



Our English Curriculum

Handwriting

Letter-join 

Phonics

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Spelling

Spelling Shed 

Reading into Writing



Reading For Meaning



Handwriting Progression (EYFS-Y6)

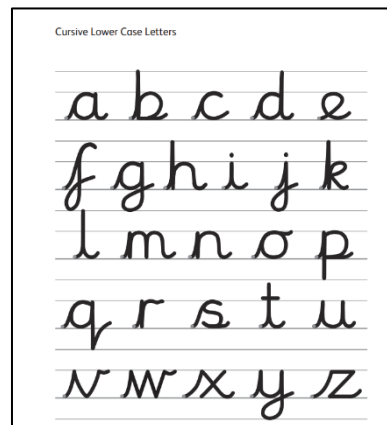
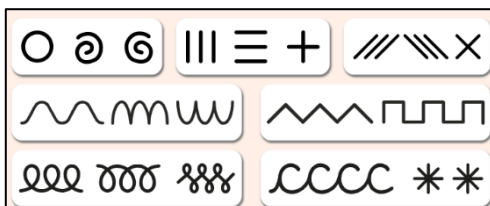
(N) Precursive Patterns

(R) Form Lower Case and Capital Letters

(Y1) Form Cursive Letters (lead in)

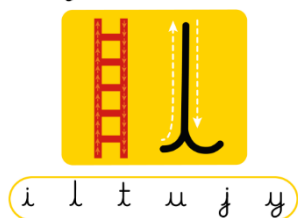
(Y1-2) Learn Horizontal and Diagonal joins

Build stamina and fluency through regular and repeated practice.



Look	Trace	Copy
accident	accident	
accidentally	accidentally	
actual	actual	
actually	actually	
address	address	
answer	answer	
appear	appear	
arrive	arrive	
believe	believe	
bicycle	bicycle	

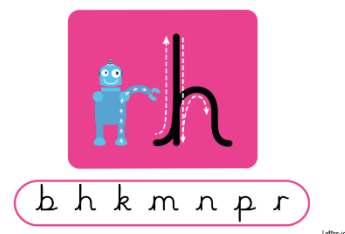
Long Ladder Letters



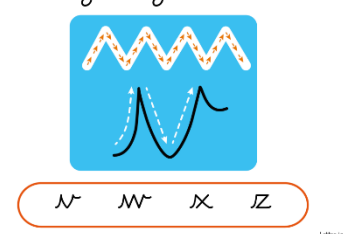
Curly Caterpillar Letters



One-armed Robot Letters



Zig-zag Letters



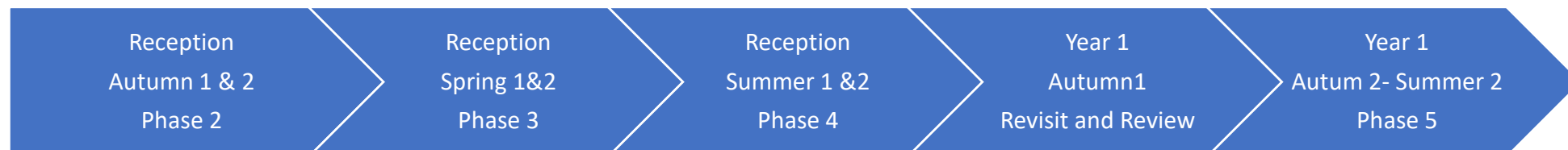
Diagonal Joins: a, b, c, d, e, f, g, h, i, j, k, l, m, n, p, q, s, t, u, x, y, z

Horizontal Joins: o, r, v, w

Expectation

EYFS: Daily /KS1: 3 x weekly /LKS2: 2-3 x weekly/UKS2: as needed per individuals

Phonics Progression (Reception-Year 3)



- All school staff fully trained in Little Wandle L&S
- Daily Phonics (20 mins)
- Weekly Half Termly Assessment
- Daily Group & Regular 1:1 Keep Up
- Phonics Passports
- Reading Sessions x3

