

Intent:

The English curriculum has been designed to develop a breadth and depth of knowledge across a year. There are key targeted opportunities for children to gain further knowledge, whilst also building on prior learning. Homework is given out weekly to consolidate the learning that has taken place and to embed understanding. The curriculum devised provides rich and varied opportunities that aid their journey in becoming confident, resilient learners. At each stage children are given the opportunity to plan for writing and are encouraged to learn new vocabulary. New vocabulary learnt is discussed regularly, put into context for the children and then used in a variety of ways to deepen understanding and knowledge of words. Children are encouraged through bespoke lessons and teaching to articulate their own thoughts and opinions.

Year 1					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Fairy Tales</u>	<u>Fables</u>	<u>Coming of Age</u>	<u>Non-Fiction</u>	<u>Rhyming Stories</u>	<u>Folktales</u>
Hansel and Gretel Goldilocks and the Three Bears	The Hare and the Tortoise The Ant and the Grasshopper	How to Catch a Star, Oliver Jeffers Lost and Found, Oliver Jeffers	Peace at Last Whatever Next	The Highway Rat, Julia Donaldson Superworm, Julia Donaldson	Yoshi the Stonecutter, Lesley Sims The Fish Who Talked, Lesley Sims
The aim of this unit is to enable pupils to confidently sequence simple stories through orally retelling them. Pupils are encouraged to build upon skills learnt from Reception, and begin writing simple sentences to form short narratives. Punctuating a	In this unit, students revisit some of the core skills learnt in the previous half-term, with a prominent focus on sequencing and orally producing sentences for writing. Teachers guide pupils to repeat the story through choral response, talk partners and class recitals.	Pupils begin to develop slightly more independence for writing short narratives, with lots of teacher modelling. Children develop written skills learnt during the previous term and begin to extend sentences using the conjunction 'and'. Adjectives are	In this unit, pupils begin to develop their independence for writing extended pieces, beyond a short narrative. Pupils are expected to use accurate punctuation and be able to say their sentences with clarity and confidence. There is a prominent focus on using adjectives to add	Pupils continue to develop their knowledge in writing for different purposes, now focusing on producing independent pieces in preparation for Year 2. Pupils are guided, supported and encouraged to write at length and a more independent approach to learning is fostered.	Story-writing, informal letter, recount and a non-chronological report are some genres that pupils will be exposed to during this half-term. They are required to increase their stamina for writing and to use all core skills previously learnt. Written comprehension will be a prominent focus during this half-term in order to prepare for Year

<p>sentence accurately is vital for this half-term.</p> <p>Teachers focus on phonics sounds learnt to decode unfamiliar words and to use their knowledge of sounds when writing unfamiliar words.</p> <p>Pupils begin to understand and familiarize themselves with the structure of stories including setting, plot and characters.</p> <p>Setting description, character description, diary and instructions are some of the writing genres pupils will be exposed to over the course of the half term.</p>	<p>Pupils continue to embed core sentence punctuation to develop cohesive narratives.</p> <p>There is still a prominent focus on spoken oracy when generating ideas for writing.</p> <p>Recounts, story-writing and an informal letter are some of the writing genres pupils will be exposed to over the course of the half-term.</p> <p>Teachers will question pupils' understanding of texts and oral responses will be scaffolded to ensure comprehension of plot.</p>	<p>encouraged through spoken oracy and pupils will begin to include these in their writing.</p> <p>Character description, story-writing, recount and a non-chronological report are some of the genres pupils will be exposed to during this half-term. As pupils have experienced some of these genres throughout Autumn Term, it will enable them to embed, embed and deepen their understanding of key features.</p> <p>Oral comprehension will continue for pupils, to ensure secure understanding of texts.</p>	<p>interest to writing, and ensuring all spelling of unfamiliar words uses phonic knowledge.</p> <p>Setting description, diary, story-writing and instructions are some of the genres pupils will be exposed to during this half-term. Pupils have already experienced these genres, so will have the opportunity to embed and deepen core skills.</p> <p>As pupils become more independent, they will begin to formulate written responses to comprehension questions related to a text.</p>	<p>There is a focus on expanding sentences using conjunctions, and using adjectives confidently in writing.</p>	<p>2 expectations.</p>
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Year 2					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Traditional Tales</u>	<u>Fables</u>	<u>Myths and Legends</u>	<u>Coming of Age</u>	<u>Fantasy</u>	<u>Non-Fiction</u>
Little Red Riding Hood The Elves and the Shoemaker Jack and the Beanstalk	The Fox and the Crow The Lion and the Mouse	Theseus and the Minotaur King Midas No Such thing as Nessie	The Hodgeheg	George's Marvellous Medicine	Titanic: National Geographic Kids
<p>Simpler texts are used during this term to ensure key writing skills from Year 1 have been embedded and are secure before building upon.</p> <p>Teachers ensure they deliver quality sentences through oracy, subsequently modelling this for pupils to provide a firm foundation for children to progress and develop.</p> <p>Features of descriptive writing, retells, instructions and diaries are taught in this term, building upon previous learning from Year 1.</p>	<p>Reading accuracy and fluency is a priority in this term, whilst also focusing on direct retrieval questions and sequencing activities.</p> <p>Students will engage with a variety of texts through English lessons and storytime to reinforce exposure in order to develop breadth of vocabulary.</p>	<p>This unit develops the skills learnt in the first half-term, and enables pupils to practise these.</p> <p>Pupils will continue to develop writing for different purposes, but will now be focusing on a different genre of writing: Myths and Legends.</p> <p>Reading accuracy and fluency continues to be developed, whilst increasing the focus on reading stamina.</p>	<p>Pupils will develop their knowledge and skill-base of how to write, by using more complex texts as a stimulus, such as The Hodgeheg.</p> <p>Reading stamina is prioritised across all subject areas and reading is encouraged in all subjects.</p> <p>Children are taught to read for meaning, using the text to find answers to key questions. Inference questions are a predominant focus in this term.</p>	<p>Pupils are now confident writers and use their knowledge of writing for different purposes to produce extended written pieces.</p> <p>Reading for meaning continues to develop, focusing on many different question stems; including prediction and inference.</p> <p>This text will be explored through questioning and engaging with extracts to deduce information relating to plot, setting and characters. Key vocabulary will also be extracted for pupils to learn and confidently use.</p>	<p>Pupils will learn about the Titanic and use what they have learnt by the end of the term to write a TV report or non-chronological report, which are genres of writing they will be exposed to in KS2.</p> <p>In this unit, students will revisit and deepen their knowledge of writing for different purposes.</p> <p>Pupils will be encouraged to develop their sentences using a range of conjunctions, varying grammatical structures and a broad use of vocabulary.</p>

