

Curriculum Intent and Vision Statement:

The study of English at Shottermill Junior School involves gaining a deep understanding of both the spoken and written form by employing all text types.

Reading

- The children will foster a love of reading using the school's resources, including easy access to a wide range of literature and e-books. Children's interest will be further encouraged through the use of focused book clubs and events such as book fairs and fun reading challenges.
- We will actively encourage cross-curricular reading experiences: we will choose literature to enhance their understanding of topics e.g. Goodnight Mr Tom when teaching WWII as a guided reading book.
- We will use the support of our trained school pupil librarians and onsite library so children can immerse themselves whilst enjoying books of varying levels and specific to their interests.
- Using Little Wandle Rapid Catch Up Phonic Programme and Book Clubs, we will support pupils who are not yet secure in their phonic knowledge, fluency or comprehension skills in order that they may reach the expected standard.

Writing

- We will ensure all children understand that English is embedded deeply in everyday lives from newspapers to emails; writing in all forms will be encouraged across our school curriculum.
- Children will be inspired in their writing by our careful selection of stories, extracts, poems, animations, plays, film clips or real life experiences to introduce units of work. Exposure to these forms will help to extend their vocabulary.
- We will use the outdoor including the school's grounds to provide an excellent basis for stimulating children's creative ideas.
- We will model the structure of different writing forms continually to give children a deeper understanding of the writing process.
- Throughout the academic year, children will regularly build on their writing skills during dedicated sentence construction and slow-write or guided writing sessions. These lessons will include explicit teaching of grammar and sentence types, which relate to the genre, modelled by the teacher.
- Weekly spelling lessons and homework will ensure children learn spelling patterns and rules, progressing in complexity as they progress through school.
- We will encourage children to value their work, taking pride in their presentation and handwriting skills.

Speaking & Listening

- We will encourage children's confidence in their own abilities through a diverse range of speaking and listening activities.
- We will give children opportunities to work in different group situations to promote an understanding of public etiquette. We will also encourage involvement in school events, such as theatrical plays, Young Voices, workshops, class assemblies, the choral poetry competition, church services and other local community events.

Implementation of English at our school:

All children are taught at least 1 hour of English a day; however, some lessons may be blocked from time to time to allow for children to study in greater depth or for activities which may take longer to complete.

Units of work are introduced using inspirational texts, extracts, poems, film clips or real life experience. These may be used to model the structure of writing or they may help form the content of the writing. Children explore different genres by analysing text features including language and structure. They further develop their ideas and their vocabulary through drama, and speaking and listening. Once children have explored a writing genre, teachers model writing skills making explicit the writing process. Children are taught grammar, sentence types and figurative language, which links with the National Curriculum, as they progress through school (see appendix 1). These sentence types are regularly revisited using,

modelling, slow-writing or guided writing so that children are aware how these sentences combine to create a cohesive whole piece. This ensures sentence work feeds into their own writing.

Children produce a piece of independent extended writing every 1 to 3 weeks dependent on the genre. They are given four lessons to complete an extended write. The first lesson is used for planning and the two subsequent lessons for independent writing. This allows time to edit work. Writing and editing is completed in pencil in Years 3 - 5 and in black pen in Year 6. After the teacher has marked the work, pupils edit again based on teacher feedback and they produce a final draft. In years 3 - 5 this editing is completed in black pen and in Year 6 it is completed in blue pen. These final pieces are kept in an 'extended write' folder.

Children participate in a spelling lesson (30 minutes to an hour) every week. They have their own spelling logs and are encouraged to use these to develop their vocabulary and improve their spelling. Children are tested weekly on spellings, linked to that week's spelling rule, which have been set as homework.

Every week children complete a guided reading session (30 minutes to one hour) which is based on either a class book or non-fiction articles. Children discuss vocabulary, make inferences, make predictions, evaluate the text, retrieve information and summarise the text.