Decode/Building Fluency/Comprehension

- 'Grow the code' used to support spelling into lower Key Stage 2 and beyond.
- Continued group and/or 1:1 support in Year 2 and Year 3 for those not meeting the expected standard in their Phonics Screening Check.

s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			ck	wr	
se			gn				cc		
ce							ch		
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	ge	vv	wh			zz	
	ph	le	ge	ve				s	
		al						se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch					ea	y	a	o-e
ture	ti								ou
	ssi								
	ci								

ai	ee	igh	oa	oo	yoo	ou	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent



The teaching of discreet phonics underpins our spelling curriculum during EYFS and into Key Stage 1. Full coverage of the National Curriculum aims and objectives are delivered using the Spelling Shed Scheme of Work and accompanying online teaching resources.

In spelling lessons and at home children explore;

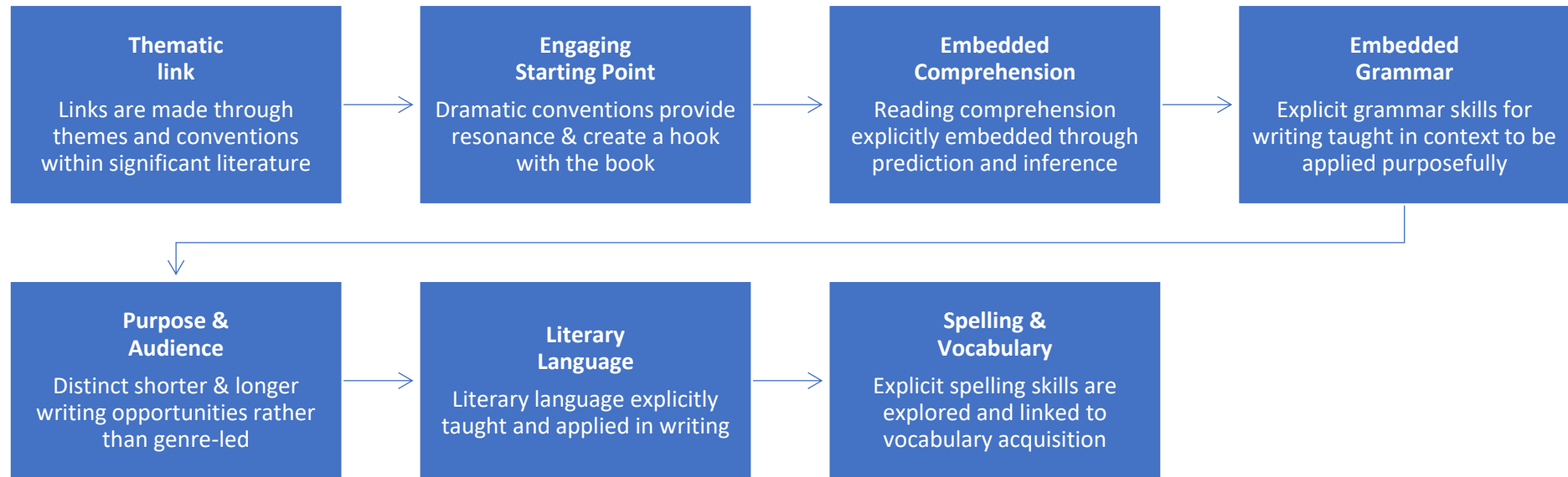
- The origins of words, which can lead to certain patterns of spelling. (Orthology)
- Words, parts of words; their meanings and how this affects spelling, such as root formations, prefixes and suffixes. (Morphology)
- How English language has borrowed and integrated words and spellings from a range of languages. (Etymology)

Children receive an individual log in at the start of the new academic year with which they can access weekly spelling lists and fast paced, fun online games and activities which can be accessed in school and at home with your child's individual log in, given to them.

Children can compete against themselves and their peers to win points and move up class, school and national leader boards.

