



English scheme of work

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children's parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Our English curriculum has been developed because at Fletewood School we believe that:

A quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

Our aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Subject overview:

Year A

Class	Autumn Term		Spring Term		Summer Term	
Class 1 (EYFS)	<p>C&L: start a conversation with an adult or a friend and continue it for many turns. L: write some or all of their name.</p>	<p>C&L: articulate their ideas and thoughts in well-formed sentences. L: read some letter groups that each represent one sound and say sounds for them.</p>	<p>C&L: be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. L: use some of their print and letter knowledge in their early writing, for example write a letter to an astronaut or to another planet.</p>	<p>C&L: know many rhymes, be able to talk about familiar books and be able to tell a story. L: develop their phonological awareness, to support them to suggest rhymes etc.</p>	<p>C&L: describe events in some detail. L: spell words by identifying the sounds and then writing the sounds of letters.</p>	<p>C&L: use new vocabulary in different contexts. L: re-read what they have written to check that it makes sense.</p>
Class 2 (Y1/2)	<p>Fiction Stories in familiar settings Fiction Stories involving fantasy Non-fiction Labels, lists, signs and posters Non-fiction Information texts Poetry Songs and repetitive poems Poetry Animal poems</p>		<p>Fiction Stories in familiar settings Fiction Tales from a variety of cultures Non-fiction Instructions Non-fiction Recounts Poetry Playing with language Poetry The Sound Collector</p>		<p>Fiction Fairy tales Fiction Classic contemporary fiction Non-fiction Letters Non-fiction Information texts Poetry Poems on a theme Poetry Traditional poems</p>	

Class 3 (Y3/4)	Fiction Stories on a Theme – <i>Feeling at home</i> Fiction Traditional Tales – <i>The Wolf’s Secret</i> Non-fiction Instructions and Explanations – <i>Keeping Healthy</i> Non-fiction Reports - <i>Saving Species</i> Poetry Poems on a Theme – <i>Poetry from Art</i> Poetry Poems by the same Poet – <i>Michael Rosen</i>	Fiction Fairy Tales – <i>Alternative Versions</i> Fiction Stories on a Theme – <i>Daily Life</i> Non-fiction Biographies – <i>Extraordinary Animals</i> Non-fiction Information Texts - <i>Water</i> Poetry Poetry – <i>Shaping the World</i> Poetry Anthologies – <i>Poetry for a Change</i>	Fiction Fantasy – <i>Amazing Adventures</i> Fiction Classic Fiction – <i>Harry’s Mad</i> Non-fiction Explanations – <i>Modern Technology</i> Non-fiction Information Texts - <i>Transport</i> Poetry Poems by the same Poet – <i>Valerie Bloom</i> Poetry Classic Poems – <i>Fun with Sounds and Images</i>
Class 4 (Y5/6)	Fiction Stories on a Theme – <i>Difference</i> Fiction Adventure Stories – <i>The Girl who stole an Elephant</i> Non-fiction Biographies – <i>The undefeated</i> Non-fiction Recounts - <i>Races in frozen Places</i> Poetry Poems on a Theme – <i>Poems from a green and blue planet</i> Poetry Poems on a theme – <i>Hope</i>	Non-fiction Reports and Recounts: Space Hidden Figures and Curiosity Poetry - Poems on a theme: Science Dark Sky Park. Cosmic Disco Non-fiction Biographies: Rise Up. Fiction: Humorous Stories: The Day the Screens went Blank	Non-fiction - Information Texts: World War II Fiction: Letters from the lighthouse -(Literacy Shed unit) Non-fiction: Instructions and explanations - Adventures Poetry: Poems on a Theme - Migration

Year B

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Class 1 (EYFS)	C&L: understand how to listen carefully and why listening is important. L: write some or all of their name.	C&L: use new vocabulary throughout the day. L: read individual letters by saying the sounds for them.	C&L: Develop social phrases. L: read a few common exception words matches to the school’s phonics programme.	C&L: Engage in story times. L: read simple phrases and sentences made up of words with known letter-sound correspondences and, where	C&L: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. L: write short sentences with words with known letter-	C&L: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. L: re-read what they have written to check that it makes sense.

				necessary, a few exception words.	sound correspondences using a capital letter and full stop.	
Class 2 (Y1/2)	Fiction - Stories in familiar settings Fiction - Stories involving fantasy Non-fiction – Labels, lists, signs and posters Non- Fiction - Information texts Poetry - Silly poems Poetry - List Poems	Fiction - Traditional Tales Fiction - Stories about feelings Non-fiction – Instructions and lists Non-Fiction - Recounts Poetry - Spring 1 Title Poetry - Poems with an element of fantasy and humour			Fiction - Traditional tales from other cultures Fiction - Humorous stories Non-fiction – Letters and books Non-fiction - Information texts - Owls Poetry - Poems to say aloud Poetry - Poems by the same author - Milligan	
Class 3 (Y3/4)	Fiction -stories on a theme -Emotions Non-fiction – Water Poetry -Poetic form -Syllabic poems	Fiction – Mixed up fairytales Non-fiction – Keeping Healthy Poetry -Classic poetry -fun with sounds and images			Fiction -Amazing Adventures Non-fiction -instructions and explanations Poetry -Poetry from art	
Class 4 (Y5/6)	Classic Fiction – The Iron Man Non-fiction - Non chronological reports. Poetry – Poems from a Green and Blue Planet	English Year 5/6 Spring Reports Re-wilding English Year 5/6 Spring Short Stories African Stories Portrait Poems – Poems by Rachel Rooney Persuasive writing – Advertising and influence			Fiction - Graphic Novels – When Stars were scattered. Poetry - Classic Poetry selected by Michael Rosen. Non-fiction instructions and explanations- Fake News.	

Impact

Long Term: The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills.

Assessment in.....:

- Teachers use Assessment for Learning strategies to identify and address any misconceptions immediately.

- Pupils in year 1-6 are assessed using Year group appropriate termly Headstart summative assessments in the Autumn and Spring Terms and externally marked GL Assessments in the Summer Term to monitor attainment and progress in English across the school.
- Half termly Star Reading tests are taken by pupils in year 1-6
- AR book quizzes
- Phonics assessment
- Spelling tests
- Termly SPAG tests

Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting