



ENGLISH (READING AND WRITING) INTENT - to what do we aspire for our children?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum 2014

Context Children have historically entered the Foundation Stage with very low levels of Literacy and language skills. This poor initial development of Literacy and language is a persistent issue and is hard to change once the natural window of language development has closed. As a consequence, progress and attainment in this fundamental skill is harder to achieve and is therefore the highest priority for the school.

Our School Values

At Stoke Park, we believe all children should **be kind, be proud and strive for success.**

Be Kind

- We encourage children to collaborate within Literacy and share their ideas with talk partners and as a whole class. Children will listen respectfully to others and be thoughtful in their responses.

Be Proud

- Teachers model being proud of their successes with their writing, both presentation and content
- Children are able to articulate their successes and progress as young readers and writers
- Children's learning is celebrated at school and at home

Strive for Success

- We introduce the children to famous authors and texts with a range of themes and topics
- Our curriculum allows for the systematic revisiting of knowledge and skills, leading to long term learning.
- Vocabulary is taught explicitly which strengthens cognitive connections and supports children to become more articulate and confident speakers
- Cognitive load is reduced as learning is carefully sequenced and scaffolded, allowing all children to achieve and reach their full potential.

Aims

We intend to provide all pupils with a high-quality aspirational curriculum in English that will teach them to speak, read and write fluently so that they can communicate their ideas and emotions to others confidently and effectively. Our English curriculum aims to develop children's love of reading, writing and discussion and provide equal opportunities, allowing all pupils to achieve success.

It is our intention to ensure that by the end of their primary education all stoke park pupils achieve the following:

- Read and write widely and confidently across fiction, non-fiction and poetry
- Develop knowledge of themselves and the world in which they live
- Establish an appreciation and love of reading, reading both for pleasure and information



- Gain knowledge of a diverse range of authors and literature and appreciate our rich and varied literary heritage
- Read fluently, with confidence, prosody and understanding in any subject
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Acquire a wide range of vocabulary and solid understanding of grammar and punctuation conventions, applying confidently, accurately and for effect
- Spell new words by effectively applying the spelling patterns and rules they have learnt
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style
- Refine and edit their writing over time.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; 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.

Golden Threads

Vocabulary and Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through English and across the curriculum by teaching vocabulary that allows the children to explain, discuss, debate and share their ideas when thinking about their own writing and the writing of others. .

Interwoven through all areas of the curriculum is a determination to support pupils to develop confidence and fluency in using a wide range of vocabulary in a wide range of contexts, including vocabulary as 'multi-contextual' (tier 2) and subject specific vocabulary (tier 3). This will expand the vocabulary choices that are available to pupils when they speak and write, and enable them to understand the meanings of words they meet in their reading across all subjects, as well as developing an interest and enjoyment in language.

English in the Early Years Foundation Stage (EYFS)

Communication and Language -The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling



from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Long term sequence

EYFS

English is covered in communication and language Literacy and physical development	Nursery – how is this achieved?	Reception – how is this achieved?	Core Books that link to foundational experiences & knowledge
<p>Communication & Language <i>Listening, Attention and Understanding</i> Make comments about what they have heard and ask questions to clarify their understanding. · Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. · Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Literacy Comprehension · Demonstrate understanding of what has been read to them by retelling stories and narratives · Anticipate – where appropriate – key events in stories. · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading · Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic knowledge by sound-blending. · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing</p>	<p>Letters and Sounds Phase 1 Storymaking Shared reading Dough Disco and funky fingers Drama</p>	<p>Unlocking Letters and Sounds Storymaking Helicopter stories Daily reading Shared reading Independent reading NELI Dough Disco and funky fingers Drama</p>	<p>Planning for Early Years is based on children's interests; therefore, some key texts will be decided at the planning stage. However, here is a list of suggested texts for staff to read aloud to children throughout their time in Nursery and Reception Owl Babies-Martin Weddell</p> <p>Lost and Found-Oliver Jeffers Oi Frog-Kes Gray Peace at last-Jill Murphy Whatever Next-Jill Murphy Dear Zoo-Rod Campbell The very hungry caterpillar-Eric Carle I Am a Tiger, Karl Newson The Lion Inside, Rachel Bright Mixed, Arree Chung The Koala who could, Rachel Bright There's a Tiger in the Garden, Lizzy Stewart Brenda is a sheep, Morag Hood The Something, Rebecca Cobb Croc and Bird, Alexis Deacon Three by the Sea, Pig in the pond-Martin Waddell We're going on a Bear hunt-Michael Rosen Brown Bear, Brown Bear-Eric Carle Handa's surprise-Eileen Browne A balloon for Grandad-Nigel Gray This is our house-Michael Rosen The Something –Rebecca Cobb Supertato- Sue Hendra Burglar Bill- Janet & Allan Ahlberg, Naughty Bus, Jan and Jerry Oke Ten Fat Sausages, Michelle Robinson Odd dog out, Rob Biddulph The Robot and the Bluebird, David Lucas Mini Grey The Suitcase, Chris Naylor-Ballesteros Fairytales- Jack and the Beanstalk, Red Riding Hood</p>



