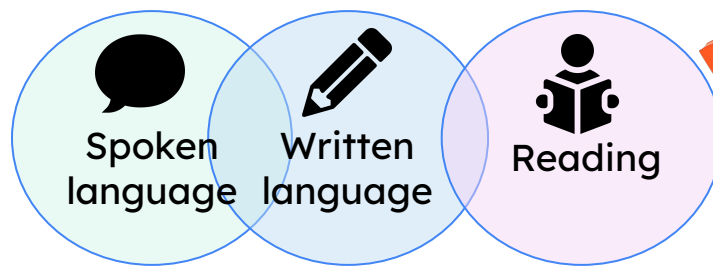


A quick guide to our English curriculum at KS1 and KS2



Skills that we want our children to learn ...

Particularly in Writing and Shared Reading

Particularly during Writing lessons

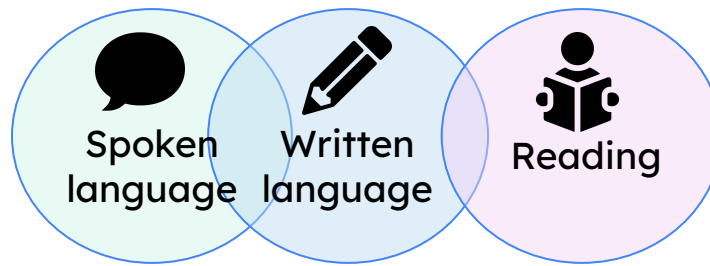
Particularly during Phonics and Shared Reading lessons

However, these skills are necessarily embedded throughout the curriculum and opportunities are sought to apply these skills within meaningful wider curriculum contexts (e.g. hot seating within history, or when writing a scientific report, or when role-playing scenarios within R.H.E.)

Ask and answer different question types	Make phonetically plausible attempts at new spellings; then apply spelling patterns which have been taught at an age-appropriate point (Sounds-Write lessons; spelling lessons)	Read for pleasure! Teachers choose novels that they think will engage their class. Children visit our library and ask for books by new authors.
Listen, reflect and respond	Are inspired by successful authors to aspire to be authors themselves	Read and discuss a wide range of poetry, fiction and nonfiction
Express their opinions clearly and articulately	Are motivated by purposeful provocations to write a text which will make a difference	Discuss what they read during 'Book Talk' and class story times (Shared Reading)
Engage in discussion thoughtfully	Are motivated by writing for an authentic audience (such as a politician, company or other children)	Develop competent word-reading and comprehension when they are regularly exposed to challenging new language across the curriculum
Debate respectfully	Are encouraged to 'steal' techniques from experienced authors and given model texts and scaffolds to guide them	Speedily decode and pronounce unknown words (these strategies are taught during phonics and shared reading lessons primarily)
Present confidently and perform powerfully	Are helped to 'think like an author' to understand grammatical structures within the context of their writing and unpick their impact upon the reader	Read to improve their knowledge and understanding of the world.
Read fluently	Are expected to have high standards of their own accuracy and quality	Do not fear challenging archaic or canonical texts because we introduce these in motivating and engaging ways - e.g. Shakespeare Week - so our children are resilient readers.
Summarise and verbally sequence to help others to understand	Know that their first attempt is never sufficient, and that authors redraft to improve.	Read to discover exciting new vocabulary and its definition, and then use this in their own speech and writing (both within Shared Reading and texts encountered across the curriculum)
Verbally process and plan to help to them as writers	Are encouraged to make authorial decisions when editing and revising their work so that it is of the best possible standard	
Adopt a role to help them to empathise with other perspectives and entertain		
Explain themselves using appropriate grammar and quality vocabulary		



A quick guide to our English curriculum at KS1 and KS2



What has informed our approaches?

