing on the transcriptional elements of writing and grammar structures.

In Reception and KS1, spellings are linked to the Little Wandle phonics programme. Spelling in Year 2 is taught using little Wandle as this follows on logically from the phonics programme. There are opportunities for pupils to apply their knowledge through dictated sentences. In Years 3-6, spelling is taught as standalone lessons, using No Nonsense Spelling, with a system of home learning and testing. Pupils are taught to apply their spelling knowledge to other lessons across the curriculum involving writing.

How we teach writing

Writing units are designed so that the skills are built up progressively to enable pupils to produce good outcomes in different types of writing. Examples of activities earlier on in writing units include annotating model texts and speaking like an author. Explicit links are made between reading and writing. Key grammar and punctuation skills are taught as part of each unit. Planning is often scaffolded to enable pupils to focus on developing their language skills and

applying the grammar and punctuation features taught. Pupils are often given two attempts at a type of writing so they can practise and apply their skills. This gives pupils opportunities to practise and reinforce their learning.

We use talking activities extensively in our teaching of writing. Talk is used to collect ideas, collaborate on plans and rehearse parts of text. Pupils also edit their work with through talking with a partner. Drama and role play are used across the school.

Success criteria are used throughout the school. These are based on the writing skills progression document. Individual half-termly pupil writing targets are set from these and shared with parents. In Year 6, pupils often create their own success criteria based on what they know makes effective writing.

As part of the school's growth mind set approach, pupils are taught the value of following and responding to teachers' comments. Time is allocated for pupils to reread their writing and make improvements. From Year 2 (spring term onwards) to Year 6, we use purple polishing pens to edit and improve writing. There is a clear progression of editing/redrafting expectations in our marking policy. We also use peer editing, especially in Year 5 and 6.

Plenaries are often based on outcomes from the lesson, sharing examples of where pupils have met the success criteria and next steps. Mid lesson plenaries are used following formative assessment to reinforce key skills and set further challenges.

Pupils self-assess at the end of lessons to reflect on how well they feel they have achieved and what they have learned. We have a growth mindset approach whereby mistakes are seen as learning opportunities.

Curzon School Writing Map

EYFS

EYFS writing is taught through discrete lessons, phonics and continuous provision covering the following key skills and following the same broad units as Year 1 Barn Owls. Skills are built up. Pupils start by forming letters linked to sounds they have learned, put these together to make basic words and then slowly build up to sentences.

Writing

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Our EYFS writing curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. listening and attention; speaking; fine motors skills (letter formation)

This overview should be read in conjunction with the reading and writing skills documents that set out skills progression across the school.

Key texts and authors are in blue.

KS1 is on a 2 year rolling programme

Yellow highlights denote links to courageous advocacy opportunities.

Highlights show different genres.

KS1 Year A

Year group: LA Y1 Barn Owls	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from EYFS
AUTUMN	<p>Traditional stories</p> <p>Great Fire of London Toby and The Great Fire of London A day at the Fire Station</p> <p>The Jolly Christmas Postman</p>	<p>Simple sentences based on a story.</p> <p>Diary</p> <p>Non -fiction</p>	History-Fire of London	<p>Beginning to write in full sentences Finger spaces Story language Role play-key events</p> <p>Full stops and capital letters</p> <p>Correct letter formation Spelling linked to phonics programme.</p>	<p>Writing a string of sentences, letter formation and leaving spaces between words</p> <p>(more details on progression doc)</p>