Assessment of English:

Unless they are accessing the Little Wandle Phonics Programme, children are regularly assessed using PM Benchmarking or other diagnostic / summative tests, dependent on their year group. Their PM Benchmarking book band informs which books children can access from the library. Children take books home every day to read and are encouraged to record their reading in their Reading Diary. More Information on our Reading Strategy can be found here:

<https://www.shottermill-jun.surrey.sch.uk/attachments/download.asp?file=4994&type=pdf>

In Writing children are assessed using target sheets at the back of their books. These targets link to the National Curriculum and the sentence types taught in each year and set clear expectations year on year for the expected standard.

The following educational trips and special activities will enhance the teaching and learning in this subject:

Extra-curricular activities are often linked to English through research, reading information, writing for meaning such as recounts or leaflets.

The school holds a choral poetry competition every alternate year in the Summer Term, as well as book themed activities in relation to World Book Day. Visits from authors and expert writers are encouraged and linked into whole school literacy activities. Able writers also get the opportunity to participate in externally led workshops in our partnership schools.

Scheme of work to be taught:

Year 3

Autumn

Texts/experiences used as inspiration for unit of work

Retelling familiar stories – Gruffalo and The Snail & the Whale by Julia Donaldson.
Narrative - Tuesday by David Wiesner
Formal / informal language and letter writing – Dear Greenpeace by Simon James
Film narrative and visual texts – The Snowman (John Lewis Advert)
Poetry - Selection of Autumn Poems

Writing Genres

- Poetry – exploring poetry tools such as simile, rhyme, onomatopoeia through shape poems.
- Non-chronological reports based on endangered animals (heading, subheadings, subordinate conjunctions, commas in lists)
- Letter writing – exploring formal and informal language (*progress piece*)
- Retell – focus on revision of word types i.e. noun, adjective, verb, adverb and coordinating conjunctions, time conjunctions and planning to write
- Narrative – Sound! Cause sentence using onomatopoeia

Other Grammar and Punctuation:

Ninja vocabulary / word class games / word aware strategies / word jail / 2Ads / introducing spelling logs

Guided Reading: The Ancient Egyptian Sleepover by Stephen Davies

Year 4

Autumn

Texts/experiences used as inspiration for unit of work

Romeo and Juliet – William Shakespeare
Poetry – Nature and Haiku
The Princess and the Pea
Film narrative and visual texts – The Lighthouse, Soar, The Snowman by Raymond Briggs
Stone Age Workshop

Writing Genres

- Poetry – exploring poetry tools such as syllables, similes and alliteration, exploring the senses through haikus and nature poems.
- Narratives – revise: 2Ad, 4ad, emotion comma, snot sentence, time conjunctions introduce ing starter (The Lighthouse) / speech conventions (Twisted Tales)
- Diary entry – revise first person and past tense, introduce ing +adverbs (Soar)
- Letter writing – (*progress piece* Stone Age thank you letter) introduce possessive apostrophes, paragraphs (Romeo & Juliet)
- Instructions – revise imperative verbs, appropriate adverbials, prepositions (The Snowman)

Guided Reading: The Butterfly Lion by Michael Morpurgo

Spring

Texts/experiences used as inspiration for unit of work

Theseus and the Minotaur- Greek Myths

Film narrative and visual texts – Le Royaume

A Midsummer Night Dream – William Shakespeare

Poetry -‘The Sound Collector’ – by Roger McGough

Writing Genres

- Myths and legends- Theseus and the Minotaur (show not tell sentences, story planning, conjunctions)
- Adventure stories – Le Royaume (speech punctuation and *progress piece*)
- Midsummer’s Night Dream – Drama, descriptive, show not tell and wanted poster (link to DT puppet making)
- Letter writing – informal and formal thank you letters
- Non-chronological report – Litter in local area (persuasive writing, commas)

Other Grammar and Punctuation:

Ninja vocabulary / word class games / word aware strategies / word jail / 2Ads / introducing spelling logs

Guided Reading: The Boy Who Grew Dragons by Andy Shepherd

Spring

Texts/experiences used as inspiration for unit of work

The Window – Jeannie Baker

Pandora’s Box, Perseus, Daedalus and Icarus - Greek Myths

Film narrative and visual texts – The Present, The Bare and the Hare

Poetry – ‘Tabitha Tupper’, ‘Mr Clarke thinks I’m reading...’

