

English Curriculum Overview



Content

1. Our 'Built for Blackrod' Curriculum
2. English Curriculum Guarantee/ Intent
3. Long term plans
4. Progression of skills
5. Reading Curriculum Guarantee
6. Reading Spine & Favourite Five
7. Assessment in Reading and Writing
8. EYFS
9. Cultural Capital in English



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

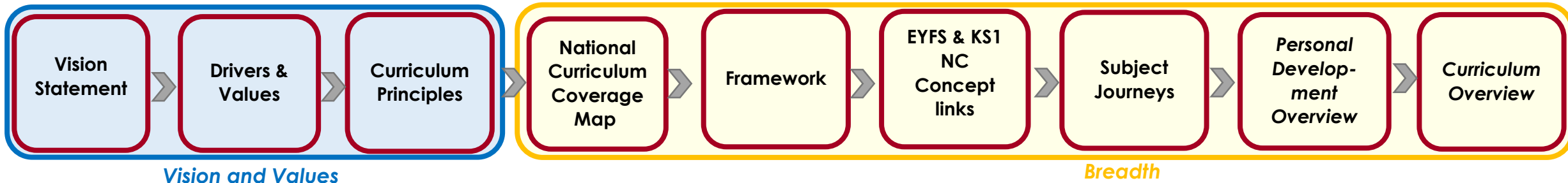
Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

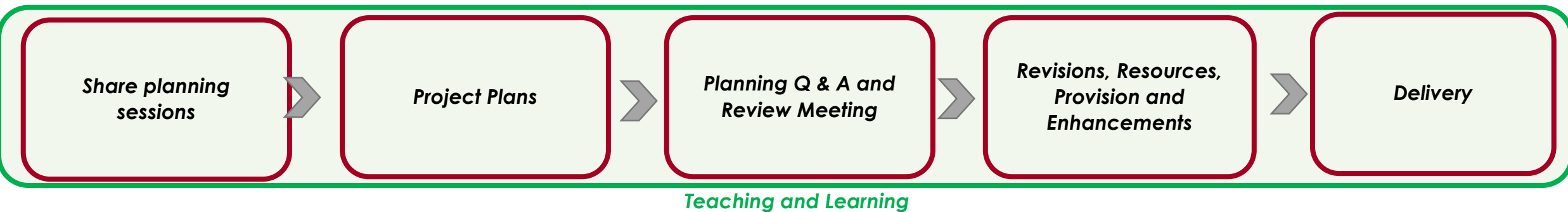
Curriculum Design Processes



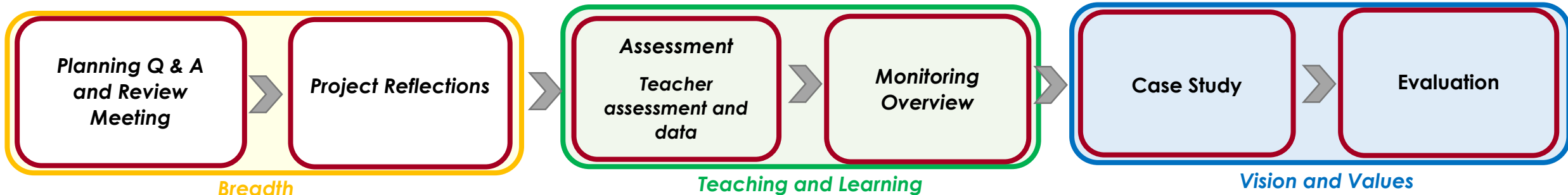
INTENT



IMPLEMENTATION



IMPACT



English Curriculum Guarantee - Our Intent

English at Blackrod Primary School

The Blackrod Primary School English Curriculum is designed around using high-quality texts. We believe that all children are entitled to a broad and balanced English curriculum, which is delivered in a way which recognises the needs of our children and allows each individual to maximise their learning potential; preparing them for the application of English skills across the whole curriculum and life beyond primary education.

Our English curriculum has allowed us to ensure that we continue to promote a love of reading, alongside explicitly teaching Reading, Writing and Grammar objectives in line with National Curriculum objectives.

Oracy is at the heart of our teaching and learning approaches and we are striving to teach our children how to talk and communicate effectively and articulately. We want pupils to acquire a wide vocabulary, captured through a range of texts and modelled with high quality talk from adults in school. We believe we encourage our children, of all ages to become readers and writers, to embrace opportunities in a range of contexts with confidence and enthusiasm.

Why have we chosen Pathways to Write for our pupils?

Each unit is linked to a high- quality text covering diversity and the wider curriculum and incorporates teaching strategies designed to engage and encourage a love of writing.

Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. This allows opportunity for consolidation and ensures that children are able to master each skill.

Each unit has been tailored to meet the needs of the pupils in each class. Teachers adapt their teaching to challenge greater depth writers and provide scaffolding for children working below.

Many opportunities for widening children’s vocabulary are given through the ‘Pathways to Write’ approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.



