

# English Curriculum



**OFFORD**  
PRIMARY SCHOOL

# English Overview

Key Stage 1		
	A Year	B Year
Year 1 & 2	<b>Autumn - Problem solving stories.</b> Lila and the Secret of Rain by David Conway & Jude Daly  Bog Baby Jeanne Willis (VIPERS)	<b>Autumn- Stories with Familiar Settings</b> The Tiger Who Came to Tea Judith Kerr  The diary of a killer cat Anne Fine  Flat Stanley (VIPERS)
	<b>Autumn 2- Aesop's fables</b>  Traditional Fairy Tales (VIPERS)	<b>Autumn 2- Instructional texts</b> How to wash a woolly mammoth. Michelle Robinson  How I Met Dudley.
	<b>Spring 1 - Non-linear stories</b> Tuesday David Wiesner  Voices in the Park Anthony Browne (VIPERS)	<b>Spring 1 - Modern Traditional Tales</b> The true story of the 3 little pigs Jon Scieszka  The Princess and The White Bear King Tanya Robyn Batt (VIPERS)
	<b>Spring 2 - Persausive writing</b> Hermelin the detective Mouse Mini Grey  Beegu Alexis Deacon (VIPERS)	<b>Spring 2 - Writing for communication</b> Meerkat Mail Emily Gravett  The Incredible book eating boy Oliver Jeffers (VIPERS)
	<b>Summer 1 - Poetry</b> Lost Words by Robert McFarlane  Other animal Poems (VIPERS)	<b>Summer 1 - Poetry</b> The Owl and the Pussy Cat Edward Lear  Other archaic poems (VIPERS)
	<b>Summer 2-</b> Fantastic Mr Fox Roald Dhal	<b>Summer 2 - Information texts- Nocturnal Animals</b> The Owl Who Was Afraid of the dark  Jill Tomlinson

## Key Stage 2

		Year A	Year B
Year 3 & 4		Autumn 1- The Boy At the Back of the Class Onjali Q. Raúf	Autumn 1- The Highway Falcon Thief MG Leonard
		Autumn 2 - Iron Man Ted Hughes.	Autumn 2 - Charlotte's Web EB Webb
		Spring 1 - Varjak Paw S.F Said	Spring 1 - Boy Overboard Morris Gleitzman
		Spring 2 - The Firework Makers Daughter Philip Pullman	Spring 2- The Great Kapok Tree Lynne Cherry
		Poetry Silver:Walter de la Mare	Spring 2 - Poetry- From A Railway Carriage Robert Louis Stevenson
		Summer 1 - Zombierella Joesph Coelho	Summer 1 - Cloud Tea Monkeys Mal Peet and Elspeth Graham
		Summer 2 - The Legend of Podkin One Ear. Kieran Larwood.	Summer 2 - The Lion the Witch and the Wardrobe. Lewis Carol
		Year A	Year B
Year 5 & 6		Autumn 1 - Cosmic Frank Cotterill Boyce	Autumn 1- The House with chicken legs Sophie Anderson
		Autumn 2 - Letters from a Lighthouse Emma Carroll	Autumn 2- Check Mates Stewart Foster
		Spring 1- The Day The Crayons Quit Drew Daywalt	Spring 1- Clockwork Philip Pullman
		Poetry- Cloud Busting Malorie Blackman	Poem- Raven Edgar Allen Poe
		Spring 2 -. The Storm Keepers Island Catherine Doyle	Spring 2 - Short stories from different backgrounds
		Summer 1 - Coraline Neil Gaiman	Summer 1- Who let the Gods out? Maz Evans
		The Highwayman Alfred Noyes	
	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 Inc 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 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.

#### Spelling and Grammar

In Key Stage 1 spelling will take the form of phonics. Teachers will follow the RWI programme. In Key Stage 2 the RWI Spelling programme is followed which continues to develop pupils spelling knowledge from their RWI phonics lesson.

Each week, spellings to learn at home, which follow a rule, are set on Spelling Shed and children should engage daily online (at home).

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

Daily writing tasks will focus around the chosen class text. In some lessons 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 a grammar review of a previously taught skill, 10-20 minutes of reading and comprehension questions (oral), 10 minutes of grammar and the rest of the English lesson will be spent on writing. 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).

# 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	