	<p>Don't Hog the Hedge</p> <p>Julia Donaldson books Gruffalo Stick Man Super worm</p>	<p>Comprehension, description, rhyme</p>	<p>Art, science, healthy eating</p>	<p>Adjectives Retelling in own words</p>	S
SPRING	<p>Stories from other cultures Handa's surprise Coming to England</p> <p>Stories about helping others and being kind Rainbow Fish The Squirrels who Squabbled Super Tato</p> <p>Growing Non-fiction books animals /growing</p> <p>Instructions Tiny Seed The Disgusting Sandwich</p>	<p>Retelling a story (create different version)</p> <p>Describing words</p> <p>Labels Fact file</p> <p>Instructions for making a fruit salad</p>	<p>Art, healthy eating/growing</p> <p>Science- growing</p> <p>DT</p>	<p>Settings Using adjectives for fruit Using capital letters and full stops independently in a sentence.</p> <p>Non fiction type sentences. It is , It has... Full stops and capital letters</p> <p>Identifying fiction/non fiction</p> <p>Singular/plural spellings</p> <p>Use of imperatives.</p>	
SUMMER	<p>Poetry Rumble in the Jungle</p>	<p>Poetry</p>		<p>Identify rhyming words, Adjectives to describe nouns</p>	

	<p>Animals</p> <p>Non – fiction weather</p> <p>Space stories Back to Earth with a Bump</p> <p>Toys in Space Whatever Next Astrid Max and Lemon around the world</p>	<p>Non fiction writing-reports Labels and captions</p> <p>Story settings. Describing words</p>	<p>Science-<i>animals</i></p> <p><i>Geog-weather</i></p> <p>History-Space</p> <p><i>Science-growing</i></p>	<p>Writing a string of 3 sentences</p> <p>Story sequencing Conjunctions Writing a string of 3 sentences Spelling common exception words</p> <p>Make up narrative based on a familiar story</p>	
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KS1 Year B

Year group: LA Y1 B Barn Owls	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from EYFS
AUTUMN	<p>Traditional stories</p> <p>Vehicles</p>	<p>Simple sentences based on a story.</p> <p>Diary</p>	History- Transport	<p>Beginning to write in full sentences Finger spaces Story language Role play-key events</p>	Writing a string of sentences, letter

	<p>Runaway Train Runaway train to the rescue</p> <p>Non Fiction – animals and autumn Local area</p> <p>Rhyming stories Giraffe Can't Dance I'm a little Hedgehog autumn poems</p> <p>Other texts Stick Man Don't hog the hedge The Gruffalo's child</p>	<p>Non fiction</p> <p>Comprehension, description, rhyme</p>		<p>Full stops and capital letters</p> <p>Correct letter formation Spelling linked to phonics programme. Adjectives Retelling in own words</p>	<p>formation and leaving spaces between words</p> <p>(more details on progression doc)</p>
SPRING	<p>Stories from other cultures Handa's Hen The Tiger who came to tea We're going on a lion hunt</p> <p>Stories about helping others The Lion, Rachel Bright</p>	<p><i>Retelling a story (create different version)</i></p> <p><i>Describing words</i></p> <p><i>Labels</i></p>	<p><i>Art, science, healthy eating</i></p> <p><i>History-Nelson Mandela</i></p>	<p>Settings Using adjectives for fruit Using capital letters and full stops independently in a sentence.</p> <p>Non fiction type sentences. It is , It has... Full stops and capital letters</p>	

	<p>The Koala who can Nelson Mandela</p> <p>Instructions Lighthouse Keeper's Lunch Sams seeds</p> <p>Spider Sandwiches</p>	<p>Fact file Instructions for making sandwiches</p>	<p>DT</p>	<p>Identifying fiction/non fiction</p> <p>Singular/plural spellings</p> <p>Use of imperatives</p>	
SUMMER	<p>Poetry</p> <p>List poetry – Who am I</p> <p>The Fish who could Wish – poetry</p> <p>Home and Houses House that Jack built Iggy Peck</p> <p>Oral Hygiene All the nonsense in my teeth</p> <p>Seaside stories Sharing a Shell Billy's Bucket At The Beach – Roland Harvey</p>	<p>Poetry</p> <p>Non fiction writing- animals Homes and Houses Labels and captions</p> <p>Story settings. Describing words</p>	<p>Art-natural materials History-homes</p> <p>Geog-seaside</p>	<p>Identify rhyming words, Identify a list poem and explain what this is Adjectives to describe nouns</p> <p>Writing a string of 3 sentences</p> <p>Story sequencing Conjunctions Writing a string of 3 sentences Spelling common exception words</p> <p>Make up narrative based on a familiar story</p>	