Pathways to Write

“I enjoy my English lessons because I learn new skills in small steps. This gives me extra confidence to do it on my own.”
Henry, 10 years old

“I really enjoy my English lessons because I love the texts! They are always interesting and our writing links to the text.”
Sophie, 7 years old

Mixed - aged planning

Our English planning is adapted for our mixed-age classes. Each unit of work centres around one text which teachers can share and enjoy with the whole class. The writing objectives are married up from each year group and are taught through the text with plenty of opportunities to write purposeful and meaningful writing tasks. As we teach on a two – yearly cycle, we ensure that children do not repeat the same text and that English lessons advance, inline with their progression of skills.

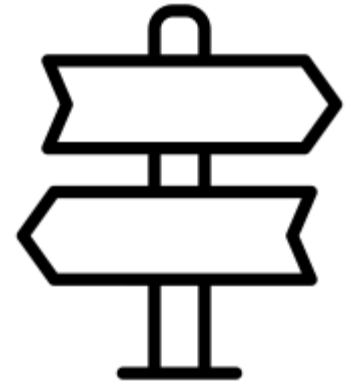
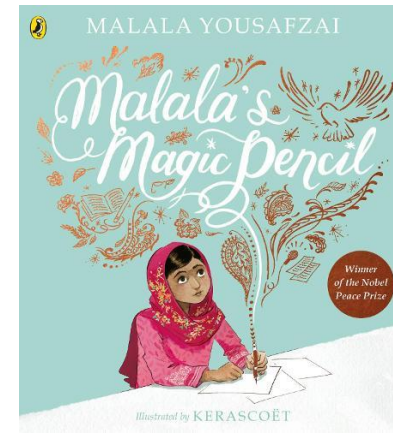
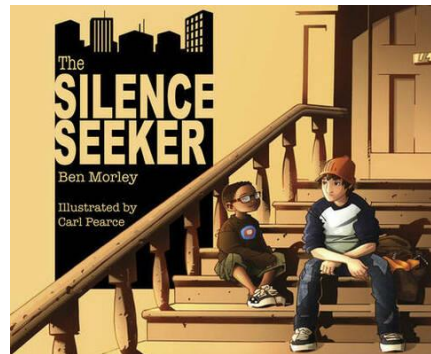
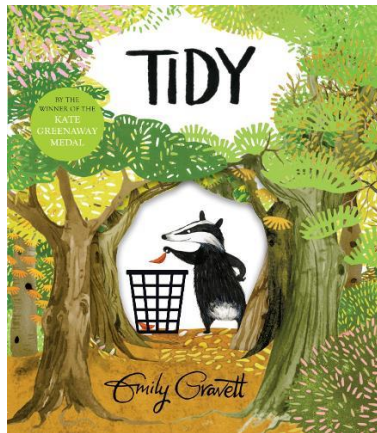
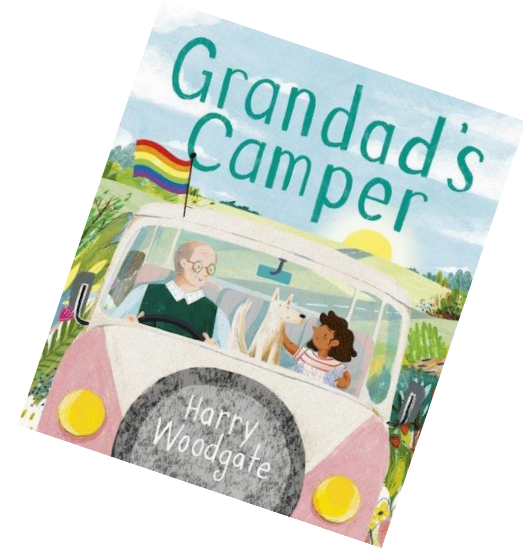
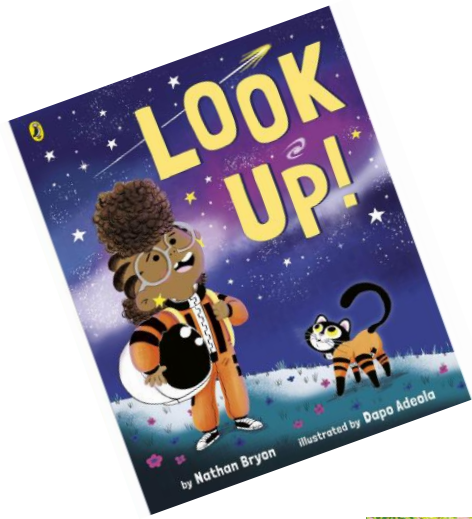
Mixed Age – Mastery Overviews

1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Granddad's Secret Giant By David Litchfield
End-point:	Fiction: story with focus on characters Greater Depth: Story about two independently invented contrasting characters who swap places.	Non-chronological report: report about owls Greater Depth: Alter the layout to include own subheadings and extra features	Fiction: story with adventure focus Greater Depth: Story written in 1st person.	Recount: diary entry from the point of view of a toy Greater Depth: Diary entry to include the feelings of the other character	Letter in role as the character persuading to save the trees Greater Depth: Real life letter to specific audience e.g. local MP	Fiction: story with moral focus Greater Depth: Story from the point of view of the giant

