**Tiverton Academy**

**The English Curriculum Overview**

*‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.’*

**English Programmes of Study: Key Stages 1 and 2 National Curriculum in**

**England, DfE (2014)**

At Tiverton Academy we recognise that literacy skills are fundamental to life, enabling children to communicate confidently, effectively and successfully. We want to ensure our children are able to listen, speak, read and write for a range of purposes. We aim to deliver a high-quality English curriculum where children first and foremost enjoy English language and literature and are able to use and apply the knowledge, understanding and skills they have acquired in a range of enjoyable and purposeful contexts.

We strive to give the children the best possible opportunities to express themselves clearly and creatively in both spoken and written form and become masters of language within a broad, balanced and exciting curriculum, preparing them for this ever-changing and developing world. As a staff we actively keep up to date with children’s literature (e.g., award-winning books, new and contemporary authors, poets and illustrators, up-to-date topics and themes as well as the classics) so that we can offer children a wide variety of high-quality texts, to read and study, from a range of genres to ensure a love of reading is promoted throughout the school.

Every effort is made to provide opportunities for children to consolidate and reinforce taught English skills across the curriculum. Where possible we link learning in other curriculum areas to the quality texts being studied in English, providing memorable experiences in order to further develop new interests, knowledge and skills in meaningful contexts.

The needs of all children are considered carefully when planning and teaching English. We want all children to reach their full potential and develop life-long skills. Staff take into account the differing needs of children in their class, so lessons are inclusive. Where necessary, teachers plan, vary and adapt English lessons to meet the needs of all learners. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

**Reading For Pleasure**

We are committed to successfully developing a reading culture encompassing a genuine love of reading which is firmly embedded and embraced throughout the whole school. We want children and staff to become life-long readers together who actively read for pleasure and information. Staff are encouraged to share their own reading preferences and invite the children to recognise and share their own. Staff are then able to support children to make informed choices about the books that they choose to read. By celebrating and encouraging reading together we can inspire children to become self-motivated, engaged readers who enjoy reading for pleasure both in school and at home. We fully recognise the value of parents / carers as essential components to supporting and developing reading skills and a love of reading.

**Our Aims and Values**

**Speaking and Listening**

*‘The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.’*

**English Programmes of Study: Key Stages 1 and 2 National Curriculum in England, DfE (2014)**

* We aim to ensure that each child is provided with opportunities to develop Speaking and Listening skills in a variety of different situations.
* We want to foster in our children the confidence, desire and ability to express their ideas, views and opinions in an articulate manner demonstrating a wide vocabulary.
* We want our children to listen with understanding and respond appropriately.

**Reading**

*‘All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.’*

*‘Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.’*

**English Programmes of Study: Key Stages 1 and 2 National Curriculum in England, DfE (2014)**

* We strive for all of our children to learn how to read with fluency and accuracy and respond to different texts with understanding and confidence.
* We aim to develop comprehension skills through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of high-quality children’s literature - stories, poems and non-fiction.
* We actively encourage all of our children to become life-long readers, developing a genuine love of reading and reading for pleasure, reading widely and regularly both in school and at home.
* We want to develop their knowledge of different authors, poets and illustrators and be able to critically review and reflect on what they have read.
* Through a wide range of reading opportunities, we aim for the children to develop culturally, socially, emotionally, intellectually, socially and spiritually.
* We want to develop an interest in the English language, building our children’s ever-growing vocabulary, through an interest in words and their meanings.
* We try to ensure that our children experience and study a range of high-quality texts, media types and genres, across a range of contexts, to develop their general knowledge and understanding.

**Writing**

*‘All pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’*

*'Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.'*

**English Programmes of Study: Key Stages 1 and 2 National Curriculum in England, DfE (2014)**

* We encourage our children to develop their voice as a writer, to learn to write coherently in a variety of styles and be able to apply characteristic features of texts to their own writing confidently and independently.
* We aim to develop their technical vocabulary with understanding of grammatical terminology and apply it in their own writing.
* We want our children to take pride in their work, and encourage and develop the accurate use of handwriting, spelling, punctuation and grammar.
* We want our children to be able to reflect on their writing critically by equipping them with the skills to plan, draft and edit their own writing.

**Handwriting**

It is important to ensure that cursive handwriting becomes an automatic way of writing. It then becomes one less thing for children to think about.

We start teaching cursive handwriting in reception class where the focus is on pre-cursive patterns, warm-up exercises, sitting position and tripod pencil grip, leading to correct letter formation of all lower-case letters. During KS1 children are introduced to new letterforms (capital letters, numbers, printed letters and punctuation). Children will also be taught to produce neater handwriting with consistent spacing and letter sizes as well as learning ‘speedy handwriting’. Throughout KS2 children will be taught to improve legibility, consistency and the quality of their handwriting. They will be provided with plenty of opportunities to develop the stamina and skills to write at length, they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of KS2 children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing

We use [Letter Join](http://www.letterjoin.co.uk/) as our handwriting scheme. Letter-join is an online resource for teaching cursive handwriting at school and at home. It uses interactive animations to demonstrate joined-up letter formation and hundreds of worksheets for real handwriting practice.