	Usborne book of Wild Weather				Greater range of types of writing which are revisited each term.
SPRING	Florence Nightingale Kirongo Cloudy with a chance of meatballs	Non chronological report Letter writing	Geography History Geography	Starting subordination	
SUMMER	Space -Neil Armstrong Building own rocket Meerkat Mail Shape poems- weather	Non chronological report Instructions Story Writing sequel Poetry	History-Neil Armstrong DT Geography-continent Geography- weather	Builds on non fiction writing from autumn term. Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions. Story writing progresses from retelling to innovating to writing a short sequel.	

	Nelson Mandela	Non chronological report and diary	History	News report conventions	
	Kirongo	Letter writing	Geography	Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions. Starting subordination	
SUMMER	Homes from the past lggyeck architect	Non chronological report	History	Builds on non fiction writing from autumn term.	
	Instructions for finding treasure	Instructions	Geography –seaside	Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions.	
	The Pirates next Door	Story Writing sequel	Geography –seaside		
	Shape poems- seaside	Poetry	Geography –seaside	Story writing progresses from retelling to innovating to writing a short sequel.	

Year group: 3	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from Y2
AUTUMN	<p>The Day the Crayons Quit</p> <p>Stone Age Stone Age Boy,</p> <p>How to wash a woolly mammoth,</p> <p>Rocks and Soils The Street Beneath my Feet Pebble in my Pocket Mary Anning biography</p> <p>Autumn themed poetry</p>	<p>Persuasive letter</p> <p>Story Description of settings <i>Diary-day in life of stone age child.</i></p> <p>Instructions</p> <p><i>Explanation writing</i></p> <p>Story planning</p> <p>List Poetry</p>	<p>PSHE</p> <p><i>History- Changes in Britain Stone Age to Iron Age</i></p> <p>Cookery</p> <p><i>Science-Rocks & Soils</i></p>	<p>Different sentence types, different point of view</p> <p>Story writing Paragraphs Describing characters</p> <p>Use of imperatives- extending vocab</p> <p>Imagery-similes, alliteration</p>	<p>Builds on skills from end KS1 with a greater emphasis on setting, characters, adverbials and paragraphs. Pupils start to plan own stories</p> <p>Editing: mostly punctuation and spellings. Once every 2-3 weeks.</p> <p>(more details on progression doc)</p>

<p>SPRING</p>	<p>Rainforest Where the Forest meets the Sea (picture book-good for visual inference) The Great Kapok Tree The Shaman's Apprentice There's a Rang-tang in my Bedroom</p> <p>Aesop's fables</p>	<p>Description of settings Free verse/ patterned poetry</p> <p><i>Non chronological reports</i> Persuasive language <i>Explanation writing</i></p> <p>Story telling incl dialogue</p>	<p><i>Geography-rainforests and woodlands</i></p>	<p>Describing settings Subject specific vocab</p> <p>Information/explanation writing-build on from autumn term</p> <p>Persuasive writing conventions-builds from autumn term</p>	
<p>SUMMER</p>	<p>Ancient Egypt story from another culture : Egyptian Cinderella</p> <p>The Time Travelling Cat & the Egyptian Goddess A harder text so left until summer term</p> <p>Enormous Crocodile</p> <p>Hodgeheg</p>	<p>Story telling, retelling stories <i>Instructions-mummification</i></p> <p>Comparing versions of Cinderella</p> <p>Adventure story</p> <p>Story telling/playscripts incl dialogue</p> <p>Story settings, diary entry</p>	<p><i>History-Ancient Egypt</i></p> <p><i>Science-animals</i></p>	<p>Instructions-builds on autumn term.</p> <p>Language of comparison.</p> <p>Builds on Ks1 traditional tales</p>	