Spoken
language

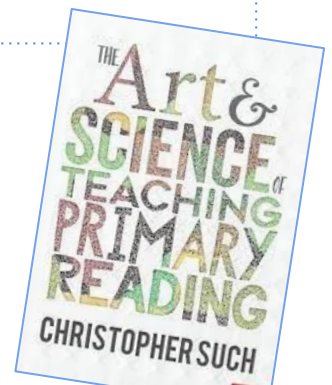
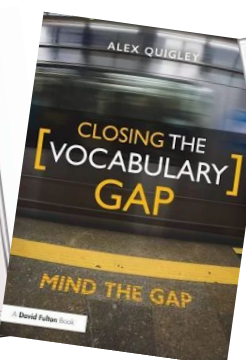
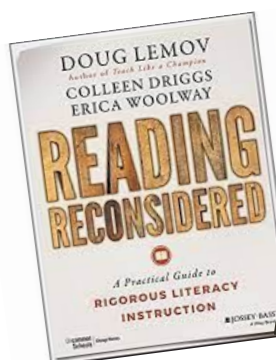
- [Sounds-Write](#) phonics approach
- Our Shakespeare Week happens in partnership with drama expert, Adam Pepper, from [Silverscreen Primary Education](#)
- [‘Closing the vocabulary gap’](#) by Alex Quigley
- Our own oracy progression document

Reading

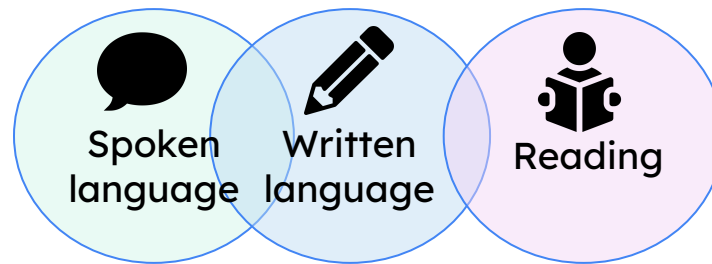
- [Sounds-Write](#) phonics approach and polysyllabic spelling approach
- Our approach to teaching reading fluency is informed by [‘The Art & Science of Teaching Primary Reading’](#) by Christopher Such, but is embedded with our Shared Reading lessons.
- Whole-class Shared Reading informed by pedagogies advocated within [‘Reading Reconsidered’](#) by Doug LeMov, and [Ashley Booth’s](#) reading curriculum structure
- Our own “Burford Reading Gang” domain coverage/skills teaching approach
- Vocabulary instruction approach: [‘Closing the vocabulary gap’](#) by Alex Quigley

Written
language

- Our approach is called ‘Read, Write, Perform & Publish’
- It is consistent with the Transform schools’ approach (our MAT) to teaching the writing sequence
- It was initially inspired by [Lee Parkinson’s](#) writing packs
- We use some sentence construction techniques from [‘The Writing Revolution’](#) by Judith C. Hochman and Natalie Wexler
- We use some vocabulary instruction approaches from [‘Closing the vocabulary gap’](#) by Alex Quigley



A quick guide to our English curriculum



When does this happen within our timetable? (Minimum requirements)

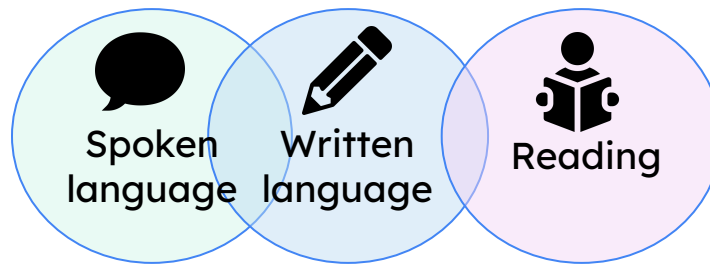
F1	Sound Search Phonics application (daily, 20mins)	Focused story talk <i>Modelled reading and discussion</i> (daily, 15mins)	Whole-class phonics (daily, 15mins)	Story time (twice daily, 15mins)
Challenge Time (continuous provision) <i>Adult questioning and prompting; modelled grammatical structures and vocabulary; role play; environmental adaptations to promote talk, use of new vocabulary, and mark-making.</i>				
F2	Whole-class Sounds-Write phonics (daily, 30 mins)	Small writing groups (daily, 15 mins)	Story time <i>Modelled reading and discussion</i> (daily, 15mins)	R.H.E. Circle Time discussion (daily, 15 mins)
Challenge Time (continuous provision) <i>Adult questioning and prompting; modelled grammatical structures and vocabulary; role play; environmental adaptations to promote talk, the use of foci vocabulary, and phonics application in writing.</i>				

