

English Curriculum 2023/2024

- Rationale
- National Curriculum Writing Statements
 - Compass Grids
- Power or Reading Units



READING

Early reading is taught through the rigorous teaching and learning of Read, Write Inc. This ensures that children have a secure foundation of basic reading skills. After this programme, the children begin the reading curriculum using whole class texts based upon the 'Power of Reading' project.

Children in years 2-6 have access to Chilton's Accelerated Reader programme that will continue to assess their reading and comprehension skills. All children on the school's Accelerated Reader Programme will be assessed every term and given a ZPD score/ reading level. Class teachers will have access to Accelerated Reader data that can inform their Guided Reading planning, questioning and child support and challenge.

Many other teaching and learning and activities in reading ensure that Chilton promotes reading and provides a stimulating literature rich environment:

- Home reading books and the expectation of frequent home reading and monitoring of this
- Better Reading Support Partnership reading
- Regular reading 1:1
- Reading for pleasure sessions
- Book club
- Library visits
- Use of feature book corners that are targeted to the children's reading needs
- Use of literature across the curriculum
- Reading buddies scheme
- Precision Teaching
- Pre-reading and re-reading
- Termly reading challenges
- Promotion of reading ambassadors
- Classics Top 20
- Challenge reading books
- Book Fairs

Reading lessons are taught discretely from writing and SPaG lessons but the content of guided reading lessons should directly feed in to writing teaching and learning.

Expectations for Teaching and Learning (after RWI)

In Year 1:

The Power of Reading texts for Year 1 should be covered throughout the school year through curriculum areas and reading activities outside of RWI – for example Big Writes or creative writing sessions. Some texts will also link to Chilton's Thematic Curriculum units and Chilton's PSHE curriculum. Comprehension skills will be developed in whole class guided reading sessions.

In Year 2:

Year two begin (once children have successfully moved on from RWI) to introduce whole class guided reading with content mostly delivered through the most current Power of Reading texts or extracts. They follow a ten-lesson schedule (as Key Stage Two) the order of which are adjusted to suit the text and needs of each class.

Ten lessons should constitute:

- 2 comprehension
- 2 reciprocal reading
- 2 drama
- 2 poetry
- 2 Reading for pleasure session

Reciprocal reading may also drive or be an important part of comprehension, drama and poetry lessons. The sequence of lessons must be designed by class teachers in response to texts, writing lesson planning and needs of the children. Pupils are heard reading on a 1:1 basis regularly by adults who will work to develop their reading fluency and comprehension skills.

In KS2:

Guided Reading is taught through a ten-lesson schedule. The order of the lessons should be adjusted in order to suit the text under study and the needs of the children in each class. Reciprocal reading skills need to be taught throughout the year so that they children are fluent in the structures, procedures and language of summariser, clarifier, questioner, predictor (and boss if using 5th role).

Ten lessons should constitute:

- 2 comprehension
- 2 reciprocal reading
- 2 drama
- 2 poetry
- 2 reading for pleasure

Reciprocal reading may also drive or be an important part of comprehension, drama and poetry lessons. The sequence of lessons must be designed by class teachers in response to texts, writing lesson planning and needs of the children.

WRITING

Daily writing is expected. This should be formally recorded at least three times per week. Planning for writing must create a learning journey and a build-up of skills to a specific outcome. Children should be taught to master the skills of different text types and genre through the rapid building of the skills required to shape them.

Writing rehearsal should begin at the very start of the lesson. Writing will be taught through: I do, we do, you do. Through any teaching input, children should be taught a particular writing skill, have it modelled to them (I do) and then rehearse (We do) and improve upon it before writing independently (You do).

Drafting, editing and improving lessons are an important part of the writing process. Editing and improvement lessons must have a specific focus and learning intention. Editing must be carefully modelled by class teachers so that children master the skill of self-review.