Year 3					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Historical Fiction</u>	<u>Mystery</u>	<u>Coming of Age</u>	<u>Building Tension</u>	<u>Myths and Legends</u>	<u>Fantasy</u>
Romans on the Rampage	Geronimo Stilton	The Iron Giant	Ice Palace	The Dragon's Hoard	Firework Maker's Daughter
Pupils begin this term with Fantastic Mr. Fox. This text is used to immediately engage children for writing. They will acquire and consolidate knowledge of writing stories using expanded noun phrases and diaries using contractions and a range of tenses. They will have opportunity to embed core skills learnt previously in Year 2. The non-fiction writing task linked to the story is a non-chronological report about the Romans.	Pupils are introduced to the mystery genre with the story Geronimo Stilton. They will write a TV Report, informal letter and their own mystery story based on the novel. This unit provides children with the opportunity to write for a range of purposes and to build on the core knowledge and skills learnt previously.	Pupils will read the story the Iron Giant and be exposed to the themes that exist within a Coming-of-Age story. They will write a non-chronological report about Australia, as well as their own story where they rewrite and expand a scene from the Iron Giant.	<p>Pupils will broaden their vocabulary knowledge and have greater exposure to varied sentence structures when reading Ice Palace by Robert Swindell. The complexity of this text and wonderful language allows pupils to increase their knowledge.</p> <p>Children will be introduced to the features of writing with tension and will use this knowledge to apply to a written piece of their own.</p>	Knowledge of how to plan and write myths and legends will be taught through exposure to various myths and analyzing key conventions and features. Pupils will also deepen their understanding of the context of these myths and using their analysis to aid comprehensive written pieces.	Pupils will also read The Firework Maker's Daughter and write for a range of purposes, allowing them to consolidate skills they have learnt throughout the year. Students are given the opportunity to write creatively using a range of punctuation with accuracy and with an awareness of using language, sentences and form to create an effect.

Year 4					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Historical Fiction</u>	<u>Mystery</u>	<u>Coming of Age</u>	<u>Building Tension</u>	<u>Myths and Legends</u>	<u>Fantasy</u>
The Butterfly Lion	Sherlock Bones	Kensuke's Kingdom	The Demon Headmaster	Orchard Greek Myths	Varjak Paw
Pupils begin this term with The Butterfly Lion. They will build on the skills they developed in Year 3 when writing a non-chronological report about the life of Michael Morpurgo. They will rewrite and expand a tense scene within the story.	Pupils revisit the mystery genre with Sherlock Bones. They will write a TV Report about a potential ghost sighting and use the story as inspiration for their own mystery story.	Pupils will read Coming of Age Story Kensuke's Kingdom. They will use this tale as inspiration when writing their own report about an exciting journey or adventure. They will write a diary entry, detailing the struggles of the protagonist and their new friendship with Kensuke. This story enables conversations about mature themes such as loneliness, loyalty and sacrifice.	Pupils develop their understanding of building tension when reading The Demon Headmaster. They will write their own story with a tense scene involving the headmaster.	Children will be exposed to a wide range of Greek myths, before writing their own report about their chose Greek God. Children will write diary entries based on Persephone and the Pomegranate Seeds.	Pupils will read the fantasy story Varjak Paw. They will write an informal letter, building on the skills they developed in the previous half term. They will rewrite and expand a scene from the story.