Year group: 4	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from Y3
AUTUMN	<p>Poetry</p> <p>Romans</p> <p>Boudicca</p> <p>Across the Wall</p> <p>Roman Diary, The Journal of Iliona, Young Slave</p>	<p>Rondelets – around winter weather</p> <p>Non-chronological reports</p> <p>Myths and Legends</p> <p>Story writing-retelling and as a character</p>	<p>RE</p> <p>History-Romans in Britain</p>	<p>Story writing</p> <p>Describing characters</p> <p>Myths & Legends</p> <p>More complex settings</p> <p>Paragraphing in non-chronological writing.</p>	<p>Builds on skills from end Y3 with a greater emphasis on show not tell, expanded noun phrase, subordinate clauses and fronted adverbials.</p> <p>Organising non-fiction writing</p> <p>More direct marking indicating exactly what to redraft.</p> <p>Some chn focusing more on spelling corrections.</p> <p>Once every 2-3 weeks</p> <p>(more details on progression doc)</p>
SPRING	<p>Pompeii</p> <p>Escape from Pompeii</p> <p>Firework Maker-story from another culture</p>	<p>Non chronological report</p> <p>Newspaper article</p> <p>Letter-explaining reasons</p> <p>Fantasy story writing-write own version of</p>	<p>Geography-Mountains, volcanoes and earthquakes</p>	<p>Paragraphing in non-chronological writing with less scaffolding</p> <p>Explanation texts and letters combined-builds</p>	

	Firework Maker's Daughter	what happens to Lila when she meets the firemaker inc scene description		on previous skills taught separately. Newspaper conventions Persuasive writing-builds on Y3 <i>(For/against living near volcanoes, focus on organisation of text)</i>	
SUMMER	Rivers Poetry on rivers Charlotte's Webb	Non chronological report –pollution Poetry-personification of rivers Story-extra chapter-extended writing	Geography- Coasts and rivers Science-Living things and Habitats	Non chronological report Writing a more extended story builds on previous story writing skills.	

Year group: 5	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from previous year group
AUTUMN	Just So Stories	Writing own version Characterisation, description of setting	History- Anglo Saxons	Story writing Describing characters Writing in the style of Rudyard Kipling.	Builds on skills from end Y4 with a greater emphasis on awareness of reader, commas,

	<p>Performance poetry</p> <p>Recounts based on humanities – Ufton Court, RE</p> <p>Anglo Saxon Museum</p>	<p>Performance poetry</p> <p>Recounts</p> <p>Formal museum label writing to describe replica artefact information- Anglo Saxons</p> <p>Explanation-formal language</p>	<p>RE/PSHE</p> <p>History, DT</p>	<p>Recounts-builds on use of adverbial phrases from year 4.</p> <p>Museum descriptive & explanatory writing conventions (linked with D&T project of creating a class museum of AS replica artefacts).</p>	<p>varying sentence types, cohesion between paragraphs.</p> <p>Grouping non-fiction ideas into clear paragraphs.</p> <p>Redrafting: sections at end of extended writing</p> <p>(more details on progression doc)</p>
SPRING	<p>Ancient Greek myths</p> <p>Ancient Greece information texts</p> <p>The Lion, Witch and Wardrobe</p>	<p>Myths and legends</p> <p>Non-Chronological report writing about aspects of Ancient Greece.</p> <p>Story writing-portal stories, scene and characterisation</p>	History – Ancient Greece.	<p>Describing settings in detail including using all senses.</p> <p>Persuasive techniques Language of advertising</p> <p>Explanations of Olympics Builds on Y4 explanations.</p>	

				Organising story writing to span two settings.	
SUMMER	<p>Poetry- pets, TS Elliott</p> <p>The Piano film clip</p> <p>Information texts about London</p>	<p>Metaphor and simile poetry</p> <p>Story writing based on The Piano</p> <p><i>Formal writing – current events relating to London & local area</i></p>	<p>London-Thames and Settlement Rivers</p>	<p>Story writing focusing on physical descriptions of place, characterisation and emotions.</p> <p>Information writing- builds on non-chronological reports from Y4. Introduces a more formal register.</p>	