3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	When the Giant stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker	Blue John by Berlie Doherty
End-point:	Fiction: Fantasy story Greater Depth Re-tell the story from dad's viewpoint or include paragraph of information.	Recount: Diary from Leon's point of view Greater Depth Write from a different POV	Fiction: Historical narrative from character's point of view Greater Depth Write from the POV of the captain	Fiction: Adventure story from POV of the boy Greater Depth Write from the POV of the God	Information text: Information board for a rainforest exhibit. Greater Depth Include an interactive element	Letters: Letter to a caving enthusiast, including an explanation Greater Depth Include a paragraph of information.

5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Star of Hope, Star of Fear By Jo Hoestlandt	Can we save the tiger? By Marlin Jenkins	Selfish Giant By Oscar Wilde	Year 5 - The Darkest Dark By Chris Hadfield	Year 5 -The Paperbag Prince By Colin Thompson	Sky Chasers By Emma Carroll
End-point:	Fiction Flashback story: To write a story with a flashback from another character's point of view . Greater depth : To write a story with a flashback from another character's point	To write an independent version of a booklet based on an amazing animal [hybrid text type including information, explanation and persuasion] Greater depth writing outcome: To write and present a 'Newround' style TV news story about the tiger crisis	To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view Greater depth writing outcome: To write a version from the special tree's perspective	Recount: Biography Greater Depth A first-person recount with an experience from the person's life within the biography. [Assess mid unit]	Persuasion/ information: Hybrid leaflet Greater Depth Write an oral presentation for a or radio broadcast as an expert.	To write the next chapter of Sky Chasers in the style of the author from two different viewpoints Greater depth writing outcome: To write from three different viewpoints

High Quality Texts linked to the wider curriculum and Diversity



Pathways to Write

Writing Process

Modelled Writing – [I do] Teacher models the writing process aloud and the decisions writers make about sentences, paragraphs etc. to create impact on the reader. This can also include the modelling of planning and spelling strategies.

Shared Writing – [We do] Collaborative composition with discussion and suggestions about what to write and how to write it to create the intended effect. At this point children may write a sentence/s, often in pairs, on whiteboards which are then discussed.

Independent Writing – [You do] children apply the skills taught independently following quality first teaching.

Teacher/TA Support - Guide and move children on in their writing with relevant feedback in line with M&F to Learners policy. Small group sessions based on specific needs of a specific group of children. The session may address misconceptions, bridge gaps or extend learning and can take place at any point during the unit.

Writing

Always model the correct handwriting in every lesson

Teach handwriting daily (KS1) and weekly (KS2), expectation to adhere to HW is explicitly identified to the children in all sessions. Evident in feedback if not.

Spellings are taught in line with NC. Common exception words/Phonics words are taught and expected to be spelt correctly within children's writing. Evident in feedback if not.

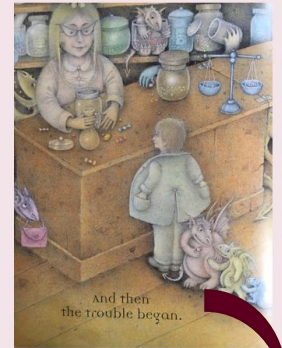
Exemplar Practice:

Exclamation sentences

What mischievous dragons they are!

This is an exclamation mark. It shows us that something has been done with emphasis, effect or urgency.

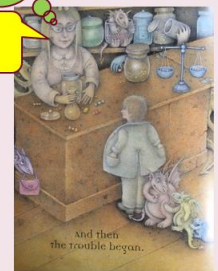
Can you think of an exclamation sentence that the shop keeper would say or think?



Exclamation sentences

What a mess they have made!

Get out of my shop!



A Metacognitive process which sees the gradual transferral of responsibility between the teacher and pupils.

I do - We do - You do

Year Group Long term planning

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl
	Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places	Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: story with adventure focus Greater Depth Story written in 1 st person	Outcome Recount: diary entry from point of view of a toy Greater Depth Diary entry to include the feelings of the other character	Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)	Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because, when</i> ; introduce <i>that</i>)	Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Sentence Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g. -ment, -ful)
	Text Plan or say out loud what is going to be written about	Text Write for different purposes	Text Read aloud with intonation	Text Write down ideas, key words, new vocabulary	Text Write down ideas, key words, new vocabulary	Text Make simple additions, revisions and corrections
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly - apostrophes for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