**English Curriculum Map**

Following the introduction of the new national curriculum in September 2014, we have mapped out the new objectives for each year group. These maps represent the learning journey each class will undertake during the year. The class teacher will adapt the route to reflect each class and child’s needs as a normal part of ongoing assessment.

If you have any questions, please do not hesitate to speak to your child’s class teacher or the subject leader: Mrs Tracey Dunn.

The English curriculum at Tiverton Academy is led by quality children's literature, class themes, relevant real-life events and the children's world. These provide stimulus for meaningful teaching and learning where the purpose and audience of the writing leads to the form it takes.

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| **Purpose** | **Examples of form** |
| Entertain | Narrative forms; poetry and poetic forms |
| Inform | *Labels, captions, museum curation, non-chronological report, information leaflet, newspaper article, school report, encyclopaedia, dictionary, documentary, fact files* |
| Influence | *One-sided argument, debate, discussion text, letter of application, persuasive letter, persuasive essay, advert, flyer, journalistic writing* |
| Guide | *Instructions, explanation, scientific writing, biography, information text, recipes, atlas, manual, recount of an event, autobiography* |
| Express | *Opinions page, diary entries, personal letters, anecdotes, review, interview* |

**The Process**

**Stimulus:** quality children’s literature, theme, real life events

**English teaching and learning:** provision of opportunities for children to write for different readers and purposes – to entertain, inform, influence, express views, guide the reader

**Application of taught skills in other contexts following teaching:** in Science lessons, theme, RE

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| **Year 1 and 2** | | |
| **Range of Texts** | **Narrative** | Traditional tales (fairy tales, stories from other cultures, twisted fairy tales)  Fantasy (stories about fantasy worlds) Contemporary (familiar settings, predictable and patterned language)  Classic  Short chapter books  Stories told in rhyme  Stories by the same author  Literary non-fiction (Faction) |
| **Poetry** | ∙ Patterns and rhyme  ∙ Poems on a theme  ∙ Poet study (poems by the same poet) |
| **Entertain** | | Story writing  Poems |
| **Inform** | | Sequencing sentences about real-life events (about personal experiences and those of others) or information. |
| **Influence** | | Letters or information writing |
| **Guide** | | Instructions  Recount  Scientific writing  Information text |
| **Express** | | Diary entry  Letters |
| **Key Texts linked to topic** | | Bog Baby – Jeanne Willis (Fantasy)  The Way Back Home – Oliver Jeffers (Contemporary)  Biscuit Bear – Mini Grey (Contemporary)  The Story Tree – Hugh Lupton (Traditional)  Here’s a little poem - Polly Dunbar (Poetry Anthology)  Gorilla – Anthony Browne (Classic – a past laureate)  Beegu – Alexis Deacon (Contemporary)  The Selfish Giant – by Oscar Wilde (Alexis Deacon) (Classic/Traditional)  Lila and the Secret of Rain – David Conway & Jude Daly (Story set in another culture)  Gregory Cool – Caroline Binch (Story set in another culture)  Leaf – Sandra Dieckmann (Contemporary)  Tidy – Emily Gravett (Rhyming story)  Rabbit and Bear – Julian Gough & Jim Field (Short chapter book)  One Day On Our Blue Planet – Ella Bailey (Information story)  Tear Thief – Carol Ann Duffy (Modern fairy Tale), Poet Laureate  Wild – Emily Hughes (Contemporary)  Yucky Worms – Vivienne French & Jessica Ahlberg (Information story)  Too Small Tola – Atinuke (Short chapter book) |

**Notes**

∙ Writing skills will be applied in other curriculum areas.

∙ Children will have opportunities to write in role.

∙ Children should write complete narrative compositions on a regular basis.

∙ Writing will take a range of forms according to the purpose and audience.

∙ Poetry will include reciting and performing poetry.

∙ Possible poets: *James Carter, Michael Rosen, Allan Ahlberg, Hilda Offen, A.A. Milne, Robert Louis Stevenson.*

∙ Possible themes for poetry: *families and friends, holidays and daytrips, school, nature, senses.*

∙ Children will be exposed to and respond to classic texts, e.g. *The Diary of a Killer Cat, Clever Polly and the Stupid Wolf, The Tiger who Came to Tea, The Owl who was Afraid of the Dark, The True Story of the Three Little Pigs, Gorilla, Where the Wild Things Are.*

∙ Teaching units may be combined as appropriate, e.g., stories by the same author and fantasy: *Mini Grey, Anthony Browne, Atinuke*.

