

# ENGLISH CURRICULUM

*If you don't like to read, you haven't found the right book!*  
*JK Rowling*

# The importance of English

This curriculum document explains how we teach the three main components of English in our school: reading, writing and speaking and listening.

We understand that reading is the foundation of learning: children cannot successfully access the National Curriculum and the wider-world without it. It is the cornerstone of all learning and is therefore a priority for our daily teaching.

We see the development of our children's creative writing as an essential complement to the reading and analysis of great writers' work, both past and present.

The ability to write clearly, fluently and accurately will be an essential part of the children's future everyday professional and personal life. We care about accuracy and aim to ensure that all the children can spell and punctuate correctly, know how a sentence works and take pleasure in the subtleties of English syntax and punctuation.

Lessons are dedicated to spelling, punctuation and grammar, and we practise writing in non-fiction forms, learning to write economical summaries, journalistic articles and argumentative speeches.

We believe that good communication skills can enhance every type of learning; consequently, speaking and listening skills are embedded in every area of our curriculum. Children are explicitly taught how to address an adult formally, how to respectfully challenge, how to present to an audience and how to answer a question, for example, in an interview.

## Reading: Intent

It is our intent, at Nascot Wood Junior School, to provide all pupils with the opportunity to be fluent, confident readers who are able to successfully comprehend a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from poetry, fiction and non-fiction texts. By the end of their time at Nascot Wood Junior School, all children should be able to read fluently and confidently in any subject in their forthcoming secondary education.

## Reading: Implementation

Every morning, all children at Nascot Wood Junior School participate in discrete guided reading lessons; in order for every child to be able to access their class teacher during these precious times, we have decided to adopt a 'whole-class' approach. Lesson observations, combined with staff and pupil voice, have undoubtedly proven its success, as all children enjoy and benefit from the rich language and high-quality text genres that class teachers expertly select.

Reading is also taught continuously throughout each and every school day: it features in all curriculum areas; in the informative displays around the school; in the dialogue and marking in the children's books, and in the texts read to the children during assemblies and whole class reading times.

Nascot Wood Junior children are also encouraged to independently read their own carefully selected reading books in school and at home. Every child has a reading book that is appropriate for their reading age and ability. Due to our high prior attainment, a minority of children, particularly in lower key stage two, use the banded books; their progress is

therefore closely monitored and assessed by their class teachers and assistant teachers. All children are expected to read for a minimum of three hours per week, as part of the school homework policy, and record what they have read in their reading records, which are signed by parents and class teachers.

We have also found that our children's love of reading is particularly fostered when they read together. We have therefore prioritised time for shared 'buddy' reading to take place: Year 6 prefects read with specifically identified Year 3 children, and Year 6 GDS readers read with Year 1 children in Nascot Wood Infant and Nursey School.

For children who are assessed as being in the lower twenty percent of their year group, we make sure that appropriate reading/phonic interventions are in place. These include the following: 'Toe by Toe', specific small group phonic teaching, EAL groups, 'Alpha to Omega' spelling and 'Fresh Start'.

We recognise the importance of quality first teaching; therefore, interventions are carefully targeted, and the impact is frequently measured to inform next steps.

# Writing: Intent

At Nascot Wood Junior School we believe the teaching of writing is just as crucial as the teaching of reading, as it is through the art of writing that our children can confidently and effectively communicate and express their knowledge, ideas and emotions. Therefore, specific English writing lessons occur daily, and it is through these that our pupils are able to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time at our school.

Our intention is for our children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We also believe that all pupils should take pride in the presentation of their writing by developing a fluent fully-cursive handwriting style which they use across the curriculum as well as in their English lessons.

We also believe that all good writers refine and edit their writing over time; therefore, we intend our children to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Ultimately, we intend our children to develop a love of writing by being able to express their thoughts accurately, confidently and effectively through the written word.

# Writing: Implementation

In order to help us to develop confident, enthusiastic writers who can express themselves confidently and effectively in a variety of different styles and within a range of contexts, writing is taught across the curriculum as well as in all daily discrete English lessons. This provides our children with regular opportunities to write effectively for a range of purposes and audiences, which they can continuously proof-read and edit alongside their peers. Writing tasks are therefore specific and meaningful and illustrate how writing skills can be applied to real life contexts.