Year 2
example

Explicit teaching of Grammar within genres



Year 2			
Information e.g. fact files, posters, reports	Recount e.g. trip/event recounts (write about real events), diaries, letters,	Instructions e.g. rules for games, recipes, directions, diagrams	Fiction e.g. extended narratives, fairytales and alternatives, adventure, fantasy, familiar settings
<ul style="list-style-type: none"> • Use key words and new vocabulary – specific to the topic. • Use conjunctions and pronouns to extend and link sentences. • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Write statements and questions • Sentences with full stops and capital letters (including for proper nouns) • Question marks • Commas to separate items in lists • Apostrophes for singular possession in nouns e.g. A penguin's feathers • Use present tense • Suffixes (ing, er, est) 	<ul style="list-style-type: none"> • Use conjunctions and pronouns to extend and link sentences • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Some use of -ly to turn adjectives into adverbs • Write statements, questions and exclamations appropriately • Sentences with full stops and capital letters (including for proper nouns) • Exclamation marks for effect • Question marks • Apostrophes for simple contracted forms (I'm, I've) • Use past tense • Past progressive tense • Suffixes (ed, ing, ly, er, est) 	<ul style="list-style-type: none"> • Use key words and new vocabulary – technical vocabulary • Co-ordination (and, or, but) to write compound sentences. • Some expanded noun phrases where needed • Some use of -ly to turn adjectives into adverbs • Write commands appropriately • Sentences with full stops and capital letters • Commas to separate items in lists • Apostrophes for simple contracted forms e.g. don't • Use present tense 	<ul style="list-style-type: none"> • Use key words and new vocabulary from texts • Use conjunctions and pronouns to extend and link sentences. • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Some use of -ly to turn adjectives into adverbs • Write statements, questions and exclamations • Sentences with full stops and capital letters (including for proper nouns) • Exclamation marks for effect (Stop!) • Question marks • Commas to separate items in lists • Apostrophes for simple contracted forms • Apostrophes for singular possession in nouns • Use past and present tense mostly correctly throughout writing • Past progressive tense • Suffixes (ed, ing, ly, er, est)

Progression of Skills



	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	<p><u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes</p> <p>Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>

Progression of skills

Reading and Spoken Language Links

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
	<p>Reading Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Discuss the sequence of events in books and how items of information are related Read non-fiction books that are structured in different ways Draw on what is already known or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p>	<p>Reading Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Become familiar with and re-tell a wider range of traditional tales Recognise simple recurring literary language Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far</p>	<p>Reading Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far.</p>
	<p>Spoken Language Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations</p>	<p>Spoken Language Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>	<p>Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Articulate and justify answers Maintain attention and participate in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates</p>

Reading



Reading Curriculum Guarantee

Reading at Blackrod Primary School

Reading sits at the heart of the English Curriculum at Blackrod Primary School. Across each academic year, through all elements of the English and Reading offer, each student will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of them and are able to access more complex books expected of them during their secondary education. The reading spine should always remain a working document as new, exciting books are being written and published each year.

Early Reading

Children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We start by teaching children to read and blend the first thirty Set 1 sounds. Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, children learn Set 2 and Set 3 sounds and then read texts with increasingly more complex sounds and graphemes. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment. Using the RWI SSP, children are taught in small groups which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a group which matches their phonic knowledge. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.

The use of a synthetic phonics programme gives children a strong start with their reading, writing and spelling. It is an effective tool to ensure children 'keep-up' rather than 'catch up.' The development of children's phonic knowledge is embedded to also support a child's writing skills. With regular assessments, we ensure we meet the needs of all pupils. The progress of each child is closely monitored and tracked and parents/carers are regularly updated in regards to their child's learning.

BLACKROD PRIMARY SCHOOL



Our Reading Spine

Reading Intent

Reading sits at the heart of the curriculum at Blackrod. We are determined that every child will learn to read fluently and with confidence. We recognise that reading is a fundamental life skill which enables children to; communicate effectively using rich, varied vocabulary, gain knowledge across the curriculum, share in cultural experiences and develop quality comprehension skills. We are committed to fostering a life long love of reading in every child, as we recognise that reading for pleasure - is not only beneficial for reading outcomes - but also for, reading to learn and supportive of mental wellbeing.

Read Write Inc.
Phonics

Reading Curriculum Guarantee



Phonics and Early Reading Offer

Children are taught in small groups using the RWI programme Staff undertake weekly CPD sessions with the Reading Lead Children access high quality, phonics matched reading books in their phonics sessions, for home reading (Book Bag Books) and via the Oxford Owl Website where the books read in sessions can be revisited to embed at home.

Post Phonics Reading Offer

Post phonics, when children can read 'accurately, fluently and with good comprehension' (RWI Phonics), children will take part in a daily 40 minute reading lesson, in addition to their English lesson, using the RWI Comprehension programme. This 20-week programme provides an ideal stepping stone from Read Write Inc. Phonics onto wider literacy programmes in Key Stage 2.

KS2

The reading lessons will be planned using the following:

- **Whole class reading**
- **Cracking Comprehension**

Reading lessons will focus on teaching the skills of reading as set out in the National Curriculum and using the reading content domains. Teachers track their coverage of the NC objectives to ensure a breadth of skills are taught across the year.