- 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.

Physical Development

.Fine Motor Skills Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing

Continuous Provision Play experiences with provocations for English based thinking and talk

- The environment
- Role Play
- book corner
- Writing area- inside and outside
- Outdoor play
- Small world

KS1 & 2

Big Picture

- [Unsequenced Long term overview](#) to show the progression of literacy units across year groups
- [Sequenced long term plans](#) showing where units are taught and revisited throughout the year.
- [Vocabulary, grammar, punctuation and spelling progression document](#)
- [Literature spine](#) identifying core texts for each year group and key themes

COVID response

- Spelling assessments are completed 3 times a year to identify spelling gaps. These gaps are taught in discrete lessons throughout the week.
- Teachers use the vocabulary, grammar, punctuation and spelling progression document to track back to previous year groups and adapt planning.
- Pixl therapies are used to teach gaps identified from diagnostic assessments
- School led tutoring is used to provide 1-2-1 or small group support for disadvantaged and vulnerable children who need additional support catching up.

Assessment

- Standardised assessments: EYFS Baseline, KS1 & KS2 SATs, phonics
- PiXL assessments and QLAs are used to identify gaps in learning and directly inform planning –reading, grammar and spelling
- Diagnostic writing tasks are used to assess writing ability
- Accelerated Reader is used to assess reading ability. Children’s complete quizzes after reading to assess their understanding of the text.



IMPLEMENTATION - how will we deliver the curriculum?

Writing

Our Literacy curriculum is taught across each year in units that enable pupils to study key writing skills & vocabulary and apply and demonstrate their understanding. All units are covered twice throughout each academic year and skills are taught progressively. This ensures learning is revisited and allows pupils to acquire a deeper understanding, ensuring learning is embedded.