Writing Genres

- Performance poetry – revision exploring rhythm and rhyme, repetition and structure, introduce onomatopoeia through sound cause sentences
- Narratives – revise conjunctions, paragraphs, tense, expanded noun phrases introduce 2 pairs sentences (Myths), with an action more action (Myths), adverbial phrases (The Present – progress piece)
- Setting descriptions – introduced adverbials where sentences(Pompeii) , revise adverbials, similes, introduce determiners (The Window)

Guided Reading: The Firework Maker’s Daughter by Philip Pullman

Summer

Texts/experiences used as inspiration for unit of work

Film narrative and visual texts – Cindy Ann and Bones
- Coffee and TV

Great women who changed the World by Kate Pankhurst

Museum Visit(trip)

Choral Poetry Competition (every alternate year – always a different poem chosen)

Writing Genres

- Adventure stories (Coffee & TV-video clips)
- Playscripts including filming based on Cindy Anne and Bones
- Letters for transition (to Y2 buddies)
- A Tale Unfolds – adventure film project (diaries, script, description, narrative, directing, repetition for effect, double ly ending)
- Instructions (imperative verbs, commands, commas in lists and linked to DT making a pizza for Year 2 buddy)
- Great women throughout history - Biographies
- Recount of Museum Visit linked to Art and History (*progress piece*)

Other Grammar and Punctuation:

Ninja vocabulary / word class games / word aware strategies / word jail / 2Ads / introducing spelling logs

Guided Reading: 'Reading Explorers A Guided Skills-Based Journey Year 3

Summer

Texts/experiences used as inspiration for unit of work

Non-Fiction- countries books – a range of countries

Beowulf

Hodgeheg

The Red Button

Sayers Croft(trip)

Choral Poetry Competition (every alternate year – always a different poem chosen)

Writing Genres

- Information texts – headings, subheadings, paragraphs, tense
- Persuasive writing – persuasive sentence starters, conjunctions, powerful adjectives (Adverts)
- Adventure stories (Hodgeheg) – speech and expanded noun phrases
- Diary entry - Action, with more action sentences (Beowulf)
- Recount (*progress piece*) – tense, paragraphs
- Shape poetry (calligrams) – adjectives, adverbs, relative pronouns
- Balanced Argument

Guided Reading: 'Reading Explorers A Guided Skills-Based Journey Year 4

Year 5

Autumn

Texts/ experiences used as inspiration for unit of work

Film Narrative and visual texts- The Three Little Pigs, The Alchemist's Letter

Texts- The Lost Thing

Poetry-The Highway man - Alfred Noyes

The Fib

An unexpected Christmas.

Writing Genres

- Newspaper articles - inverted comma, past tense, third person, commas, **dashes** and brackets for parenthesis.
- Narrative writing and character description- Noun/ expanded noun phrases, complex sentences, subordinate clauses, subordinating conjunctions, comparative and superlative adjectives and adverbs, Imagine 3 sentence
- Letter writing-(progress piece)expanded noun phrases, relative clauses, paragraphs expanded noun phrases, relative clauses ,paragraphs, relative pronouns, **past perfect tense**
- Poetry writing- prepositions, dashes commas, 3 negative adjectives, if, if, if, then clauses.
- Comic strip-imperative
- Witness Statement-relative clauses, past progressive tense, simple past
- Play- colons and brackets for stage directions

Guided Reading: James and the Giant Peach by Roald Dahl

Year 6

Autumn

Texts/experiences used as inspiration for unit of work

Film narrative and visual texts – Dangle, Inner Child (Macdonald's Christmas Advert)