Reading into Writing

The 'Teach Through a Text' Sequence of Learning

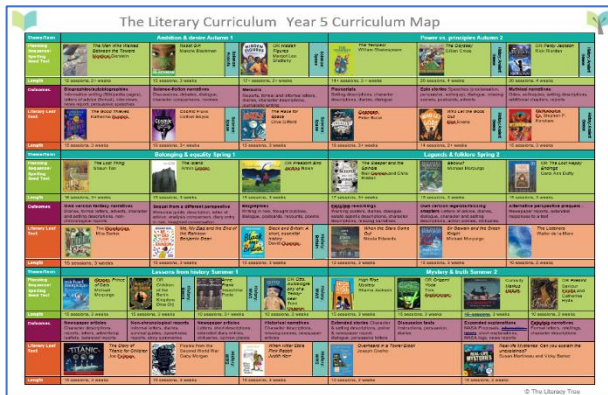


We use the Literary Curriculum 'Teach Through a Text' approach to ensure that there is a consistent, cohesive pedagogy used across our school. High quality, book led, planning and teaching immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning. Children become critical readers and acquire an authorial style as they encounter a wide-range of significant authors and a variety of fiction, non-fiction and poetry.

Reading into Writing

The Planning Process

The Literary Curriculum Year 5 Curriculum Map



© The Literary Trust

A Planning Sequence for
Rain Player
by David Wisniewski



Unit Resources

- Materials/Resources for 'Hook'
- (15 x copies of book)
- Images of ancient *Maya* temples

Children working below age related expectations:

- Elkon strategies e.g. topic web, vocabulary web/word bank etc
- Letter Formation Chart
- Pencil Grip
- Coloured overlay/paper
- WAGOLL (for language and layout)
- WAGOLL (to up level)
- Writing Frame
- Close procedure
- Statutory Spelling/Phonic Mats
- Adult Support e.g. guided writing
- Working wall

Children working above age related expectations:

- Opportunities for stretch and challenge
- Focus on accuracy
- Embedding the use of a language or layout feature, use of punctuation, vocabulary or taught grammatical feature
- Writing from different viewpoints
- Adult Support e.g. guided writing to develop a specific objective

English Unit Overview

Year Group: _____ Teacher: _____

Text: *Rain Player* by David Wisniewski Duration: 15 sessions, 3 weeks

Outcomes: Instructions, poster, missing scene, diary, newspaper, debate

Main Outcome: Analytical essay about *The Maya*

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- Teachers select texts from age related Year Group Curriculum Maps
- Detailed planning sequences are used to ensure coverage of the National Curriculum for English and ensure a consistent approach across the school embedding grammar, spelling and vocabulary.
- Teachers adapt planning, teaching and resources to meet the needs of all learners, recognising those working above and below age related expectations and those with Special educational needs.

Reading into Writing

Our Classroom Toolkit

A wide range of 'metacognitive' teaching strategies are embedded within all planning sequences to ensure children are fully immersed in the text and demonstrate high levels of engagement in learning. These strategies enable children to make links, recall previous knowledge, develop comprehension and apply new learning to different contexts and writing outcomes. These strategies include;

Bubbles of speech



Activating inference

What I know	What I think I know	What is the evidence?
		→
		→
		→
		→
		→



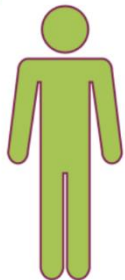
Emotions graph



Grammar splats



Role on the wall



Jigsaw feelings

Adjective (ing)	Noun	Abstract Noun
a spiraling	sense of	anxiety
a twisting	pang of	insecurity
an overpowering	wave of	despair
a deepening	flush of	danger
an electrifying	rush of	doubt

Shades of meaning



Story mountain



To access our complete classroom toolkits visit; <https://literarycurriculum.co.uk/classroom-toolkit/>


Reading into Writing

Assessment of Writing

Effective strategies for verbal and written feedback include;

- Use of language which directs pupils' attention towards the success criteria needed to achieve the objective.
- Live marking, analysing and improving work during the lesson enabling the teacher to example, model and discuss learning intentions. with individual pupils or modelled to the whole class collectively using tools such as a visualiser.
- Coded Marking using 'shared codes' that have been devised for a task or subject.
- Peered Marking and Self Assessment where pupils, guided by teacher modelling, spend time editing and revising their work to a given criteria.