Weekly big write sessions are expected. These may be stand-alone sessions that demonstrates an end point of skills taught over a sequence or linked to another area of the curriculum. The learning intentions for these lessons should still be skill focused – not general intentions relating to text type or task.

SPELLING

Spelling (after RWI) is taught through the Ruth Miskin spelling scheme in discrete lessons. However, spelling rules and RWI sounds must also be referred to across the curriculum and avoidable. Spelling mistakes should be pointed out to children through feedback to ensure a culture of high expectations. Spelling feedback must be included at the end of every written piece of writing so that children can practise their misconceptions and edit and improve their errors.

PUNCTUATION AND GRAMMAR

Punctuation and grammar lessons are taught discretely – 2 x P and G and 3 x spelling lesson every week. Use the PaG programme of study to see what must be covered in each year group and this can be linked to the writing sequence.

Key Texts:

Reception	All Are Welcome, Hello Friend, Oh No George! Don't Let the Pigeon Drive the Bus , Incredible You! What the Ladybird Heard, Little, Red Hen, Dipal's Diwali, Naughty Bus, The Enormous Turnip, Wangari's Trees of Peace, A Seed is Sleepy, The Very Hungry Caterpillar, Tadpole's Promise, Tyrannosaurus Drip, How to Grow a Dinosaur, Harry and his Bucket of Dinosaurs, Say Hello to Dinosaurs
Year 1	Man on the moon What does it mean to be kind? Rufus goes to school Jolly Postman Night monkey, day monkey Bear hunt Non-fiction texts around weather, places and continents Dr Dog Daisy eat your peas Hungry caterpillar If all the world were... Here we are The great explorer Toys in Space – Mini Grey Dogger Jack and the beanstalk Pattan's pumpkin
Year 2	Who's Afraid of the Big Bad Book Rapunzel Clown The Stickman Gruffalo's Child Snail and the Whale Traction Man

	<p>Max</p> <p>How to Find Gold</p> <p>The Lonely Beast</p> <p>Surprising Sharks</p> <p>Emily Brown and the Thing</p> <p>Grace and Family</p> <p>Magic Finger</p> <p>The Faraway Tree</p>
Year 3	<p>The Green Ship</p> <p>The Princess and the White Bear King</p> <p>How to Wash a Woolly Mammoth Stone Age Boy</p> <p>Lila and the Secret of the Rain</p> <p>Anthony Browne books – Into the Forest, Gorilla, The Tunnel</p> <p>Charlotte's web</p> <p>The Indian in the Cupboard</p> <p>Edward Tulane</p>
Year 4	<p>Iron Man</p> <p>Gregory Cool</p> <p>Ice Palace</p> <p>I was a rat!</p> <p>The Boy at the Back of the Class</p> <p>Pebble in my pocket</p> <p>Fly, Eagle, Fly</p> <p>Tales of Wisdom and Wonder</p> <p>Water Tower – Wizards of Once</p>
Year 5	<p>Ice Trap</p> <p>Jamie Drake Equation</p> <p>Wolf Brother</p> <p>Greek Myths and Legends</p> <p>The Adventures of Odysseus</p> <p>Street Child</p> <p>The Piano</p> <p>The Lady of Shallott</p> <p>The Highwayman</p>
Year 6	<p>Way Home</p> <p>Floodland</p> <p>Skellig</p> <p>Leon and the place between</p> <p>Alma</p> <p>Kensuke's Kingdom</p> <p>Rose Blanche</p> <p>Goodnight Mr Tom</p> <p>MacBeth</p> <p>BFG</p>

Classic literature

Coverage of Genre and Text Type

In order for children to make at least good progress and to meet the requirements of the national curriculum, a range of genre and text types should be taught in all year groups. Planning for these should be in response to the learning needs and next steps of individual classes and cohorts. Children must experience writing across a range of text types and genre but it is expected that each style or type of writing be taught explicitly through sequences of lessons so that children master the skills required appropriate to their ages and stages.