Texts- War of the Worlds (extract) by HG. Wells

Zoo by Anthony Browne

Moon Lady by Mary Tang

Iron Man (Chapter 1 and 2) by Ted Hughes

Poetry - Raymond Wilson and Grace Nichols

Writing Genres

- Narrative-description- revise fronted adverbials of place(where) , revise 'ing' and 'ed' word starters, revise expanded noun phrases, revise relative clauses,
- Narrative in the first person- use 'ing 'clause to open sentences, revise subordinating conjunctions and subordinate clauses, revise adverb starters, introduce colons and semi-colons.
- Persuasive letter (*progress piece*) - revise persuasive language, use adverbs / adverbials to introduce arguments, use point evidence analysis model, use if-----then and not only....but also sentences, revise modal verbs.
- Recount –revise fronted adverbials of where, when and how, revise similes and metaphors, introduce personification.
- Newspaper reports- active and passive voice, passive reporting structures, revise speech punctuation, convert between reported and direct speech(inverted commas), formal language
- Poetry based on I am a Parrot - revise similes and metaphors, alliteration, rhyme, rhythm.
- Narrative with dialogue- revise speech punctuation(inverted commas) and lay-out, extending speech with action and changing location of speech tag, formal and informal language.

Other Grammar and Punctuation:

Adverbs of possibility, synonyms, antonyms, revise verb tenses.

Guided Reading: 'Reading Explorers A Guided Skills-Based Journey Year 6'

Spring

Texts/experiences used as inspiration for unit of work

Film narrative and visual texts-The Black Hole, The Lorax

Text- Poetry-The Way Through the Woods, Rudyard Kipling
International Space Station internet research
The Boy at the Back of the Class.

Writing Genres

- Poetry-spoonerisms
- Non-chronological reports- paragraphs, parenthesis, present and past tenses
- Narrative(progress piece) expanded noun phrases with.... sentences, prepositional phrases, main clauses, colons, dialogue, similes, metaphors
- Persuasive letters- expanded noun phrases with.... sentences, prepositional phrases, main clauses, colons, dialogue, similes, **degrees of possibility**, metaphors, rhetorical questions, **adverbs of number**
- Biographies- . open questions; past tense
- Diary entry- possessive apostrophes, irregular plurals, paragraphs, dialogue, first person, past tense;
- Informal letter- . apostrophes, dialogue, modal verbs, **degrees of possibility**

Guided Reading: The Explorer by Katherine Rundell

Spring

Texts/experiences used as inspiration for unit of work

Film narrative and visual texts- Alma

Texts- Good Night Mr Tom by Michelle Magorian
The Silver Sword-(Extract) by Ian Serraillier
The Great Plague by test paper

Writing Genre

- Non-chronological report (Mr Tom) - revise heading and sub-headings, bullet points, revise colons to introduce a list.
- Speech (Mr Tom) - persuasive language revise sequential adverbs, not only... but also...,revise if...then, revise colons for clarification.
- Narrative Story (Mr Tom)- Revise speech punctuation (inverted commas)and adding action to extend, revise apostrophes for contraction, revise fronted adverbials including subordinate clauses
- First person narrative (progress piece) - simile starter,' ing' clause starter and ending
- Narrative-story (Alma)- single dashes(dash-clarification), short sentences, empty sentences
- News broadcast- revise passive voice and passive reporting structures, varying levels of formality, puns.