Year group: 6	Unit of work	Types of writing	Cross Curricular links	Key Knowledge/skills	Progression from Y5
AUTUMN	<p>Kensuke's Kingdom</p> <p>Christmas Carol Victorian day recount adult audience (GDS choice of genre), time travel flashback in history.</p>	<p>Story –description of settings Biography Balanced argument</p> <p>Persuasive writing</p> <p>Writing for range of purposes/audience- choice of writing types: e.g. recount, playscript, stream of consciousness</p> <p>Diary</p>	Victorians-local History	<p>Persuasive techniques- builds on Y5.</p> <p>Diary conventions-builds on work in Y4. Choice of writing types given</p>	<p>Builds on skills from end Y5 to meet end of Ks2 framework at ARE Choice of genres</p> <p>Redrafting: sections at end of extended writing Editing for spelling and punctuation before re-drafts.</p> <p>(more details on progression doc)</p>
SPRING	<p>Formal non-fiction Newspaper articles and police style report – Flying Frogs</p> <p>Fair trade</p>	<p>News reports</p> <p>Persuasive letter</p>	Geography-fair trade	<p>Describing settings Builds on newspaper conventions from Y4</p> <p>Persuasive writing Constructing clear paragraphs Text cohesion</p>	

	Balanced argument Skellig	Discussion Suspense story Character study		Writing other people's points of view is progression from writing about own point of view. Formal language	
SUMMER	Shakespeare Letters of complaint Poetry Narrative conversation Short stories- with choice of plot and genre.	Love letter Play scripts Letter Free verse Dialogue Story writing with greater choice of planning plot. Biography-formal writing	<i>Science</i> History, RE	Builds on cohesive knowledge above Vocabulary, use of metaphor, Formal register	

Speaking and Listening

Pupils require a purpose, context and an audience for speaking, just as for writing. There are many opportunities during English lessons for speaking and listening and this aspect is interwoven through each unit of work. For example, pupils will have opportunities to try out new language, discuss ideas and listen to examples of the genre. They will also story tell orally. In EYFS, KS1 and lower KS2, we draw on Pie Corbett's Talk for Writing approach in some units.

In our EYFS language rich setting, practitioners explicitly teach new vocabulary, model language structure and support pupils with forming conversations. Through sharing books with the pupils, they teach good listening skills and the ability to join in with words and phrases, including rhyming words. In Reception, pupils also have role play areas to practise their speaking and listening in different contexts. Staff expertly build on these skills throughout the school, teaching pupils how to interact effectively with each other and with a range of different audiences. Staff model good talking and listening skills, teach Standard English and give pupils the knowledge and vocabulary they need to become competent orators. In upper key stage 2, pupils learn how to speak in a more formal register.

Talk partners are a key element of our Teaching and Learning and Assessment blueprint and short snippets of paired/group talk happen across the curriculum. Throughout the curriculum, there are many planned opportunities for more extended talk, such as collaborative reading, writing activities, dramatic play, recounts of school trips, research on the current topic, persuasion on a current issue, construction in D&T etc.

Throughout KS1, pupils participate in topics linked ‘show and tell’ activities. At times, as pupils become older, they will also have the opportunity to give prepared individual talks, group presentations, speak in church services and assemblies, hold debates, show visitors around the school etc. Year 6 prepare and present a formal talk for the whole school and parents. There are opportunities in every year group for pupils to participate in productions/church services of various kinds and time is given to practice and rehearsal.

Many of the speaking and listening activities will be cross-curricular.

Some of the kinds of talk we will encourage will require the pupils to:

ask questions, describe, explain, narrate, inform, present, persuade, dispute, express and justify opinion, debate(structured argument), express feelings, discuss, disagree, develop an idea, negotiate, collaborate, clarify, analyse, make decisions, compare, share, reason, hypothesise, reflect, evaluate, criticise, predict, suggest, comment, answer, think, aloud, demonstrate, report, explore ideas, summarise, interview, recite and read aloud, encourage the views of others, prepared individual talks, group presentations etc.

Breakdown of National Curriculum Speaking and Listening objectives by phase

Year group	Key objectives
Reception	Listen and respond appropriately to adults and their peers. Join in with predictable/repeated phrases and rhymes in books read to them. Know to wait their turn before speaking.