Marking Codes in English (introduced as appropriate)

✓	Met objective or agreed success criteria
✓ ✓	Exceeded expectation or applied previous knowledge
SP	Common exception words and known spelling patterns. (Corrections in green pen and spelling practiced x 3 Maximum 5)
P/ABC	Punctuation at expected level taught. (Corrections in green pen within their work)
G	Grammatically incorrect sentence. (Correct in green pen or rewrite at the bottom of the page)
H /abc	Letter formation and Handwriting. (Practice highlighted letters in Handwriting/English book)
//	New paragraph needed. (Children may identify in green where paragraph is needed)
?	Re read to check it makes sense
T	Teacher support given (Top Right)
TA	Teaching assistant support given (Top Right)
	Verbal feedback given during or after the lesson.
VF	Verbal feedback need during M.A.D Time.

Reading into Writing

Assessment of Writing

- Written comments linked to the task, subject, and self regulation which provide clear and easily understood feedback for learners.
- A toolkit/assessment ladder, used for assessment of extended pieces of writing in based on the success criteria for outcomes of the genre.
- Criteria may focus on audience and purpose, language and layout or spelling, grammar and punctuation.
- It may be differentiated for individuals or groups of learners to ensure that every child can achieve.

It may be used for peer and teachers assessment and enables children to reflect upon their own work to edit and improve it before it is then assessed by the teacher.

Writer's Toolkit/Assessment Ladder

LO: To write a letter in role as the Lonely Beast		Me	Teacher
1	I can use correct language and layout of a letter.		
2	I can write in the 1 st Person.		
3	I can include writers voice e.g. thoughts, feelings, emotions etc.		
4	I have used conjunctions to join ideas in a sentence.		
5	I have read my work to a peer to check it makes sense.		
✓	I could improve my work by...		

Reading into Writing

Celebrating Excellence and Achievement in Writing

Excellence and achievement in writing is celebrated through:

- Sharing with intended audience for purpose, authors, illustrators, charities etc
- High Quality Classroom Book Led Writing Displays
- Proud Cloud Displays
- Pupil Reward Points (Sharing with Parents)
- Star of the Week Certificates
- Google Classroom (Proud Post)
- Twitter #hcasenglish
- Headteacher Awards





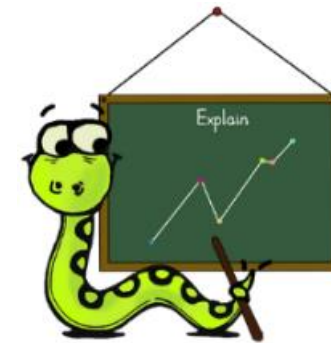
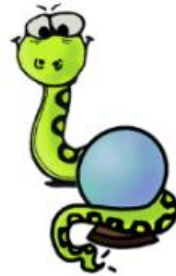
Reading for Meaning

Shared and Guided Reading



Reading comprehension strategies are taught across the school through the use of V.I.P.E.R.S questioning in all shared and guided reading sessions. Shared/Guided reading may be taught in small group and whole class sessions and takes place at least three times per week. V.I.P.E.R.S is an acronym to aid the children's recall of the six key reading skills which they need to develop in order to become fluent, confident readers with secure understanding of what they have read independently.

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise



Through effective, teacher led, questioning children develop an understanding of the language of different question types and increasingly proficient at applying reading comprehension strategies to retrieve answers from the text and where necessary, provide evidence to support their reasoning and ideas.



Reading for Meaning

V.I.P.E.R.S Question Stems



<https://www.literacyshedplus.com/en-gb/browse/reading-vipers>

Date:

LO: To demonstrate my comprehension of the text by responding to V.I.P.E.R.S questioning.