Other Grammar and Punctuation:

Hyphens (taught in spelling lesson), revise pronouns, revise possessive pronouns, revise determiners

Guided Reading: Goodnight Mr Tom by Michelle Magorian

Summer

Texts/experiences used as inspiration for unit of work

Film narrative-Titanium

Texts - Weslandia

Tear Thief

The Tempest

Brenscombe (trip)

Choral Poetry Competition (every alternate year – always a different poem chosen)

Writing Genres

- Narrative prequel - Snot sentences, dialogue , fronted adverbials
- Non -chronological report- progressive tense as fronted adverbial, commas parenthesis, dashes, brackets, commas, relative clauses, **dashes for parenthesis with embedded relative clauses**, paragraphs
- Fiction adaptation - similes, metaphors
- Recount-(progress piece) Brenscombe)
- Letter writing (trip) - fronted adverbial, prepositional phrase
- Diary writing- .Precise verbs, SNoT sentences, subordinating and coordinating conjunctions
- Newspaper article, **ambiguity and puns**

Guided Reading: The Explorer by Katherine Rundell

*(N.B **all Year 5 features in **bold** are to be added to the planning as it is taught)*

Summer

Texts/experiences used as inspiration for unit of work

Film narrative and visual texts- Road's End, WALL-E extract

Texts- Macbeth- by William Shakespeare

Poetry – Jabberwocky by Lewis Carroll

Chessington (trip) Brochures/leaflets including websites

Choral Poetry Competition (every alternate year – always a different poem chosen)

Writing Genres

- Narrative story, revise show-not-tell, rhetorical questions, subordinating conjunctions, varying sentence length for effect, pathetic fallacy.
- Balanced argument- (AI or screens) adverbials to compare and contrast, some...others, adverbials to compare and contrast e.g. however, on the other hand, in contrast.
- Recount Chessington-(progress piece) revise adverbs of time, subordinating conjunctions, fronted adverbials of where/place
- Persuasive leaflet (Chessington) revise imperative verbs, similes, rhetorical questions, adverbs of degree, modal verbs.
- Diary (Macbeth)- the more the more/the less the less sentences , revise show-not-tell, emotive vocabulary, -ing clause starter, -ed starter, adverbials of time and place.
- Newspaper report- revise passive voice and passive reporting structures, revise direct and reported speech.
- Narrative-(Jabberwocky) symbolism, non-sense words, emotion-consequence sentence, revise show-not-tell, emotive vocabulary, -ing clause starter, ed starter, adverbials of time and place.

Other Grammar and Punctuation

Subjunctive case, ellipsis, revise adverbs and prepositions, revise all verb tenses and areas of need based on assessment.

Using complex punctuation: revision all areas of need based on assessment.

Guided Reading: 'Reading Explorers A Guided Skills-Based Journey Year 6'

	SUMMER 1					SUMMER 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 3	review of Spring term spellings	review of Spring term spellings	words from the Year 3/4 word list	the -ly suffix	the -ly suffix	commonly misspelt words	suffixes -ally and -ation	suffixes (vowel letters)	-sion and -tion endings	in- and ilprefixes	im- and ir-prefixes	review of Year 3 words from the Year 3/4 word list
Year 4	reviewing Spring term spelling	reviewing Spring term spelling	words from the Year 3/4 word list	/sh/ sound spelled 'ch'	-gue endings	commonly misspelt words	-que endings	/s/ sound spelled 'sc'	homophones and near homophones	homophones and near homophones	words with the prefixes un-, dis-, mis- and re	reviewing words from the Year 3/4 word lists
Year 5	review of Spring term spellings	revision of prefixes	converting nouns and adjectives into verbs	homophones and near homophones	homophones and near homophones	commonly misspelt words	the possessive apostrophe – plurals	Residential trip	turning adjectives into adverbs	words from children's own writing	words from the Year 5/6 word list	revision of words from the Year 5/6 word list
Year 6	words from the Year 5/6 word list	words from the Year 5/6 word list	a spelling bee, based on the Year 5/6 word list	strategies for spelling in test conditions	revise the use of the -ough letter string	review of homophones	review of the use of apostrophes	etymology	'ei', 'eigh' and 'ey'; 'ea'; 'aigh'	etymology – words with the /s/ sound spelled 'sc'	etymology – American and British spelling	a review of English technical vocabulary