	<p>Join in with short circle time sessions with the whole class.</p> <p>Ask questions about what they are learning and doing.</p> <p>Copy vocabulary modelled by adults</p> <p>Participate in role play activities</p>
KS1	<p>Listen and respond appropriately to adults and their peers. Work effectively with a partner listening to their ideas.</p> <p>Ask relevant questions to extend their understanding and knowledge of different curriculum areas e.g., science, humanities and RE.</p> <p>Join in with circle time with the whole class.</p> <p>Build vocabulary through direct teaching, use of working walls, recap activities, practice.</p> <p>Give narratives for different purposes, rehearsing sentences before writing them.</p> <p>Maintain attention for short periods of time during carpet time and participate actively in collaborative conversations, staying on topic and initiating comments.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in performances and role play.</p>
Lower KS2	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge of different curriculum areas e.g., science, humanities and RE.</p> <p>Join in with circle time with the whole class.</p> <p>Build vocabulary through direct teaching, use of working walls, recap activities, practice</p>

	<p>Start to articulate and justify answers, arguments and opinions</p> <p>Give descriptions, explanations and narratives for different purposes, including for expressing feelings. Use adverbials to link ideas.</p> <p>Rehearse sentences/paragraphs before writing them.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English. Speak in full sentences.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Start to gain, maintain and monitor the interest of the listener(s)</p> <p>Start to consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
Upper KS2	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant and thoughtful questions to extend their understanding and knowledge of different curriculum areas and about abstract topics</p> <p>Join in with circle time with the whole class.</p> <p>Build vocabulary through direct teaching, use of working walls, recap activities, practice.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use a range of cohesive devices within and between sections of speech.</p> <p>Maintain attention for longer periods of time and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English. Speak in a series of full and multi clause sentences.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates. Use intonation to maintain the listener's interest.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication, including more formal language.</p>
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Assessment

Teachers carry out formative assessment activities each lesson, such as short extending sentence activities. They also use quick fire questioning, such as true/false to assess how well pupils have retained key concepts/knowledge. Formative assessment is used to inform support for the current and/or future lessons. Teachers use live marking during lessons so they can support pupils at the point of writing. They also provide written feedback for pupils, adjusted for their age, and time to act on this feedback.

Reading and grammar are assessed formally through NFER tests twice a year. These are used to inform planning for the next term. We track the lowest 20% of readers in KS2 using phonics tests and Yark tests. Writing is assessed half-termly. Pupils have less scaffolds and support than in usual lessons and are given the opportunity to apply the skills they have learnt over a unit of work. Writing targets are set and reviewed half termly, with older pupils taking ownership for their targets. Summative assessment based on our skills overview is conducted termly by class teachers across each year group and used to inform the subject leader of standards. Writing is moderated internally in staff meetings, with local schools and the trust.

English Impact

The organisation of the English curriculum has developed a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Pupils like drawing on their creativity and are confident to take risks in their reading and writing. Outcomes of work in both English and other subject books evidence the high quality of work and the impact of varied and cross curricular writing opportunities.

By the time our pupils leave Curzon they will:

- recognise the close relationship between reading and writing
- write across a range of forms and adapt their writing successfully, considering the purpose
- read for pleasure a wide range of literature: have instilled in them a love of reading and storytelling, poetry and plays, as well as non-fiction texts
- write for pleasure and have developed their creativity
- write for extended periods of time with sustained concentration and a fluent script
- be able to express themselves correctly, passionately and appropriately, persuading their speaker
- read accurately and with understanding to develop into confident and independent readers
- have an interest in words, their meaning, and a growing vocabulary. This interest extends to the technical and specialist vocabulary of all subjects
- leave primary school being able to effectively apply spelling and grammar rules and patterns they have been taught
- reflect on their own learning and know how to improve their writing
- experience learning opportunities which integrate speaking and listening, reading and writing activities
- be ready to access the secondary school curriculum.