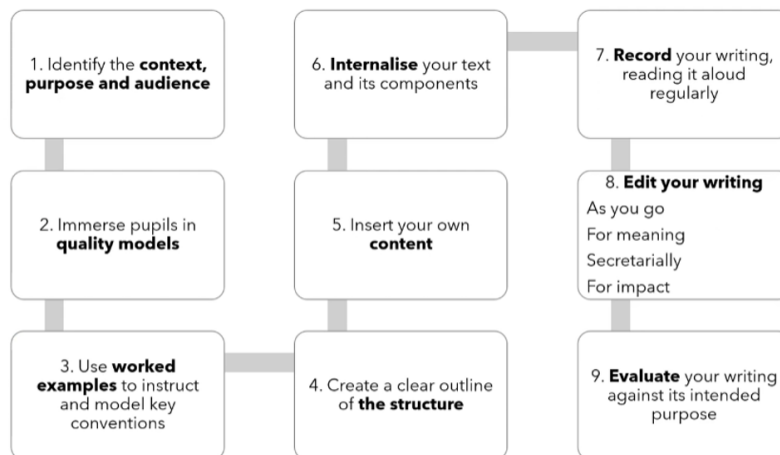
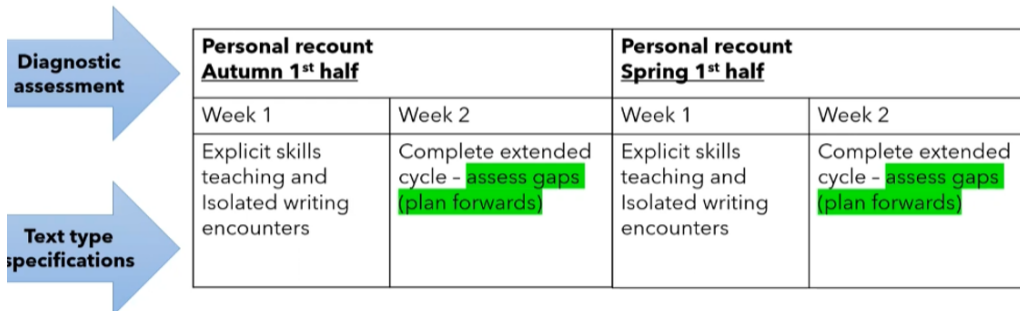
Long term Writing overview (unsequenced)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Setting descriptions 2 x 2 weeks	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks	Recount from personal experience 2 x 2 weeks	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry - pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week	28 weeks
Year 2	Character descriptions 2 x 2 weeks	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	Recount from personal experience 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week	Poetry on a theme (humour) 2 x 1 week	34 weeks
Year 3	First person narrative (descriptions) 2 x 2 weeks	Third person narrative (animal stories) 2 x 3 weeks	Dialogue through narrative (historical stories) 2 x 3 weeks	Formal letters to complain 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Advanced instructional writing	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotion) 2 x 1 week	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	News reports 2 x 2 weeks	Persuasive writing (adverts) 2 x 2 weeks	Explanatory text 2 x 2 weeks	Narrative poetry 2 x 2 weeks	Poems which explore form 2 x 1 week	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks	Shakespeare (playcripts and a simple retelling) 2 x 2 weeks	Dialogue in narrative (first person myths and legends) 2 x 3 weeks	Balanced argument (2 x 2 weeks)	Biography 2 x 3 weeks	Formal letters of application 2 x 2 weeks	Poems that use word play (2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary (War poetry) 2 x 1 week	30 weeks

Year 4: Sequenced overview (modular approach)

Autumn term													
6/9	13/9	20/9	27/9	4/10	11/10	18/10	1/11	8/11	15/11	22/11	29/11	6/12	13/12
Flexible block Approx. 1 week	Third person adventure stories 3 weeks			News reports 2 weeks		Poems which explore form 1 week	First person diary entries (imaginative) 2 weeks		Persuasive writing (adverts) 2 weeks		Stories from other cultures 3 weeks		
CUSP link: Introduce habitats				CUSP link: Rivers		No CUSP link		CUSP link: Anglo-Saxon Kingdoms		No CUSP link: Chinese safety		No CUSP link	
Spring term													
3/1	10/1	17/1	24/1	31/1	7/2	14/2	21/2	28/2	7/3	14/3	21/3	28/3	4/4
Poems which explore form 1 week	Explanatory texts 2 weeks		Flexible block Approx. 1 week	Critical analysis of narrative poetry 2 weeks		Flexible block Approx. 1 week	Stories from other cultures 3 weeks			Persuasive writing (adverts) 2 weeks		Flexible block Approx. 1 week	
No CUSP link		CUSP link: Human digestion		No CUSP link: Text based		CUSP link: Identify World countries			CUSP link: Constructing electrical systems				
Summer term													
25/4	2/5	9/5	16/5	23/5	30/5	6/6	13/6	20/6	27/6	4/7	11/7	18/7	
News reports 2 weeks		First person diary entries (imaginative) 2 weeks		Flexible block Approx. 1 week		Critical analysis of narrative poetry 2 weeks		Explanatory texts 2 weeks		Third person adventure stories 3 weeks		Flexible block Approx. 1 week	
CUSP link: Achievements of Ancient Egyptians				CUSP link: Achievements of Ancient Egyptians		No CUSP link: Text based		CUSP link: States of matter		No CUSP link		No CUSP link: Text based	

