



English

Learn to read and enter new worlds: Learn to write and create worlds of your own.

*Be the
Best You
Can Be.*

To create a love and appreciation of a range of fiction and poetry, experiencing some much-loved childhood authors and texts and immersing children into a world of real-life story areas and themed curriculum days. To secure lifelong knowledge of different non-fiction texts and enthuse children to learn more and know more with accessible core skills. To ensure strong foundational knowledge and high levels of oracy. To build mastery within a range of writing types that also inspires children to continue with the discipline into the next stage of their education. To secure strong Reading, Writing, Grammar and Spelling skills through a stimulating, inclusive and progressive curriculum experience.

Experience a broad range of genres and non-fiction style texts, including technology sources, during their journey from Reception to the end of year 6.

To have an open mind, experiencing a range of literature, appreciating the significance of texts and developing an interest in understanding the breadth of experienced literature and beyond.

Have a secure ability to connect concepts within both stories and non-fiction and across both combined and use this knowledge to create effective writing pieces of their own.

An English approach that combines all the interdependent skills to enable pupils to leave with effective English mastery overall.

Integrity

To recognise the morals of both fiction and real-life stories and apply it to their understanding of integrity.

Curiosity

To be curious about the world of literature, to try new texts and genres and to be excited about what the world of literature offers.

Courage

To try new skills and those which can require more bravery such as speaking to an audience or acting in a play or reading a poem.

Perseverance

To master a range of challenging, new skills and not to give up when they are aspirational. To have resilience to read longer texts.

Collaboration

To work together effectively to build and enhance all aspects of literacy including oracy, drama and speaking and listening.

Community

To learn about our local community and the world around us by applying knowledge from a range of different text types.



Oracy

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Strong oracy is at the heart of curriculum success. We have a language-rich curriculum which maps all key language across all subjects to enable children to be successful in all areas of the curriculum. We celebrate and identify high quality language and ensure that children are progressively exposed to this and have opportunities to apply their skills at school

Tier 1 words.

Everyday words that need to be known and understood to access all areas of oracy. We have 'most frequently used words' mapped between EYFS – Year 3 to enable taught mastery.

Tier 2 words.

Words that appear frequently and are of a higher pitch. These are taught through our school displayed objectives ensuring they are explored and understood.

Tier 3 words.

Curriculum specific words that children are taught in the curriculum with opportunities to use them in context.

Supporting oracy at home. Homework maps show the key pieces of vocabulary to help parents understand the pitch of words and reinforce them at home.

Supporting oracy. We teach all pupils tier 1, 2 and 3 words. Phonics and reading help us to reinforce these skills alongside support plans for pupils who need speech and language interventions.

Oracy to keep themselves safe and have good wellbeing are covered in PSHE, assemblies and as situations arise to ensure children can express their feelings and any worries.

Applying oracy skills to reading. Tier 1 words are read in flashcard style to increase speed of reading and fluency. Tier 2 and 3 words are explored throughout English sessions frequently.

Applying oracy skills to written work is supported with language rich opportunities and grammatical development to allow the application of these words during English.



Reading

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Children are immersed in themes throughout longer units of work which connect, inspire and motivate them. The texts chosen within the themes are selected for their high literary value and carefully chosen to reflect the theory of the 'seven basic story plots.' Children make connections and are exposed to non-fiction and poetry which they relate to through the themes to enable depth of understanding and mastered oracy skills to enable them to showcase the best of their abilities in reading (and in turn, writing).

To understand different story structures and make comparisons within them and compare across different authors.

To make effective use of oracy skills to support fluent, sight-read word reading, decoding and comprehension of texts.

Word reading is secured using Read, Write Inc, a systematic scheme for teaching phonics.

Reading progress across strands is planned for using progressive reading grids written by the school.

A range of texts are experienced within a theme so that children deepen ideas, secure language and make comparisons across texts.

The younger years focuses on children experiencing a range of stories, read and learnt for enjoyment. As pupils progress, longer texts read with them deepen their understanding of themes.

Children learn to apply the school values across texts experienced which deepens their understanding of what the values mean in real-life.

Non-fiction holds meaning, embedded in umbrella themes derived from fiction which the children connect to. The wider curriculum deepen non-fiction reading skills.



Writing

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A fully bespoke writing scheme teaching the key foundations of writing progressively across school. Designed to inspire vocabulary rich and high-pitched language outcomes, children learn to use this to write for different purposes and audiences. All foundational knowledge including grammar, punctuation and structure are taught progressively across school right from the first term in Reception.

High pitched teacher modelling of writing enables aspirational examples for children to build towards.

Foundational knowledge is progressively planned across the school, with core year group expectations returned to in a cyclical fashion to ensure they are embedded into long term memory.

Children are taught to draft and revise as they enter in to Year 1 and create 'best pieces' to show the value of high quality writing outcomes.

Handwriting – school has it's own progression map, starting from the beginning, using Nelson methodology.

Spelling is taught using the Spelling Shed scheme. Pupils can login at home for interactive learning.

Children are taught how to enthuse their reader with a range of vocabulary and literary devices to engage their audience.

Children write for a range of fiction and non-fiction purposes with a high pitch of outcomes and adaptive teaching to support all.

Themes inspired by a literary stimulus enable pupils to write rich pieces.