Y1	Handwriting (Daily, 20mins)	SPAG blast <i>Retrieval + new high learning</i> (Daily, 20mins)	Sounds-Write phonics (Daily, 30 mins)	Whole-class story time <i>Modelled reading and discussion</i> (Once daily, 15mins)
	Shared Reading Gang <i>comprehension</i> (4 days, 30 mins)	Read, Write, Perform & Publish <i>The writing sequence</i> (4 days, 1hr)	Library time <i>Reading for pleasure</i> (1 day)	R.E./R.H.E. Discussion/debate/role play (1 day, 1hr)

Y2	Handwriting (Daily, 20mins)	SPAG blast <i>Retrieval + new high learning</i> (Daily, 20mins)	Sounds-Write phonics (Daily, 30 mins)	Whole-class story time <i>Modelled reading and discussion</i> (Once daily, 15mins)
	Shared Reading Gang <i>comprehension</i> (3 days, 45 mins - linked texts; 2 days, 45 mins - class novel)	Read, Write, Perform & Publish <i>The writing sequence</i> (daily 45mins minimum)	Library time <i>Reading for pleasure</i> (1 day)	R.E./R.H.E. Discussion/debate/role play (1 day, 1hr)

Y3 LKS2	Handwriting (Daily, 20mins)	Shared Reading Gang <i>comprehension</i> (3 days, 45 mins - linked texts; 2 days, 45 mins - class novel)	Read, Write, Perform & Publish <i>The writing sequence</i> (4 days, 1hr)	Sounds-Write phonics and spelling patterns for polysyllabic words (Daily, 30 mins)
	Whole-class story time <i>Modelled reading and discussion</i> (3 days, 15 mins)	Library time <i>Reading for pleasure</i> (1 day)	SPAG blast <i>Retrieval + new high learning</i> (2 days, 25mins)	Word consciousness/etymology (1 day, 1 hour)

A quick guide to our English curriculum

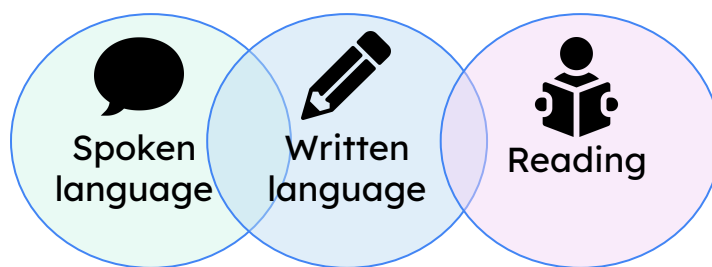
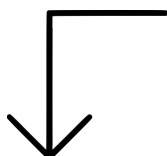


When does this happen within our timetable? (Minimum requirements)