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| **Years 3 and 4** | | |
| **Range of Texts** | **Narrative** | Traditional Tales (fairy tales, myths, legends, fables)  Contemporary  Classic  Literary Non-Fiction  Illustrated novels / Graphic Novels  Picture Books  Plays  Narratives structured in different ways  Author study (stories by the same author) |
| **Poetry** | Classic  Contemporary  Poems on a theme  Poet study (poems by the same poet) |
| **Entertain** | | Story writing  Poems |
| **Inform** | | Non – chronological reports  Information writing in various forms |
| **Influence** | | One sided argument  Persuasive writing e.g. letter, leaflet |
| **Guide** | | Scientific writing  Information texts  Recount of an event |
| **Express** | | Diary entry  Personal letters  Interviews |

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| **Key Texts linked to topic** | Flotsam – David Wiesner (Contemporary, wordless, picture book)  The Promise – Nicola Davies & Laura Carlin (Contemporary picture book)  Charlie and the Chocolate Factory – Roald Dahl (Classic)  Arthur and the Golden Rope – Joe Todd Stanton (Graphic novel, traditional tale)  Kensuke’s Kingdom – Michael Morpurgo (Classic novel, different narrative structure) Past Laureate  The Miraculous Journey of Edward Tulane – Kate DiCamillo (Contemporary illustrated novel)  Fly, Eagle, Fly! An African Tale – Christopher Gregorowski & Niki Daly (traditional story from another story)  The Paper Bag Prince – Colin Thompson (Contemporary picture book)  The Poudest Blue – Ibtihaj Muhammad & S.K. Ali (Contemporary)  Varjak Paw – S. F. Said (Contemporary)  The Great Kapok Tree – Lynne Cherry (Classic picture book) |

**Notes**

∙ Writing skills will be applied in other curriculum areas.

∙ Writing will take a range of forms according to the purpose and audience. This is to extend the range of registers children write in and to ensure they are developing their understanding of the difference between spoken and written language.

∙ Children should write complete narrative compositions on a regular basis.

∙ Poetry will include reciting and performing poetry.

∙ Possible poets: *Brian Patten, Grace Nichols, Matt Goodfellow, Valerie Bloom, Joseph Coelho.*

∙ Children will be exposed to and respond to classic texts, e.g. *The Jabberwocky, The Ning Nang Nong, The Iron Man, The Lion, The Witch and the Wardrobe, From a Railway Carriage, The Ice Palace, The Butterfly Lion.*

∙ Author/poet studies will include reading, comparing and responding to writers' work.

∙ Possible authors: *S. F. Said, Grahame Baker-Smith, Neil Gaiman, Michael Morpurgo .*

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| **Years 5 and 6** | | |
| **Range of Texts** | **Narrative** | Traditional Tales (fairy tales, myths, legends, fables)  Modern Fiction  Classic / Fiction from our literary heritage  Literary Non-Fiction  Illustrated novels / Graphic Novels  Picture Books  Plays  Narratives structured in different ways  Author study (including choice and comparison) |
| **Poetry** | ∙ Classic (narrative and free verse)  ∙ Poems on a theme  ∙ Poet study (poems by the same poet) |
| **Entertain** | | Story writing  Poems |
| **Inform** | | Non – chronological reports  Information writing in various forms |

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| **Influence** | Persuasive writing in different forms |
| **Guide** | Scientific Writing  Biography  Information texts  Recounts |
| **Express** | Diary entry  Personal letter  Review |
| **Key Texts linked to topic** | Holes – Louis Sachar (Classic) Prize winning Text  Street Child – Berlie Doherty (Classic)  Rose Blanche - Roberto Innocenti & Ian McEwan (Picture book)  Erika’s Story - Roberto Innocenti (Picture book)  Welcome to Nowhere – Elizabeth Laird (Contemporary / Different culture)  Macbeth – William Shakespeare (Literary Heritage)  After Tomorrow – Gillian Cross (Contemporary)  The Highwayman – Alfred Noyes & Charles Keeping (Classic poetry) Award winning text  The Day War Came – Nicola Davies & Rebecca Cobb (Picture book / Different culture)  The Swallows’ Flight – Hilary McKay (Contemporary – different structure)  Shackleton’s Journey – William Grill (Non-Fiction) Prize winning Text  Private Peaceful – Michael Morpurgo (Contemporary – different structure)  The Valley of the Lost Secrets – Lesley Parr (Contemporary)  October, October – Katya Balen (Contemporary – different structure)  A Midsummer Night’s Dream - William Shakespeare (Literary Heritage) |

Writing skills will be applied in other curriculum areas.

Writing will take a range of forms according to the audience and purpose.

Children in Years 5 and 6 will write in a range of registers, including more formal registers and make choices about the form and audience of their writing.

Children should write complete narrative compositions on a regular basis.

Poetry will include reciting and performing poetry.

Possible poets: *Rachel Rooney, John Agard, Benjamin Zephaniah, Sue Hardy-Dawson, Karl Nova.*

Author/poet studies will include reading, comparing and responding to writers’ work.

Possible authors: *Shaun Tan, Elizabeth Laird, William Grill.*

Children will be exposed to and respond to classic texts, e.g. *Holes, Skellig, Dulce et Decorum Est, La Belle Dame san Merci, A Shakespeare play, The Lady of Shallot, Beowulf.*