Writing lessons should also allow children to experience writing across the curriculum, to construct shorter pieces focused on a particular skill and to write at length employing a range of skills within one piece. Writing across the curriculum must happen 2 x per term.

The following text types and genre should be studied and taught:

Reception	Labels, signs, notices, posters, lists Instructions, stories, recounts, letters.
Year 1	Labels and captions, signs, notices, instructions, rules, lists, letters, recounts, information, leaflets, non-chronological reports. Stories – fantasy, traditional and with patterned language Poetry – rhyme and rhythm, playing with words, descriptive, classics.
Year 2	Character and setting descriptions. Stories – familiar settings, traditional tales and by the same author, extended stories. Instructions and detailed information texts. Explanation, non-chronological report, including recounts of real experiences and events. Poetry – nonsense and limericks, classics, patterns on a page (rhyme, rhythm, acrostic and shape poems), descriptive (imagery - simile).
Year 3	Settings and character descriptions, sections of narrative – action, suspense, quest/adventure/myths. Information texts, non-chronological reports. Variety of recounts to show viewpoints diaries/letters/opinions/reviews/persuasion etc. Playscripts. Poetry – classics, performance, language play and imagery.
Year 4	Differing cultural and historical settings – character and setting descriptions, scene/section/chapter writing. Explanation and information texts. Variety of persuasion texts – including structured viewpoint. Stories in imaginary worlds. Recount – including newspaper reports. Issues and dilemmas – letters / diary entries / reports. Poetry – imagery, form and classics.
Year 5	Variety of recounts including viewpoints / bias. Extended narratives, myths and legends (including building setting, character, action and linking sections of narrative, building suspense, tension etc.) Persuasion – extended argument of an opinion or view – structured and evidenced. Classical poetry (The Highwayman and Lady of Shallot) – using to form own verse and as a basis for writing a variety of texts – including the

	<p>innocence or guilt. The Highwayman - please do not use the image of the men and the lady when she is tied up on P. 15 of the text.</p> <p>Film narrative – The Piano – creating mood, tone and atmosphere and maintaining / developing throughout a short narrative – please use this video (aniboom version on youtube): https://www.youtube.com/watch?v=ouHCMt3wm04</p> <p>Additional poetry – classics, style</p>
Year 6	<p>Differing genre – how to start / construct / make links within differing genre – including use of mood, tone, atmosphere, suspense etc.</p> <p>Journalistic and report writing – extended pieces covering a variety of topics –demonstrating balance, bias and a variety of viewpoints. Also using different techniques to influence and create impact on the reader.</p> <p>Biographies and autobiographies.</p> <p>Arguments – persuasions moving in to creating balanced arguments</p> <p>Variety of recounts.</p> <p>Variety of narratives.</p> <p>Non chronological reports / explanations / detailed information texts.</p> <p>Poetry – classics and personification.</p> <p>Alma.</p> <p>https://www.youtube.com/watch?v=AwouORumRts</p>

CHALLENGE FOR ALL CHILDREN

Challenge for all children is a vital aspect of the curriculum. Challenge can be planned in to lessons in the following ways (but this list is not exhaustive):

Reception	<p>Use key features of narrative within writing</p> <p>Joining words and clauses using 'and' or other simple conjunctions.</p> <p>Using simple punctuation accurately in their writing e.g. capital letters, full stops, exclamation marks or question marks.</p> <p>Use and correctly spell polysyllabic words as well as high frequency words within writing.</p>
Year 1	<p>Writing simple coherent narratives about personal experiences and those of others.</p> <p>Using present and past tense consistently</p> <p>Use coordination (and, or, but) and some subordination (when, if, because) to join clauses.</p> <p>Using contractions and the possessive apostrophe correctly.</p> <p>Adding suffixes to spell longer words correctly.</p>
Year 2	<p>Draw on personal reading to inform vocabulary and grammar of their writing.</p> <p>Make additions, revisions and proof-read corrections to their own writing.</p> <p>Spell most common exception words correctly.</p> <p>Use the diagonal and horizontal strokes needed to join some letters.</p>
Year 3	<p>Create chronological, well-formed narratives; write in clear sequence.</p> <p>Shape text with beginning, middle and ending.</p>