Year 5					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Historical Fiction</u>	<u>Mystery</u>	<u>Coming of Age</u>	<u>Building Tension</u>	<u>Myths and Legends</u>	<u>Fantasy</u>
Mr William Shakespeare's Plays	The Mystery of the Mayan Kings	Once	Night of the Living Dummy	Beowulf	The Lion, the Witch and the Wardrobe
<p>In this unit, students revisit the writing, analysis and evaluative skills they have learnt over the year and are introduced to the structure of plays through the analysis of Shakespeare's work.</p> <p>Pupils will write an informal letter when reading Macbeth, building on their knowledge of informal letters from the previous year. They will rewrite the opening scene of Hamlet with a focus on the use of pathetic fallacy.</p>	<p>Within Year 5 there is a focus on the ability of pupils to use models they have read to inform the structure of their own writing. Children will read a range of example mystery scenes before creating their own.</p>	<p>Pupils will read Once, by Morris Gleitzman. For this story children will write non-chronological reports about historical events. Higher level connectives and accurate historical vocabulary and knowledge will be the focus for extended written pieces.</p> <p>This Coming of Age story focuses heavily on companionship and sacrifice and children will be encouraged to make links with books read previously (Kensuke's Kingdom).</p>	<p>Pupils are introduced to the Goosebumps series with the Horror Story Night of the Living Dummy. Children will write TV Reports about mysterious sightings. They will demonstrate their ability to distinguish between written and spoken language when creating their interviews.</p>	<p>Pupils will end Year 6 by reading the classic story of Beowulf. Children will create their own fantasy adventure after reading this tale.</p>	<p>Pupils will read the classic C.S.Lewis tale of the Lion the Witch and the Wardrobe. Children will create their own chapter detailing the arrest of Mr Tumnus, where they will need to create their own characters and integrate dialogue within the scene.</p>

Year 5					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Historical Fiction</u>	<u>Mystery</u>	<u>Coming of Age</u>	<u>Building Tension</u>	<u>Myths and Legends</u>	
Usborne Illustrated Stories from Dickens	Sherlock Holmes and the Speckled Band	The Wall Between Us	The Red Room	Odysseus	
Pupils recap the Industrial Revolution before reading a range of short stories based on the work of Charles Dickens. They will learn about the Victorian workhouses to help their contextual understanding. Pupils will be encouraged to draw upon knowledge learnt during their history lessons to strengthen cross-curricular links.	Pupils are exposed to a range of high-level works of fiction during Year 6. Sherlock Holmes and the Speckled Band introduces children to more mature mystery stories. Pupils will create their own crime, suspect and victim for their own Sherlock Holmes mystery.	Children are encouraged to make links between previous coming of age stories when reading the dystopian novel The Wall Between Us. Pupils will write a non-chronological report about the Cold War before creating their own dystopian story.	The Red Room introduces the children to adult horror stories. The short story is a perfect introduction to this genre. Children will take on the role of a Victorian ghost hunter when they write a report about the mysterious events at Lorraine Castle, before using the text as inspiration for their own horror story.	Pupils will read the famous adventure story before creating their own Greek mythological creature and writing a scientific report about it. They will pick a moment in the story from which to base a diary entry from Odysseus. They will demonstrate the 'voice' of the character through his arrogance, regret and shame.	

Enrichment Opportunities:

Wider Reading

All students at ELPS are encouraged to read the 50 Recommended These texts are provided for each individual class. These books have been chosen by subject specialists to ensure appropriate levels of challenge and content are adhered to. These exciting and enriching texts aid students in developing their literacy skills, which in turn benefits them in all of their school subjects.

Author Visits

Every year, Year 5 and Year 6 children meet the world-famous author Maz Evans. Her talks and advice on becoming a writer are inspiring and show our children the power of effective writing. Paul Delaney, the famous poet, also visits our school to give workshops on how to create and perform poems.

Theatre Trips

Throughout their time at ELPS, children have multiple opportunities to visit the theatre for a school trip. These immersive experiences bring stories to life.

World Book Day

World Book Day is celebrated every year at ELPS. This gives pupils the opportunity to dress up as their favourite story character, which in turn promotes a love of reading. Many of the activities for this day are centered around reading and taking pleasure in storybooks.