In addition, 1 lesson every two weeks will be a **Reading talk session**. Teachers will model and encourage children to discuss their own reading. Modelling and scaffolding discussions with key questions to support and develop children's discussion around their reading.

This will give children the opportunity to talk about their reading likes/dislikes, discuss story/text content with peers, make recommendations and celebrate their love for reading.

English Curriculum Guarantee

Spelling

Spellings are taught from the National Curriculum
Teachers plan to teach spellings and plan for children to practise/embed using a variety of activities/approaches within the English lesson or during Targeted Learning sessions

Early Readers/EYFS/KS1: Children are taught spellings within their

Phonics/Reading session following the systematic programme Read Write Inc

Post Phonics Readers/KS2: 6 spelling patterns, 5 Tricky words from the Common exception words and 4 curriculum words (KS2)

Spellings are differentiated for SEN children and set to meet their current learning needs

These spellings are written with modelled cursive handwriting.

Spelling Menu of activities is provided to support Home Learning

Children are assessed on their spellings each week

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, role play and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions. All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

We also provide a **British Vocabulary Picture Scale** intervention for pupils with English as an additional language. This is delivered regularly by an expert teacher who has a background in Speech and Language.

Reading Curriculum Guarantee

Instilling a love for reading

As well as listening to the students read, we will also read to them to not only promote a love reading but also to share more complex texts than those they can read alone. This spine has been collated to deliberately expose the children to a range of authors, genres and key texts that we would want them to have encountered by the time they leave primary education. All texts children have access to are high quality and age appropriate. Staff plan and prepare for reading in advance Staff read to children with expression, enthusiasm, intonation and showing enjoyment for reading which is obvious to the children.

EYFS/KS1 Favourite Five

'Story Time and Vocabulary' This sits alongside the English & Phonics planning Each Half Term, the children will have story time sessions from a selected 'favourite five' set of story books. These are stories which: - we believe are worth reading and re-reading – stories that children will love. - are more recent literature - are stories where children from minority ethnic backgrounds were the main protagonists in everyday situations.

Every day 20 minutes for Story time and a further, separate 10 minutes for Vocabulary time Guidance and planning for learning is followed from the RWI 'Talk through stories' Resources These books are promoted and available for children to take home from the Reading Zones across school

Class Novel/Reading a book to children This sits separately from the English planning session needs to be timetabled and evident 4x per week for 15-20 mins

Additional sessions can be added at suitable times in the day. The book/chapters need to be read by the teacher/TA in advance The purpose of these sessions are: For children to enjoy being read to, to explore a variety of new authors/texts/genres For children to discover their own reading preferences, To inspire children to read and love reading To develop language and vocabulary.

Individual Reading

Book banded books allow teachers/TA's to match texts to children's reading ability, allowing them to access a suitable text.

Why have we changed our approach?

What is Whole Class Reading?

Whole class reading means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback.

Why does this approach work for our pupils?

- To support children to become *better readers*.
- To provide children an opportunity to gain 'reading miles.'
- To provide an opportunity for children to hear modelled reading from an expert who **'loves'** reading.
- To deepen and broaden children's bank of vocabulary.
- To support children with activating background knowledge and teaching complex themes.

In the short term, reading lessons help pupils to become better readers, but reading lessons are also an opportunity for them to come to see themselves as readers, with all the benefits that this can bring. Great reading teaching make a difference to pupils' reading in the moment, but it also helps to build a reading habit in the future.

DfE – The Reading Framework, July 2023



What do our pupils say about Reading?

We can discuss all of the words together with the Teacher.

Florence

Reading together instead of on your own.

Rory

I love the anticipation when the Teacher reads.

Eve

It's easier to understand the story.

Ted

We might get to read the whole book rather than a little bit.

Jai

I like that I can share my ideas with the whole class.

Lucas

Our Reading Spine

Texts linked to the 5 Plagues of Reading by Doug Lemov

<p>Reading Reconsidered</p> <p>Archaic</p> <p>Non-Linear</p> <p>Narratively</p> <p>Complex</p> <p>Symbolic</p> <p>Resistant</p>	<p>The Witches by Roald Dahl</p> <p>FarTher by Grahame Baker Smith</p> <p>Malala's Magic Pencil – by Malala Yousafzai</p>	<p>Bill's new frock by Anne Fine</p> <p>The Butterfly Lion by Michael Morpurgo</p>	<p>The lion, the witch and the wardrobe - C.S Lewis</p> <p>The Boy who grew dragons – By Andy Shepherd</p> <p>How doth the little Crocodile by Lewis Carroll</p>
<p>Themes</p>	<p>Autumn 1 – 'Roald Dahl'</p> <p>Autumn 2 – 'Remembrance/ War'</p>	<p>Spring 1 – Diversity</p> <p>Spring 2 – WBD – You Choose! ❤️</p>	<p>Summer 1 – Pre-complex/Archaic Text</p> <p>Summer 2 – Symbolic/Picture book</p>
<p>Texts linked to our B4B Curriculum</p>	<p>Stone Girl, Bone Girl by Laurence Anholt <i>Science: Rocks/ PSHE: Girl Power</i></p> <p>I was there... Tutankhamun's Tomb <i>History: Egyptians</i></p>	<p>The map of leaves <i>Science: Plants</i></p> <p>Stone age boy by Satoshi Kitamura <i>History: Stone age</i></p>	<p>How to train your dragon by Cressida Cowell <i>History: Vikings</i></p> <p>Escape from Pompeii by C Balit <i>History: Ancient Romans</i></p>
<p>Texts linked to Diversity</p>	<p>Planet Omar</p>	<p>Bill's new frock By Anne Fine</p>	<p>Wishes: A refugee story</p>