	<p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.</p> <p>Use coordinating and subordinating conjunctions to join clauses.</p> <p>Organise sections logically within a theme, often independently.</p> <p>Identify and use a wide range of prepositions appropriately.</p> <p>Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.</p> <p>Correctly use determiners a and an.</p> <p>Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.</p>
Year 4	<p>Write in a variety of forms to suit purpose and audience, using many appropriate features.</p> <p>Organise writing into meaningful paragraphs.</p> <p>Effectively use a range of presentational devices, including use of title and subheadings.</p> <p>Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she...,</p> <p>Use high quality noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use dialogue to show character and to advance the action. Balance dialogue with narrative. Describe characters, settings and plot, with sufficient detail to capture the reader's interest. Evaluate own and others' writing; proof read independently and make assured revisions.</p>
Year 5	<p>Use colons and semicolons to mark clauses.</p> <p>Use a range of clause structures within a piece of writing and within sentences. Use and understand passive voice. Use a range of parenthesis and choose the best type for the style and structure of writing. Use informal and formal vocabulary – make choices across writing to show characterisation.</p> <p>Use a range of cohesive devices.</p>
Year 6	<p>Passive and active voice, changing viewpoints and perspectives, changing the text type.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form.</p> <p>Show control over levels of formality and manipulate grammar and vocabulary to achieve this. Use the full range of punctuations taught at KS2 correctly and use it precisely to enhance meaning and avoid ambiguity.</p>

A note on texts types:

- It is important that teachers understand how and what to teach for particular text type. The quality of teaching and learning must be high to ensure that the children are producing quality outcomes (what does a 'good one' look like? (WAGOLL)
- Teachers must consider how to build skills to build texts – e.g. writing quality introductions, linking sections / paragraphs of writing, including conclusions, structuring arguments that are clearly backed up by detail or evidence.

[Author]

- Planning should start with an outcome first and then work backwards through the skills required to produce the outcome (over a sequence of linked lessons).

PLANNING THE ENGLISH CURRICULUM

- Class teachers must have read the text under study to inform planning decisions
- Planning should be undertaken alongside the text and with reference to the CLPE Power of Reading planning overviews AND Compass Grids

CLPE – Power of Reading log-in details:

headofschool@ramsgateartsprimaryschool.co.uk

Ramsgate123

Classic Literature

- The Adventures of Alice in Wonderland
- Anne of Green Gables
- The Secret Garden
- The Wind in the Willows
- Treasure Island
- The Jungle Book
- Black Beauty
- The Railway Children
- Swallows and Amazons
- Heidi
- Alice Through the Looking Glass
- Just so Stories
- What Katy Did
- Robinson Crusoe
- The Swiss Family Robinson
- Five Children and It
- The Railway Children
- The Lion, the Witch and the Wardrobe
- My Family and Other Animals
- Stig of the Dump

In each Year Group:

(KS1 = class readers)

Years 1 2 3 4 5 6

1	2	3	4	5	6
	The Faraway Tree	Charlette's Web The Indian in the cupboard	Iron Man Water Tower – Wizards of Once	The Lady of Shallot The Highway Man Street Child	Goodnight Mr Tom Kensuke's Kingdom Macbeth

Additional Core Texts for Advanced Readers (within their ZPD levels):

- The Boy in the Striped Pyjamas
- Private Peaceful
- Wonder
- The Garbage King
- The Other Side of Truth
- Noughts and Crosses
- A Monster Calls
- Pig Heart Boy
- Cosmic
- Stormbreaker