VOCABULARY To find and explain meaning of words in context	INFERENCE To make and justify inferences using evidence from the text.	PREDICT To predict what might happen from the details given and implied	EXPLAIN To explain how content is related and contributes to the meaning; how meaning is enhanced through choice of language; how themes and patterns develop across the text and information contributes to the overall experience.	RETRIEVE To retrieve and record information and identify key details.	SEQUENCE/SUMMARISE To sequence the key events in the text. To summarise the main ideas from more than one paragraph
<p>V: What does the word mean in this sentence?</p> <p>V: Find and copy a word which means</p> <p>V: What does this word or phrase tell you about</p> <p>V: Which words best describes the character/setting/mood etc?</p> <p>V: Can you think of any other words the author could have used to describe this?</p> <p>V: Why do you think the word ... is repeated in this section?</p> <p>V: What do the words and suggest about the character, setting and mood?</p> <p>V: Which word tells you that....?</p> <p>V: Find one word in the text which means.....</p> <p>V: Find and highlight the word that is closest in meaning to.....</p> <p>V: Find a word or phrase which shows/suggests that.....</p>	<p>I: Why was... feeling...?</p> <p>I: Why did ...happen?</p> <p>I: Why did ...say</p> <p>I: What do you think the author intended when they wrote...?</p> <p>I: How does ...make you feel?</p> <p>I: How do think the words... make the reader feel?</p> <p>I: How can you tell that...?</p> <p>I: What impression of do you get from...?</p> <p>I: What was thinking when...?</p> <p>I: From whose point of view is the story being told?</p> <p>I: Why do you think ... chose to ...?</p> <p>I: Do you think ...was justified in ...?</p>	<p>P: From the cover what do you think this text is going to be about?</p> <p>P: What do you think will happen next?</p> <p>P: What is happening in ...?</p> <p>P: What do you think happened before...?</p> <p>P: What will happen after...?</p> <p>P: What do you think the last paragraph suggests will happen next?</p> <p>P: What does this paragraph suggest will happen next? What makes you think this?</p> <p>P: What do you think... will happen? Explain your answer using evidence from the text.</p>	<p>E: Who is your favourite character? Why?</p> <p>E Why do you think the main character...?</p> <p>E: Would you like to live in this setting? Why/why not?</p> <p>E: Is there anything you would change about this story?</p> <p>E: Do you like this text? What do you like about it?</p> <p>E: Why is the text arranged in this way?</p> <p>E: What structures has the author used? E: What is the purpose of this text feature?</p> <p>E: Is the use of effective?</p> <p>E: The mood of the character changes throughout the text. Find and copy the phrases which show this.</p> <p>E: What is the author's point of view?</p> <p>E: What affect does have on the audience?</p> <p>E: How does the author engage the reader here?</p> <p>E: Which words and phrases did ... effectively?</p> <p>E: Which section was the most interesting/exciting part? How are these sections linked?</p>	<p>R: Where....?</p> <p>R: When ...?</p> <p>R: What happened when...?</p> <p>R: Why did ...happen?</p> <p>R: How did?</p> <p>R: How many...?</p> <p>R: What happened to.....?</p> <p>R: How often...?</p> <p>R: Who had...?</p> <p>R: Who is...?</p> <p>R: Who did....?</p> <p>R: What happened to...?</p> <p>R: What does.... do?</p> <p>R: How is?</p>	<p>S: Can you number these events 1-5 in the order that they happened?</p> <p>S: What happened after</p> <p>S: What was the first thing that happened in the story?</p> <p>S: Can you summarise in a sentence the opening/middle/end of the story?</p> <p>S: In what order do these chapter headings come in the story?</p> <p>S: Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</p> <p>S: What is the main message of the text?</p> <p>S: Using information from the whole text, identify which statements are true.</p> <p>S: Which of the following would be the most suitable summary of the whole text?</p> <p>S: Which statement is the best summary for the whole of page...</p> <p>S: Look at the first two paragraphs. Which sentence below best describes the...</p>

'V.I.P.E.R.S Examples of Question Layout and Presentation'

Date

LO: To demonstrate my comprehension of the text by responding to V.I.P.E.R.S questioning.