Texts linked Diversity

Texts linked to our Built for Blackrod Curriculum

What do we do to embed a love of Reading?



Cosy reading spaces filled with high quality texts



Author, illustrator and Poet Visits

Octagon Theatre Workshops



Book Fairs and Book Swaps

What do we do to embed a love of Reading?



World Book Day!



Reading Ambassadors

Star Reader Awards



Reading Challenges



The Masked Reader!



Curriculum Ambassadors



We will work together to ensure that Spiritual, Moral, Social and Cultural development takes place in all subject areas, supporting our subject leaders with things such as learning walks, observations and pupil voices. An Ambassador would also get the opportunity to:

- Write articles for the school newsletter
- Lead an assembly for the whole school
- Award certificates and merits for their subject
- Write a report for the governors
- Planning enhancements and school trips



Assessment Model Reading

Intent

RWI Phonics Scheme

Quality text in Phonics/Guided read sessions

English High quality resources

Research base

English Policy

Curriculum Overview

Q&A Planning and review meetings in teams

Implementation

Systematic phonics teaching

Daily phonics/reading sessions

Additional 1:1 tutoring/reading for lowest 20%

Class Novel

English sessions based on a quality text

Favourite Five (KS1)

Reading Challenges

Bespoke Key Stage reading areas

5 Plagues of reading texts

Impact

Teacher Assessment

Half termly individual phonics assessments

Half termly book band check

Salford Reading Test

PIRA termly assessments

1:1 Readers

M&E of Impact

Q&A Planning and Review Meetings

Pupil progress meetings

Learning Talks

Reading folder/Diary checks

- Children in EYFS and KS1 are assessed half termly on their phonic ability. Children are grouped accordingly based on their assessment results.
- All KS1 and KS2 children partake in reading assessments termly on their reading ability.
- All children complete a Salford Reading test termly and receive 1:1 reading regularly to ensure they are on the correct book band.
- Children's scaled Reading score and progress is recorded and progress is tracked
- Interventions for phonics (EYFS/KS1) and fluency (KS2) are put in place to support those who are not meeting their target.
- Reading analysis informs planning and support



Writing Assessment

- Cold Writing – A clear understanding of childrens’ starting points
- 2x Assessment writes – mid and end of unit [12x throughout the year]

Assessment criteria
Is used to support
teacher
judgements across
the year.

Y2 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling and Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Write for different purposes: Narratives (real and fictional) and poetry</p> <p>Develop a positive attitude and stamina for writing</p> <p>Begin to draw on and use new vocabulary from reading</p> <p>Discuss written work with teachers and other pupils: use appropriate terminology [noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma]</p>	<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar • Good control of a wide vocabulary • Accurate use of past and present tense • Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences • Use the punctuation taught at key stage 1 mostly correctly (capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes for omission and singular possession in nouns) • Spell most common exception words (refer to spelling appendix of the National Curriculum) • Spell most words with contracted forms (refer to spelling appendix of the National Curriculum) • Add suffixes to spell most words correctly e.g. -ment, -ness, -ful, -less, -ly • Use the diagonal and horizontal strokes needed to join some letters • Make simple additions, revisions and proof-reading corrections to writing 	
	<p>Plan, draft and orally rehearse writing using key words and new vocabulary</p> <p>Write simple coherent narratives about personal experiences and those of others (real or fiction)</p> <p>Write about real events, recording these simply and clearly</p> <p>Write a sequence of connected events</p> <p>Create cohesion through the use of pronouns, conjunctions and some adverbs</p> <p>Begin to make simple additions, revisions and corrections:</p> <ul style="list-style-type: none"> • Re-read and evaluate writing checking for meaning and tense form • Proof-read writing (some prompting may be required, including discussion with the teacher) <p>Read work aloud with appropriate intonation</p>	<p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail e.g. <i>bright sun in the sky; the deep dark wood</i></p> <p>Use -ly to turn adjectives into adverbs (slow- slowly)</p> <p>Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma’s big teeth. (C)</p> <p>Use a variety of punctuation with increasing accuracy:</p> <ul style="list-style-type: none"> • Demarcate most sentences in writing with capital letters and full stops (including proper nouns) • Use question marks correctly when required • Some use of exclamation marks for effect (Stop!) • Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck) • Some apostrophes for simple contracted forms e.g. don’t <p>Begin to use apostrophes for singular possession in nouns e.g. the dog’s tail, John’s hat</p> <p>Use past and present tense mostly correctly and consistently throughout writing including use of verbs to mark actions in progress e.g. <i>She is drumming</i></p>	<p>Able to write from memory simple dictated sentences</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others</p> <p>Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. <i>to, too, two/ there, they’re, their/ floated/ many/ coat</i>)</p> <p>Spell many common exception words (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds)</p> <p>Some words with contracted forms are spelt correctly e.g. don’t, can’t, I’ll, didn’t, I’m, it’s</p> <p>Some accurate use of suffixes to correctly spell words:</p> <ul style="list-style-type: none"> • -ing, -ed, -er, -est, -y where change is needed to the root word (<i>nicer, nicest, shiny, running, dropped</i>) • longer words formed by the addition of suffixes(-ment, -ness, -ful, -less, -ly) • adding -es to nouns and verbs ending in -y (<i>flies, tries, babies, carries</i>) <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters</p> <p>Use spacing between words that reflects the size of the letters</p>