Y4	Handwriting Application of spellings (Daily, 20mins)	Whole-class story time <i>Modelled reading and discussion</i> (3 days, 30 mins)	Etymology & morphology: Spellings (1 day, 30mins)	
	Shared Reading Gang <i>comprehension</i> (3 days, 45 mins - linked texts; 2 days, 45 mins - class novel)	Read, Write, Perform & Publish <i>The writing sequence</i> (4 days, 1hr)	Library time <i>Reading for pleasure</i> (1 day)	Mental Health Workshop Discussion/debate/role play (1 day, 1hr)
Y5	Handwriting Application of spellings (Daily, 20mins)	Whole-class story time <i>Modelled reading and discussion</i> (4 days, 20 mins)	SPAG BLAST <i>Inc. etymology and morphology</i> (Daily, 15 mins)	
	Shared Reading Gang <i>comprehension</i> (3 days, 1 hour - linked texts; 2 days, 1 hour - class novel)	Read, Write, Perform & Publish <i>The writing sequence</i> (4 days, 1hr)	Library time <i>Reading for pleasure</i> (1 day)	R.H.E. / R.S.E. Discussion/debate/role play (1 day, 1hr)
Y6	Handwriting Application of spellings (Daily, 20mins)	Whole-class story time <i>Modelled reading and discussion</i> (4 days, 20 mins)	SPAG BLAST (Daily, 30 mins)	
	Shared Reading Gang <i>comprehension</i> (3 days, 1 hour - linked texts; 2 days, 1 hour - class novel)	Read, Write, Perform & Publish <i>The writing sequence</i> 5 days, 1hr)	Library time <i>Reading for pleasure</i> (1 day)	R.H.E. / R.S.E. / The Great Project / DAaRT Project Discussion/debate/role play (1 day, 1hr)

A quick guide to our English curriculum at KS1 and KS2

This is hugely important – cognitively, socially and linguistically – and underpins the development of reading and writing.



Children...

When?

Example



...polish their **prosody, accuracy and pace** when reading and delivering speeches

READING FLUENTLY & SPEECH-MAKING

- Daily reading fluency during Shared Reading
- Reading throughout the curriculum
- Audio recording and podcasting as part of our Digital Citizenship curriculum strand
- During the 'perform' phase of our writing sequence, children often read /perform their work to others (e.g. campfire storytimes)



...learn how to **participate in a discussion** with clarity and demonstrating respect whilst expressing opinions, preferences, and make links; they summarise and explain)

EXPRESSING OPINIONS

- 'Book talk' during class novel time
- Discussion time throughout the curriculum



...are encouraged to **verbally process and explain** themselves clearly using appropriate grammatical structures and high-quality modelled vocabulary

DISCUSSION (ANSWERING QUESTIONS)

- Discussion and response to deep questioning throughout the curriculum
- Teachers provide vocabulary aids and sentence stems
- During Shared Reading, children learn different question styles and how they require different approaches to answer them successfully.



... gain knowledge, skills and understanding associated with **drama**. They adopt, create and sustain a range of roles, responding appropriately to others in role. They improvise, devise and script drama for one another, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

DRAMA

- Shakespeare Week!
- Other frequent opportunities throughout the curriculum (such as hot seating and meeting characters from history in role).
- Pupil-led assemblies



...**interview others** to empathise with different perspectives and develop their own knowledge. They listen with consideration and respond thoughtfully.

INTERVIEWS

- During projects, children making meaningful links with experts (e.g. local politicians and bee-keepers; family members) and organise digital and 'in person' interview opportunities.



...**verbalise** their ideas before writing so as to plan the structure, vocabulary and grammar they will use. They then **articulate** their writing aloud so as to 'hear' its impact upon the reader, noticing errors and revising drafts so that they are as effective and coherent as possible.

SAY.WRITE.READ.

- When writing, children are encouraged to read their work aloud. This becomes habit.
- Children verbally plan their ideas as part of the writing sequence.
- During the 'edit and revise' phase, they read their friends' work as well as their own.



...understand and use the conventions for **debate** so that they can engage with the provocations planned for within our curriculum approach.

DEBATE

- Teachers introduce provocations, often to launch projects (e.g. 'Should we strike for climate change, inspired by Greta Thunberg?')
- Teachers teach the conventions of debate at an age appropriate level