Chapter 1: I Accidentally Vaporize My Maths Teacher

P: Predict what you think a half-blood might be.

E: 'Look, I didn't want to be a half blood.' How does the first sentence of the story hook you (the reader) in?

R: How does the author describe being a half blood?

V: Find and copy (page 1) an antonym for the word jealousy.

R: How old is Percy Jackson?

R: Where were the class going on their field trip?

R: Give two reasons why Percy Jackson liked Mr Brunner's class?

R: What makes Grover an easy target?

I: What do you think it means to be on 'probation'? What kind of behaviours do you think would lead to this?

E: Using evidence from the text, explain how you know Mrs Dodds did not like Percy Jackson.



Monday 12th October
Word: Jobber Kite

SUMMARY FOCUS

1. What were most children lucky to do?
2. Which features of children made them perfect for many jobs?
3. What did all of the jobs have in common in terms of children's health?
4. What happened that meant more children were needed in railway stations?
5. Put the jobs in the text in order from worst to best. Give a reason for each one.

V.I.P.E.R.S QUESTIONS

V What word tells the reader how loud a noise was?

I What did Dick Whittington mean when he said, "The streets are paved with gold"?

R How do you think the author felt about Victorian children? What tells you this?

E What ingredients did tannins need?

P If you still had to do these jobs, do you think you would mean about school? Give reasons.

1. most children were lucky to have a finger chopped off instead of dying.

2. The children were small and it says they have dainty digits, so they were perfect for them.

3. All the jobs were dangerous and you could get a disease from them.

4. More children were needed in railway station because steam trains was invented.

5. I think A tober would be the best job because, unlike the loom, there is a bigger chance of dying if you were in the loom.

Tuesday 19th January

• I can make predictions and answer VIPER questions about the text.

P mice granny starfish

V kind

→ R flowers

→ R knitting

P paper dolls

I /

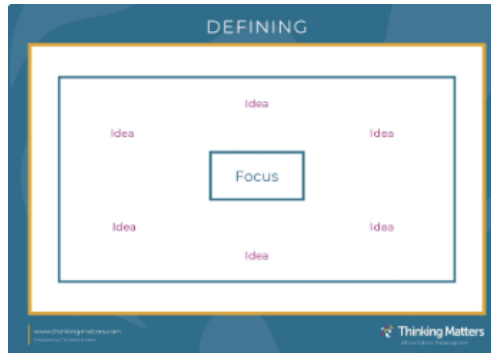
I Because they went to heaven

I The little girl misses her granny.

If Paper dolls were in my head?



Using Thinking Frames in English



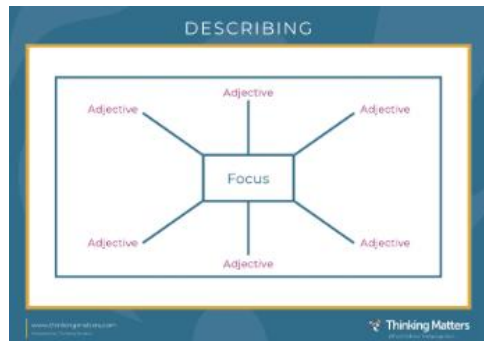
What do you know about...?

What would you see, hear, smell, taste, touch at the ...?

What books/genres have you read?

How many heroines, heroes, villains, superheroes, mythical creatures etc can you name?

How many nouns, adjectives, verbs, proper nouns etc do you know?



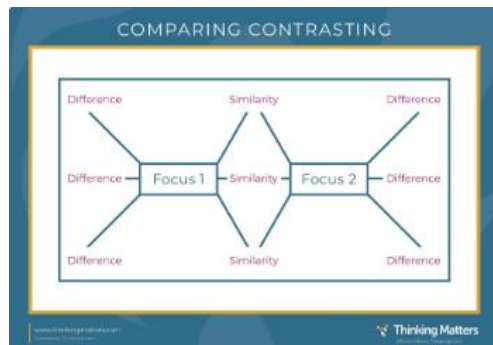
How many words end in the suffix ...?