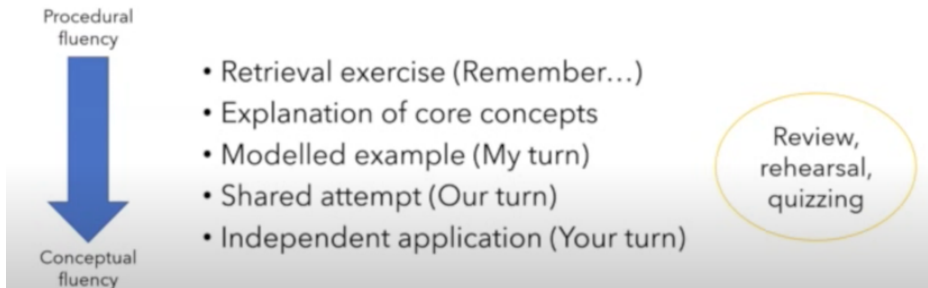
What is the structure?





Lesson Design

Lessons follow a close structure. The aim is to move pupils through procedural fluency (following instructions to complete a task) to conceptual fluency (greater understanding of knowledge so they can apply in different forms). Lessons follow the sequence below. Throughout the lesson there is regular review, rehearsal and quizzing of core knowledge, vocabulary and taught content.



Reading

Reading is taught in blocks of 2 weeks.....Explain

KS2 Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Retrieval skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Retrieval skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Retrieval skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response
Week 2	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Inference skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Inference skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Inference skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response

18 x 2 week blocks

KS1 Structure

KS1	Day 1	Day 2	Day 3
Week 1	<ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ predicting 	<ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Retrieval/ sequencing 	<ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Retrieval/ sequencing (Day 3 only to be planned once for each unit allowing for 3/2 Writing split e.g. total 5 days)
Week 2	<ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Inference 	<ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Personal response/ Understanding themes 	
Daily Phonics teaching			



Explain.....

The literature spine



Lesson Design

Explain.....

-  Explain
-  Example
-  Attempt
-  Apply
-  Challenge

What does a KS2 lesson look like?

Explicit vocabulary instruction	Explicit fluency instruction	Direct strategy instruction
5 mins	5-10 mins	15-20 mins
Multi-faceted approach to explicit vocabulary instruction	Prosody instruction including repeated reading	Explain (core concept) Example (My turn) Attempt (Our turn) Apply (Your turn) Challenge (Go deeper)



We aim to **enrich the curriculum** with:

- Visiting speakers and performers e.g
- Educational visits e.g theatre trips
- Theme weeks e.g Book/Literacy week, book at bedtime
- Competitions e.g Governor writing competition, Young Writers

Reading Across the Curriculum

Cross-curricular links

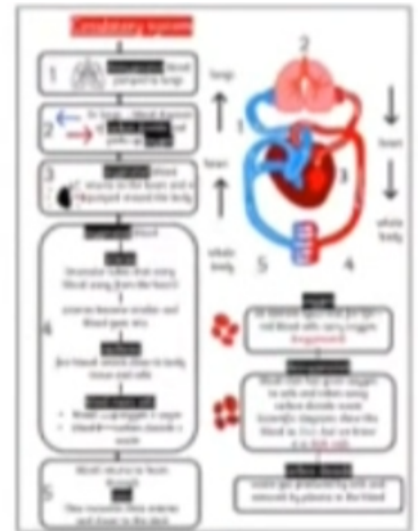
Example



CUSP Science:
Circulatory system



CLUSP Writing:
Explanatory text



IMPACT - how do we know our curriculum is effective?

Pupil Voice i.e. use terminology, talk about subject specific concepts & skills, talk about the 'why' behind the work, explain how learning builds on previous knowledge, engage in and make progress regardless of starting points

High quality outcomes: book study i.e. demonstrates pride, effort, captures increasing understanding of subject specific concepts and knowledge, demonstrates a clear sequence of learning, vocabulary clearly seen