Writing Assessment

- Exemplification to support teachers' judgements
- Feeding forward slips

Feedback slips are used before Independent writing, to promote reflection.

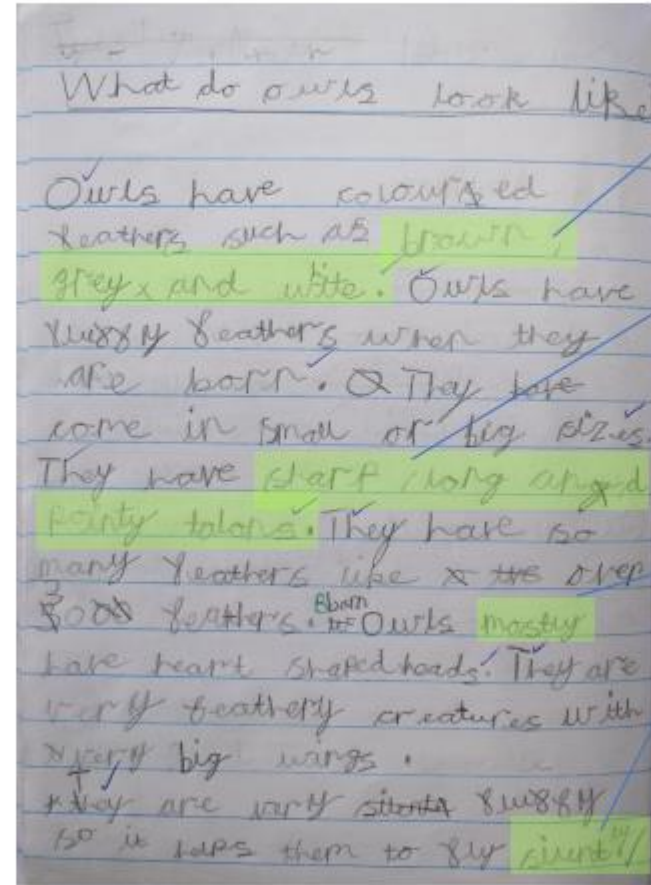
Feedback from my teacher

We check that
"Feedback has been heard, is actionable and has been understood."

Dylan William

Teachers use exemplification materials to support their judgements.

Session 13-15 (part 1): Pupils write a fact sheet about owls using information gathered from the text.