How many words begin with the prefix...?

Describe a character, setting, object, concept..

What adjective would you use to describe a...

How many synonyms can you find for the word...?



Compare two characters in a text..

Compare two settings of a story...

Compare events in two texts or two different versions of the same story

Compare a novel and a film version of a text

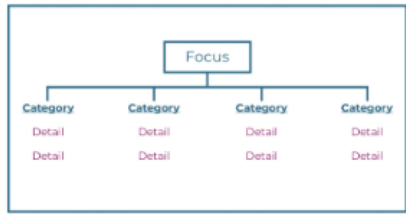
Compare two poems on the same theme



Using Thinking Frames in English



CATEGORISING



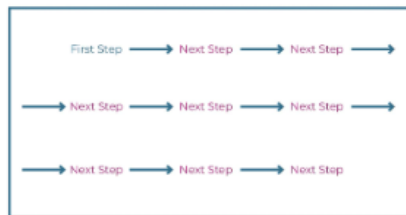
What facts could you include under these subheadings/paragraphs about..?

What would you see, hear, smell, touch, taste at the ...?

Sort these words into adjectives, nouns, verbs and adverbs or nouns into common, proper, collective and abstract etc

Find examples of words beginning with the prefixes Anti, Auto, Pre, Bi

SEQUENCING



Find words to describe each of these...?

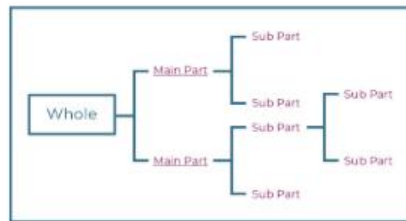
Sequence the main events in this story...

Create your own story map for the text we have read..

Plan your own story...

Place the events of ... in chronological order

PART WHOLE



Create a set of sequential instructions on how to make a ...?

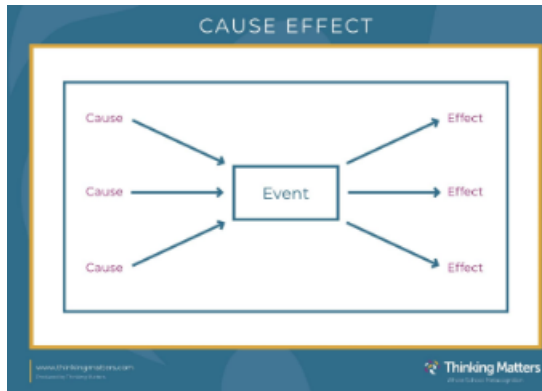
Organise arguments for and against a statement and elaborate

Break down an object/invention into its primary and secondary components e.g. bike, frame, wheels etc in order to explain how it works using the correct vocabulary

Reflect upon a key event in a story e.g. life before and after it happens and find evidence to support your ideas



Using Thinking Frames in English



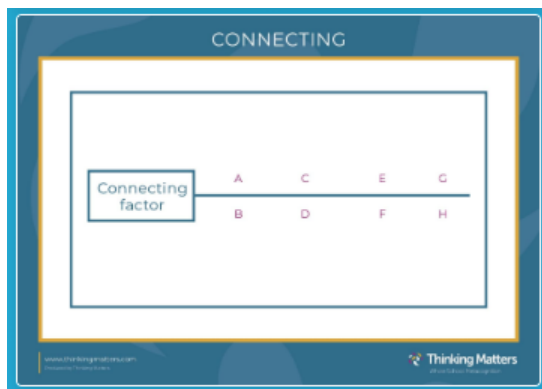
Reflect on a significant event in the story

Reflect on why a character might be a certain way e.g. hunger, poverty, lonely etc

Reflect upon how a setting or character may change due to the events in a story

Explain how something works using the language of cause and effect

When writing in role think about what made you the way you are and how that affects your choices



Match phonemes/words that make the same sound or rhyme

Match similes and metaphors

Match synonyms and antonyms

Find evidence to support facts about a character

When writing about a historical event describe the cause and effect and how it affected the people