Spellings are taught weekly and are addressed throughout the week, term and year according to the rules contained in Appendix 1 of the English National Curriculum. As well as studying the etymology of words, we have found the 'simultaneous oral spelling approach' to be highly effective when teaching new vocabulary, which we then assess through the use of dictations.

Grammar and punctuation knowledge and skills are taught throughout the English curriculum. Teachers plan to teach the required skills through the genres of writing that they are teaching; however, if they feel the children need additional lessons to embed and develop their understanding or to consolidate skills, teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons.

The content of our English writing lessons is always centered on high-quality key texts (see English curriculum coverage above) and often influenced by Herts for Learning's (HfL) detailed planning. This provides the children with excellent models for writing that are rich in vocabulary and ideas.

## Speaking and Listening: Intent

The ability to clearly express oneself through the spoken word with clarity, and to listen carefully to others, is an essential skill throughout a child's education and beyond in the wider world. At Nascot Wood Junior School, we believe these are key skills for pupils to learn, and that they must be explicitly developed in children if they are to achieve the highest levels of communication.

Our intention is therefore to improve our children's speaking and listening skills so they are able to communicate effectively and confidently in front of any type of audience.

## Speaking and Listening: Implementation

We believe that good communication skills can enhance every type of learning; consequently, speaking and listening skills are embedded in every area of our curriculum. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

There are many planned speaking and listening experiences at Nascot Wood Junior School (this is not an exhaustive list), which include:

- talking partners;
- listening to class readers;
- book studies;

- guided reading lessons;
- drama;
- preparation for writing;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in mathematics;
- presentation of learning;
- teacher/student conferencing;
- assemblies;
- school council;
- Head boy and Head girl/prefect preparation and interviews;
- House Captain preparation/campaigns;
- Q and A sessions with local MP in Houses of Parliament;
- pupil voice activities;
- science fairs;
- year group productions.



## The Year 3 Learner

### Year 3 English Coverage

The year 3 English curriculum consists of the following modules:

- Poems to Perform (Michael Rosen and Roger McGough poetry) **Autumn 1**
- Poetic Style ('When Daddy Fell into the Pond' by Alfred Noyes) **Autumn 1**
- Narratives with Familiar Settings ('The Elf Machine' and 'The Dragon Machine' by Helen Ward) **Autumn 1/2**
- Information Texts (non-fiction) **Autumn 2**
- Reports (non-fiction) **Autumn 2**
- Adventure and Mystery Narratives ('Gorilla' and 'The Tunnel' by Anthony Browne) **Spring 1**
- Instructions **Spring 2**
- Shape Poetry and Calligrams **Spring 2**
- Dialogue and Plays **Summer 1**
- Fairy tales **Summer 1/2**
- Authors and Letters **Summer 2**

## Curriculum Content

### Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints
- Speak clearly and in different ways for drama, formal presentations and debate.

### Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, word reading skills (including phonics) will continue to be taught, but **the main focus will be helping children to understand what they are reading (comprehension)**. In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Listen frequently to stories, poems, non-fiction and other writing
- Ask and answer a range of questions about a text
- Discuss ideas that are not obviously described in a text e.g. 'Explain why the character behaved in this way.'

- Describe characters, summarise plots and predict what might happen next
- Explore themes and conventions in a range of books e.g. good versus evil
- Consider the effect of the author's choice of language
- Offer opinions about what they have read and justify their views

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for Years 3 and 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

**Handwriting:** This will continue to be taught, building on the joined writing started in Year 2 and with the aim of increasing consistency and fluency throughout their independent writing.