Use commas to separate items in a list

Use commas to separate items in a list

Add -ly to turn adjectives into adverbs

EYFS

PICASSO - LONG TERM PLAN



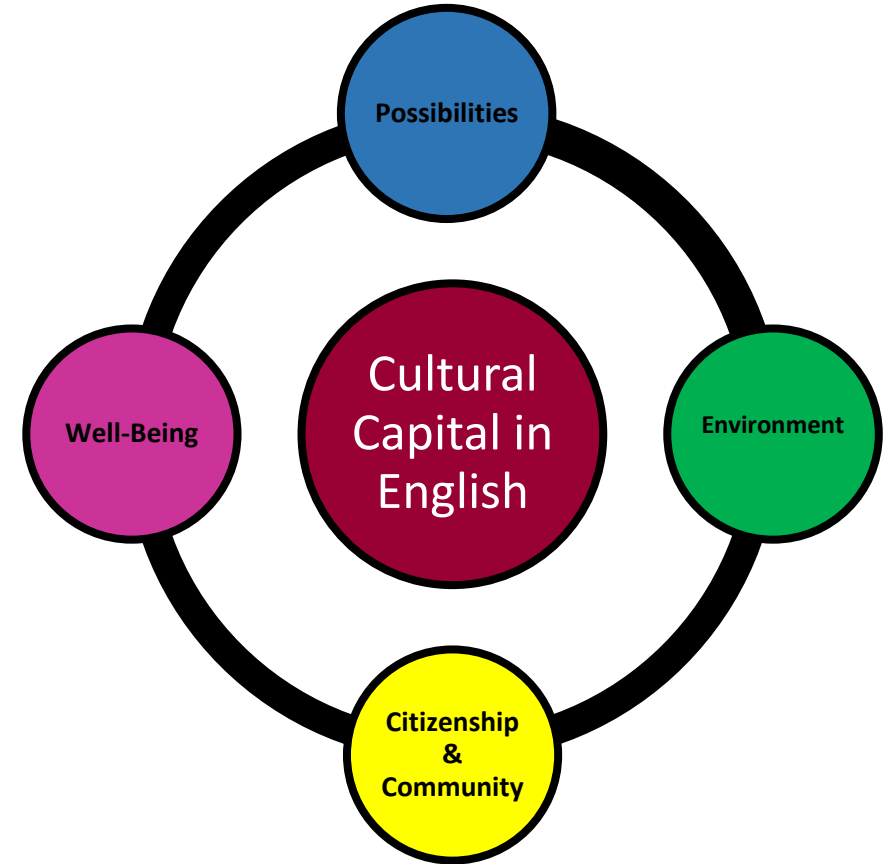
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p> <p><i>Forest school is ran throughout the school year</i></p>	<p>All About me! Starting school / my new class Drawing self portraits / New Beginnings People who help us / Careers Staying healthy / Food - healthy eating / Human body How have I changed? My family and where we live Special people, where do we belong? (Superheroes) How do I make others feel? Being kind / staying safe - digital citizenship Harvest</p>	<p>Terrific Tales! Traditional Tales Old favourites Familiar tales Why is Christmas special? - The Nativity At the Panto Different homes and landscapes Keeping healthy Our senses Valuing differences Painting like Picasso Preparing food safely Online safety</p>	<p>Amazing Animals! Animals around the world Climates / Hibernation Night and day animals David Attenborough Happy Habitats Exploring the past through books Why is the word 'God' so important? Animal Arts and crafts - Sculpture, form and function Computer science Keeping myself safe</p>	<p>Come Outside! Make a collage: Andy Goldsworthy Nature and changing states Reduce, Reuse & Recycle Construction – joining materials Mapping the world Events in living memory Rights and responsibilities Information technology Why is Easter special?</p>	<p>Ticket to ride! Holidays, places and journeys Where do we live in the UK / world? Who was Mae Jemison? Life cycles Plants & growing Being my best Textiles Beebots Information technology</p>	<p>Fun at the Seaside! Under the sea Where in the world shall we go? Send me a postcard! Seasides in the past – Grace Darling Compare: Now and then! - Growth and change Seaside art - print Making maps Fly me to the moon! Stories that are special to us Digital literacy Sun safety</p>
<p>Possible Quality Texts</p>	<p>Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat</p>	<p>The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita 3 little pigs Gingerbread Man Cinderella</p>	<p>The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tige who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler</p>

Cultural Capital for English

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Ofsted School Inspection Handbook 2019



Cultural Capital for English



At Blackrod, Cultural Capital is seen in the way we incorporate our drivers of Possibilities, Environment, Community and Well-Being, into all of our areas of learning and by striving to provide the children the opportunities to experience and develop understanding of different cultural genres which may not be readily accessible to them outside of School.

During English sessions we look closely at significant figures, authors and stories with meaning to our wider world. We give children opportunities to attend book fairs, to be introduced to authors and new genres of books, workshops and incentives to engage reading such as our reading challenges. We also immerse children into speaking and listening opportunities by taking part in Drama workshops. Children at Blackrod are able to visit our school library and we have close links with Blackrod library and Bolton Museum.

By giving the children the opportunity to lead their learning with our provision and classroom environment and resources, alongside accessing enhancements such as educational visits, speakers, workshops etc, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.

BPS'S ENGLISH CULTURAL CAPITAL OFFER INCLUDES:

- A PROGRESSIVE **VOCABULARY** OVERVIEW
- KEY STAGE **READING AREA ENHANCEMENTS**
- SCHOOL LIBRARY
- LIBRARY LOANS FROM BOLTON LIBRARY SERVICE
- LINKS WITH THE LOCAL AREA, EG. LIBRARY, MUSEUM, OCTAGON THEATRE, SIMON SULLIVAN- LOCAL PERFORMER, JEN CARNEY- LOCAL AUTHOR.
- **EXTRA CURRICULA CLUBS –**
 - Octagon
 - Reading and illustrating
- **SCHOOL TRIPS –**
 - Museum visits
 - LEAF Cobble Hay Farm – Farm to Fork
- **SCHOOL VISITORS –**
 - Simon Sullivan- local performer
 - Jen Carney- local author
 - Matt Goodfellow- local poet
 - Paul Cookson
- **ENHANCEMENT DAYS AND ASSEMBLIES–**
 - World Book Day
 - Book Fair
 - Roald Dahl Day
 - Poetry Day
 - Reading Challenges
 - Reading award

Cultural Capital for English

