

# English Curriculum



## Curriculum Vision and Rationale

At KGPS we aim to provide children with an exciting, engaging, broad and balanced curriculum. We recognise that English is the key to unlocking the other subjects and for our children it is a fundamental need which allows them access to the wider curriculum. We are an inclusive school that recognises that every child is an individual who brings their own life experiences and each one of them begins their learning journey from a different place.

Our curriculum aims to support our children to understand and make links in their learning, deepen their understanding, knowledge and skills whilst developing an enthusiasm for new experiences. We teach subjects discretely but model how skills are transferable across different subjects so that children will be drawing upon English subject knowledge within the Foundation weeks and learning foundation subject content through their English lessons.

We aim to teach the building blocks of English; phonics, handwriting, spelling, composition and comprehension, alongside a stimulating and creative curriculum in order to develop each child's internal writer's voice. Through developing a passion for English, we hope to prepare our children to be independent learners for life who have the skills to succeed and reach their full potential.

## Intent

English at KGPS is particularly fundamental to our curriculum driver of communication. We recognise the importance of children being able to communicate through both talk and writing as well as being able to learn through listening and reading. We are continually developing our reading spine to expose our children to meaningful texts that will introduce them to a rich variety of language, image and emotion, as well as allowing them to explore a range of information, ideas and view points that will broaden their view of the world (aspiration) and deepen their understanding of the world (respect).

English at Kingsthorpe Grove aims to:

- Develop readers who enjoy books and read for; pleasure, to broaden their horizons and deepen knowledge and understanding.

# English Curriculum



- Build children's vocabularies to allow them to express themselves clearly and understand the world around them.
- Acquire a good understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Teach children to critically analyse the purpose and effectiveness of a piece writing, understand how this has been achieved and employ these skills in their own writing.
- Provide children with the English skills necessary to study a broad and engaging curriculum and to improve their overall life-chances.

## Implementation

At KGPS we follow the Read Write Inc phonics programme which begins in Early Years and follows through into KS1. Children who need further support at the end of KS1 continue to use elements of the programme. Phonics is taught daily in EYFS and KS1 in a 40-minute session. Across the school we use the Talk for Writing approach to teach English. Additionally, we follow the No Nonsense spelling scheme from Year 2 upwards.

## Planning and teaching:

- Long term plans are created each year that include 6 fiction units, which focus on different creative writing toolkits. Five non-fiction genres are covered each year, alongside a poetry unit. Teachers revise the long term plans each year and look to make links between the wider curriculum and their English genres so that the children are writing with a clear purpose and learn to make links across the curriculum.
- For each unit, teachers plan a sequence of lessons that move through the 3 Talk for writing stages:
  - Imitation – the study of a quality model text, supported by a range of other example texts in order to identify the key writer's tools used to create effective writing.
  - Innovation – use of the model to generate a new text, whilst exploring how to use the writer's tools and the effects that these can produce. Teacher's model their own thinking and skills during shared writing to help the children build metacognitive strategies.
  - Independent application – the opportunity for children to employ their learning in their own writing.

# English Curriculum



- Phonics is taught in small groups across KS1 and EYFS with children being assessed on a half termly cycle and groupings being adjusted accordingly. Targeted intervention is also driven by these assessments. The phonics lead provides regular coaching sessions and support for all staff delivering phonics.
- Spelling and handwriting are delivered together in 5x 30-minute sessions across two weeks in KS2. KS1 have shorter daily spelling and handwriting sessions. Handwriting begins in EYFS within the first few weeks of the children starting school.
- In KS2 Guided reading takes place in 5x 30-minute sessions across two weeks. In Year 2 there are 2x 20-minute sessions which are used to teach and develop skills in fluency and reading comprehension. In Year 1 there are daily rhyme time sessions to build fluency and speaking.
- Broadening the children's vocabulary is a focus across the school and teachers aim to introduce a subject specific word in each lesson; following the guidance given by subject leaders as to the key vocabulary for each year group.
- We have a reading spine of books across the school that are read to the children as part of shared reading and ensures that by the time the children leave school they will have had the experience of a range of strong texts.
- We have a library, which each class is timetabled to visit weekly. Children spend time in the library reading and selecting books to borrow and take home.

## Assessment

- During lessons, as part of the Talk for Writing sequence, children are challenged to think as a reader and as a writer when evaluating texts. They explain their understanding of the text from these two viewpoints.
- At the end of each unit, children complete an independent piece of writing which is then assessed against the Writing PAP. This measures the writing against the expected skills for each year group and informs the future teaching by identifying areas of strength and weakness.

# English Curriculum



- Summative reading assessments are used three times a year and teachers also use the EYFS profile and SATs assessments in Years 2 and 6 to make judgements about reading and writing.