**Composition** (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use an increasing range of sentence structures
- Write sentences that include when, where and why something happens
- Write for a range of purposes and audiences as part of their work across the curriculum
- Check whether their work makes sense

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

## Y4 English Coverage

The Year 4 English curriculum consists of the following modules:

- Recounts (Stories from other cultures and Aesop's Fables) **Autumn 1** and (Stories from other cultures)- **Summer 1**
- Creating Images (Aesop's Fables) **Autumn 1**
- Narratives set in Imaginary Worlds (Aesop's Fables) **Autumn 1**
- Letters (Aesop's Fables) **Autumn 1** and (Friend or Foe) **Spring 1**
- Balanced arguments (Kensuke's Kingdom by Michael Morpurgo) **Autumn 1** (and Friend or Foe) **Spring 1**
- Exploring Form ('Friend or Foe' and Kensuke's Kingdom by Michael Morpurgo) **Autumn 2** and **Spring 1**
- Newspaper reports (Kensuke's Kingdom by Michael Morpurgo) **Autumn 2**
- Narratives with Historical Settings ('Friend or Foe' by Michael Morpurgo) **Spring 1**
- Diary entries (Friend or Foe) **Spring 1**
- Non-fiction texts (Voices from WW2) Witnesses share their stories with the children of today **Spring 2**
- Persuasive writing **Spring 2**
- Stories from other cultures - **Summer 1**
- Information and Explanation Texts (Plastic Pollution non-fiction texts) **Summer 2**

## Curriculum Content

### Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example



Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints



Speak clearly and in different ways for drama, formal presentations and debate.

## Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In word reading children will be taught to read and understand the meaning of new words using the skills they have learned previously and building on learning in Year 3. Children will **develop the fluency and stamina to read longer texts and the focus for the Year 4 learner is comprehension**. Children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:



Summarise the main ideas of a text



Justify their opinion of particular characters



Discuss ideas that are not obviously described in a text e.g. 'Explain why the character may have felt like this.'



Note how the author chooses language to create a mood or atmosphere



Identify the structures or features of particular non-fiction texts

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, building on the spellings taught in Year 3. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for Years 3 and 4.

**Handwriting:** This will continue to be taught, with the aim of increasing children's consistency and fluency throughout their independent writing.

**Composition** (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to



Plan, draft, compose, edit and evaluate their writing



Organise their writing into clear paragraphs



Use an increasing range of sentence structures



Expand sentences by adding detail



Write for a range of purposes and audiences as part of their work across the curriculum.

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.



## The Year 5 Learner

### Year 5 English Coverage

- The year 5 English curriculum consists of the following modules:
- Instructions (Programming instructions within ICT) **Autumn 1**
- Recounts ('Space Camp' film) **Autumn 2**
- 'The Santa Trap' by Jonathan Emmett **Autumn 2**
- Classic Narrative Poems ('Twas the Night Before Christmas' by Clement Clarke Moore) **Autumn 2**
- Poetic Style (Cinquains) **Autumn 2**
- Novels by Significant Authors ('The Grave Yard Book' by Neil Gaiman)
- Choral and Performance/ Book Study (Shakespeare play – 'Romeo and Juliet', 'Twelfth Night', 'The Tempest') **Spring 1**
- Biographies ('Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis' by Laurence Anholt) **Spring 1**
- Persuasive Writing ('Fair Trade' information texts) **Spring 2**
- Traditional Stories/Fables/Myths/Legends ('Beuwolf' by Michael Morpurgo) **Spring 2**
- Film Narratives - Francis by Dave Eggers - **Summer 1**
- Narratives from Other Cultures ('Tales from Outer Suburbia' by Shaun Tan) **Summer 2**

Other potential books used to inspire through class reading:

'Who let the Gods Out' by Maz Evans

## Curriculum Content

### Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example



Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.



Speak clearly and in different ways for drama, formal presentations and debate.

### Reading

This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’.

In year 5, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, **word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills.**

They will, for example:



Retrieve, record and present information from a text



Summarise the main ideas of a text e.g. ‘loneliness’ or ‘friendship’



Predict what may happen based on evidence and clues given



Discuss and evaluate the text and justify their views



Use clues from the text to work out characters' feeling, actions or motives



Distinguish between fact and opinion



Identify how language, structure and presentation add to the meaning



Compare different texts

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for Years 5 and 6. Children will be expected to use a dictionary and thesaurus.

