


This document is to be used in conjunction the following curriculum requirements and support documents set out below:


**English curriculum objectives overviews** these are the **requirements** from the statutory National Curriculum.


**SPaG terms progression KS1 and KS2**


**KS2 statutory spellings**

### ENGLISH WRITING:

**LOVE**  **writing:** All writing is engaging and exciting in order to build children's love of writing. This happens not just in 'English' lessons, but across all subjects.

**READING**  **links:** In most cases, writing will be an extension of reading. Reading will be used as a model where they can copy style and content in their own way. Our aim is to read, read more, read different things, read again, read a little more ... then write!

**CROSS-CURRICULAR** : The following table details a range of writing genres that are taught across different year groups. All writing in each class is linked to something that the children are interested in and/or something they are learning about. Writing is kept fun, entertaining and motivating through ensuring the children have a good knowledge of the content they will write about. Examples are: a diary for a day in the life of an iron age farmer (history), a letter to our local MP to ask for changes in our local area (geography/PSHE) or a narrative about a character from a book we are reading as a class (guided reading). We do not detail exactly which classes cover which units in order for teachers to tailor what they are teaching to their particular class. All children are different, all classes are different, what works for one class, may not work as well for another. In order to get the very best out of the children, teachers always need the ability to adjust their planning. The English subject leader ensures that what is being taught is varied and enables children to progress effectively by carrying out subject reviews and checking that the objectives taught reflect the progression of skills and national curriculum.

**BROAD**  **opportunities:** We ensure that the writing opportunities we offer cover a range of purposes and audiences (as set out in the statutory national curriculum).

<b>Narrative</b>	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Mysteries</li> <li>Legends</li> <li>Myths</li> <li>Folk Tales / Fables</li> <li>Descriptions</li> <li>Historical stories</li> </ul>	<ul style="list-style-type: none"> <li>Flashbacks</li> <li>Stories from other cultures</li> <li>Adventures set in familiar settings</li> <li>Sci-fi</li> <li>Fantasies</li> <li>Suspense</li> <li>Playscripts</li> <li>Detective / crime stories</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Newspapers</li> <li>Diaries</li> <li>Postcards</li> <li>Autobiographies</li> <li>Brochures</li> <li>Comparisons</li> <li>Reviews (film/book)</li> <li>Interviews</li> <li>Labels</li> <li>Fact files</li> </ul>	<ul style="list-style-type: none"> <li>Letters</li> <li>Recounts of familiar events</li> <li>Non-chronological reports</li> <li>Formal reports</li> <li>Posters</li> <li>Adverts (radio/TV/newspaper/poster)</li> <li>Leaflets</li> <li>Debates / discussions</li> <li>Persuasive letters / adverts</li> <li>Explanations</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>Traditional rhymes / couplets</li> <li>Nursery rhymes</li> <li>Riddles / Limericks</li> <li>Haiku / Calligram / Shape poems</li> <li>Raps</li> <li>Songs</li> <li>Learn poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language poems</li> <li>Narrative poems</li> <li>Nonsense poems</li> <li>Classic poems</li> <li>Cinquain / Kennings poetry</li> <li>Performance poetry</li> <li>Free verse</li> <li>Blackout poetry</li> </ul>

**ENGLISH READING:**

**LOVE ❤️ reading:** All reading is completed in an engaging and exciting way in order to build children’s love of reading. This happens not just in ‘English’ lessons, but across all subjects.

**READING 📖 requirements:** As stated in our policy, children are read to regularly and their own independent reading kept track of (KS2: in a class reading log which is kept up to date, EYFS/KS1: in their reading journals and logs held in school). Children experience reading beyond that of their own abilities by having a class reading book or sharing other reading). Reading is taught in various ways; word recognition in Phonics sessions (in KS2 these continue where required), sharing class readers AND teaching guided reading (where in-depth inference and comprehension is explored).

**GUIDED READING 🏠:** Guided reading occurs at least twice a week all year round. In KS2, lessons are 1 hour length at least twice a week (a minimum requirement of 2 hours a week). In EYFS/KS1 reading occurs daily with adult guided reading sessions in small groups happening at least once a week for every child. In KS2, reading involves 2 or 3 ‘novel’ style fiction texts read as a whole class and 2 or 3 non-fiction units. These are related to what the children are learning and explore the style of writing and the author’s choices in depth. The sessions are kept engaging and fun by including a range of activities like performing, debating, doing art and DT, using iPads, creating etc.

**BROAD 🌐 opportunities:** The reading opportunities we offer cover a range of purposes and structures (as set out in the statutory national curriculum).

<p><b>Narrative</b></p>	<p>EYFS/KS1: A range of stories with different structures shared in a variety of ways and explored in depth.</p> <p>KS2: Guided reading books which are explored in depth looking particularly at author choices, inference and justifying views. Class readers that are beyond their independent abilities.</p> <p>Year 3: Kernowland Crystal Pool (Jack Trelawny), Tom’s Sausage Lion (Michael Morpurgo), Famous Five book of adventures (Enid Blyton)</p> <p>Year 4: Antidote (Malorie Blackman), The Lion, The Witch and the Wardrobe (CS Lewis)</p> <p>Year 5: Defender of the Realm (Nick Ostler &amp; Mark Huckerby), Stormbreaker (Anthony Horowitz)</p> <p>Year 6: Eagle Strike (Anthony Horowitz), Midnight for Charlie Bone (Jenny Nimmo), Planetarium (Welcome to the Museum series)</p>	<p>Stories from other cultures</p> <p>Fantasies</p> <p>Adventure</p> <p>Playscripts</p> <p>Traditional Tales</p>	<p>Legends</p> <p>Myths</p> <p>Folk Tales / Fables</p> <p>Historical stories</p> <p>Poetry (including performed by heart)</p> <p>Plays (including performance)</p>
<p><b>Non-fiction</b></p>	<p>EYFS/KS1: A range of non-fiction texts explored in depth.</p> <p>KS2: Read and discuss a wide range of non-fiction texts which have a range of different structures and purposes.</p>	<p>Information books</p> <p>Letters / Diaries</p> <p>Reports</p> <p>Leaflets / Brochures</p> <p>Persuasive letters / adverts</p> <p>Instructions</p>	<p>Newspapers</p> <p>(Auto)biographies</p> <p>Reviews (film/book)</p> <p>Interviews</p> <p>Fact files</p>