## Impact

If successful, children at KGPS will be able to read age related texts with ease and fluency and develop a good understanding of what they have read. They will enjoy reading for pleasure and understand how it can support their learning across the curriculum. They will have developed a wide vocabulary and take pleasure in knowing what words mean, as well as choosing words with care to create an effect when writing. The children will know that everyone can be a writer and that there are skills and patterns to writing that they can learn and use in order to be successful. They will have experience of a range of genres and will be able to write for a range of purposes and audiences. Grammatical skills will be embedded and used well; to create a chosen impact on the reader. Spelling will be mostly accurate to the year group and handwriting will be fluent and legible unless there is a significant reason.

Pupil voice will show that children enjoy their English lessons and understand the importance of reading and writing, and how these skills are needed throughout the curriculum. Children will be able to comment on their own preferences for authors/genres and show an enthusiasm for reading; along with the understanding of how wider reading can help their own creative skills and understanding of the world. When discussing writing, the children will be able to talk about strategies they can use to help them be successful in planning and creating a piece. They will be able to identify patterns and features in writing and transfer these into their own compositions. They will recognise that writing has a purpose and this purpose should help to shape their writing.

## EYFS

In Early Years, our children learn through purposeful play, investigation and direct teaching. A range of adult and child-initiated learning experiences are planned through the curriculum to ensure all areas of the Early Years Foundation Stage are covered. As soon as the children are full time, they begin phonics, following the Read Write Inc. programme. Children take home reading books which match their reading level in their phonics group. They

# English Curriculum



will also take home a reading for pleasure book. We follow the Kinetic Letter handwriting scheme and the children begin by focusing on their gross motor skills which will prepare them for writing. They then form their letters, following the scheme.

## Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fiction – The Little Red Hen	Fiction – Dear Zoo	Fiction – Take a Walk Little Bear	Fiction – Whatever Next!	Fiction – Handa's Surprise! Non-fiction – recount text	Fiction – Jack and the Beanstalk Non-fiction – instructional text
Year 1	Fiction – Billy Goat's Gruff Toolkit – setting	Fiction – Gruffalo Toolkit – character	Fiction – Rainbow fish Toolkit – description	Fiction – Little Charlie Toolkit – dialogue	Fiction – Owl Babies Toolkit – suspense	Fiction – Pirate Tom Toolkit – action
	Non-fiction – instructional text	Non-fiction – recount text	Poetry – nonsense poetry/alliteration	Non-fiction – information text	Non-fiction – persuasive text	Non-fiction – explanation text
Year 2	Fiction – Billy the Brave Knight Toolkit – character	Fiction – 3 Little Pigs Toolkit – setting	Fiction – No-bot the Robot Toolkit – description	Fiction – The Minpins Toolkit – suspense	Fiction – Kassim and the Greedy Dragon Toolkit – action	Fiction – The Papaya that spoke Toolkit – dialogue
	Non-fiction – information text	Non-fiction – instructional text	Poetry – list poem/powerful verbs	Non-fiction – recount text	Non-fiction – explanation text	Non-fiction – persuasive text
Year 3	Fiction – Mr Big Toolkit – character	Fiction – Androcles and the Lion Toolkit – setting	Fiction – The Manor House Toolkit – description	Fiction – Sagia and the Captain Toolkit – suspense	Fiction – Litter Bug Doug Toolkit – dialogue	Fiction – Toolkit – action

# English Curriculum



	Non-fiction – explanation text	Non-fiction – information text	Poetry – list poem/ onomatopoeia and simile	Non-fiction – recount text	Non-fiction – persuasive text	Non-fiction – instructional text
Year 4	Fiction – Elf Road Toolkit – setting	Fiction – Journey to Lonely Mountain Toolkit – character	Fiction – Zelda Claw Toolkit – suspense	Fiction – Beowulf Toolkit – dialogue	Fiction – Perseus and Medusa Toolkit – description	Fiction – Adventure at Sandy Cove Toolkit – action
	Non-fiction – persuasive text	Non-fiction – information text	Poetry – Haiku/ precision of word choice	Non-fiction – discursive text	Non-fiction – recount text	Non-fiction – explanation text
Year 5	Fiction – Clockclose Toolkit – setting	Fiction – Pretty Vain Toolkit – character	Fiction – Nightmare Man Toolkit – suspense	Fiction – The Game Toolkit – dialogue	Fiction – The Caravan Toolkit – description	Fiction – Middle of Nowhere Toolkit – action
	Non-fiction – information text	Non-fiction – explanation text	Poetry – figurative language	Non-fiction – discursive text	Non-fiction – recount text	Non-fiction – instructional text
Year 6	Fiction – Red Toolkit – setting	Fiction – The Highwayman Toolkit – character	Fiction – Gas Mask Toolkit – dialogue	Fiction – Clockwork Toolkit – suspense	Fiction – Mission Possible Toolkit – action	Fiction – Kidnapped Toolkit – description
	Non-fiction – information text	Non-fiction – explanation text	Poetry – figurative language/poetic inevitability	Non-fiction – discursive text	Non-fiction- persuasive text	Non-fiction – recount text