EYFS	A Glimpse into my world	Into the woods	Once upon a time	Life in the Undergrowth	Every hero has a story	Where the land meets the sea
Core texts	Harry and the Bucket full of Dinosaurs' First Day at School Topsy and Tim's First Day at School	The Gruffalo Zog Tiddler Room on the Broom The Smartest Giant in Town	The Little Red Hen The Three Little Pigs The Gingerbread Man Jack and the Beanstalk The Princess and the Pea The Ugly Duckling	Little Ladybird The Bad-Tempered Ladybird The Very Hungry Caterpillar	Supertato and various non-fiction texts on people who help us	Sharing a Shell The Snail and the Whale Bonting Somebody Swallowed Stanley Wonderful Earth

Year group	Themes					
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Year 1	Bear Best Friends.	Beat the Beasts!		Adventures in Different Climates.	Friends and Foe.	
Core texts	We are Going on a Bear Hunt – Michael Rosen Goldilocks My Friend Bear – Jez Alborough	Red Riding Hood Jack and the Beanstalk		Zahra (Literacy Shed) Handa's Surprise (for the visual art)	Cinderella Prince Cinders – Babette Cole Pumpkin Soup – Helen Cooper Aesop's Fables Owl Babies by Martin Waddell	
Year 2	World of Colour.	Stories with animal characters.		The World at Night.	Fantastically Funny.	
	The Clock Tower – literacy shed Aladdin Rainbow Bear Michael Morpurgo	Peter Rabbit – Beatrix Potter The Animals of Farthing Wood – Colin Dann Frog and Toad – Arnold Lobel The Hodgeheg – Dick King Smith The Wizard of Oz – L. Frank Baum Links to Fables		The Owl Who Was Afraid of the Dark – Jill Tomlinson The Worst Witch – Jill Murphy	George's Marvelous Medicine – Roald Dahl Revolting Rhymes – Roald Dahl The True Story of the Three, Little Pigs - Jon Scieszka	

Year group	Themes					
Year 3	Rags to Riches	How to Live Forever	Character Dilemmas	Magical Lands	Dragons	
	Charlie and the Chocolate Factory- Roald Dahl	How to Live Forever- Colin Thompson	The Dancing Bear- Michael Morpurgo Aesop's Fables	Narnia- LWW- C.S Lewis	The Dragon Realm: Dragon Mountain. Kevin and Katie Tsang The Boy Who Grew Dragons – Andy Shepherd	
Year 4	Voyage and Return		Lost Beasts and Unlikely Friends	Wizards, Potions and Magic Spells	World of Work Quests	
	Alice in Wonderland Narnia: Magician's Nephew Narnia: Voyage of the Dawn Treader		Iron Man Stig of the Dump	Harry Potter and the Philosopher's Stone Extracts from other magic books to encourage wider reading including	The Firework Maker's Daughter	

The seven basic story plots – how we map the type of fiction we choose

Overcoming the monster.

The protagonist sets out to beat an antagonistic force (often evil) that pressurises the protagonist's and/ or protagonist's homeland.

Voyage and return.

The protagonist ventures into a foreign land and returns with experience, having overcome the war or having learned essential lessons only found in this place.

Rags to riches.

The bad protagonist obtains power, wealth, and/or a mate, loses it all and gains it back, getting bigger as a person as a result.

The quest.

The protagonist and companions make a start to obtain an essential object or to get to a location. They face desires and other barriers along the way.

Comedy.

Light and funny character with a happy or happy ending; a dramatic work in which the central motif is victory over difficulty leading to a successful or happy conclusion.

Tragedy.

The protagonist is a hero with a major character fault or a major fault that will finally bring him down. Her unlucky ending motivates kindness for her folly and the redemption of a good character.

Rebirth.

An event forces the main character to change their ways and many times become a better person.

Year group assessments (teachers use ongoing assessment all the time to teach and respond to pupils. These are the formal points, many of which children are unaware of).	Reading	Writing	Spelling
EYFS	RWInc assessments Salford reading age (when ready) Teacher assessment of EYFS ELG.	School assessment grid for emerging skills in the school strands. Teacher assessment of EYFS ELG.	Teacher assessment of EYFS ELG.
Year 1	RWInc assessments Salford reading age Teacher assessment of comprehension, starting NFER tests in April.	School assessment grid termly based upon 3 pieces of extended writing.	Teacher assessment Weekly checks Spelling shed NFER when appropriate for the year group.
Year 2	Salford reading age Key Stage One national tests (optional no longer submitted data)	School assessment grid termly based upon 3 pieces of extended writing.	Teacher assessment Weekly checks Spelling shed Key Stage One national tests

Year group assessments (teachers use ongoing assessment all the time to teach and respond to pupils. These are the formal points, many of which children are unaware of).	Reading	Writing	Spelling
Years 3 - 5	Salford reading age until 10.6 RA met. NFER termly tests	School assessment grid termly based upon 3 pieces of extended writing.	Teacher assessment Weekly checks Spelling shed NFER termly tests
Year 6	Salford reading age until 10.6 RA met. Key Stage 2 national past papers at differing intervals to support assessment for teaching content. End of Key Stage Two national test sent away for marking.	School assessment grid termly based upon 3 pieces of extended writing. End of Key Stage Two national assessment framework – working towards, at or the high standard (submitted teacher assessment level)	Teacher assessment Weekly checks Spelling shed Key Stage 2 national past papers at differing intervals to support assessment for teaching content. End of Key Stage Two national test sent away for marking.