**Handwriting:** Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

**Composition (structure):** This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to



Plan, draft, compose, edit and evaluate their writing



Use a wide variety of punctuation and grammar features



Select the appropriate grammar and vocabulary to develop the effectiveness of their writing



Use a range of techniques to build detail into their writing and link ideas within and between paragraphs



Adapt writing for a range of purposes and audiences as part of their work across the curriculum.

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

## The Year 6 Learner

### Y6 English Coverage




The Year 6 English curriculum consists of the following modules:

- Book Study ('Wonder' by R. J. Palacio) **Autumn 1**
- Persuasive writing ('Wonder' by R.J. Palacio) **Autumn 1**
- Biographies and Autobiographies ('What Mr. Darwin Saw' by Mick Manning and Brita Granstrom, 'Little Lives to Great Lives: Charles Darwin' by Dan Green) **Autumn 2**
- Explanation Text ('Riley Can be Anything' by Davina Hamilton) **Autumn 2**
- Arguments (Trip Advisor reviews based on Warner Bros. Studio Tour) **Spring 1**
- Recounts (Trip Advisor reviews based on Warner Bros. Studio Tour) **Spring 1**
- Journalistic writing ('Survivors' by David Long, 'Violent Volcanoes: Horrible Geography' by Anita Ganeri) **Spring 1**
- Narratives ('Traction Man' by Mini Grey, 'The Spider and the Fly' by Mary Howitt, 'Wonder' by R. J. Palacio) **Spring 2**
- Non-chronological reports (Arthur Spiderwick's Field Guide to the Fantastical World Around You' by T. DiTerlizzi and H. Black and 'Destination: Planet Earth' by Jo Nelson and Tom Clohosy Cole) **Spring 2**
- Letter writing ('A Children's Guide to Starting Secondary School' by Laverne Rainford) **Summer 1**

## Curriculum Content

### Speaking and Listening




Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example


-  Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
-  Speak clearly and in different ways for drama, formal presentations and debate.
-  They will prepare work orally, through drama and role play, discussing, rehearsing and recording their ideas.


### Reading


This part of the curriculum is broken down into 'word reading' and 'comprehension'.

Word reading will not be directly taught, except where individuals need support. Instead, children will be encouraged to work out unfamiliar words that they meet. They should use their knowledge of word roots and word families to help them to understand new words. **Children will be taught key comprehension skills to enable them to read, understand and enjoy a wide range of books.** Year 6 will have the opportunity to read and discuss a wider range of fiction, poetry, plays and non-fiction. They will, for example:

-  Identify and discuss themes and conventions across a wide range of writing
-  Predict what may happen based on evidence and clues given
-  Give responses to texts and recommend books to peers, giving reasons for views and choices

 Use clues from the text to work out characters' feeling, actions or motives and give evidence to back their conclusions

 Discuss and evaluate how authors use language (including figurative language) and consider the impact on the reader.

 Compare different texts


## Writing


Writing is developed through teaching the following:


**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for Years 5 and 6. Children will be expected to use a dictionary and thesaurus.


**Handwriting:** Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

**Composition** (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

 Plan, draft, compose, edit and evaluate their writing

 Use a wide variety of punctuation and grammar features with confidence

 Refine their grammar and vocabulary to further develop the effectiveness of their writing

 Use a wider range of techniques to build detail into their writing and ensure it flows smoothly throughout the sections of a piece.



Build on their understanding of the differences between Standard and non-Standard English, and will also focus on how to achieve different levels of formality in their spoken and written language.



Adapt writing for a range of purposes and audiences as part of their work across the curriculum.

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

### Annual English events/workshops:

- Explore Learning workshops for 'World Book Day'
- Shakespeare Rewired for 'World Book Day' – Y5 and Y4
- WBS Education Team Harry Potter workshops for 'World Book Day' – Y6 and Y3
- Able writers' workshops (hosting school) – Y5 and Y6
- Spelling Bee competition – Y6
- Lunchtime 'Book Club' led by Year 6 students and Deputy Head

# Impact: Reading

Nascot Wood Junior School children will:

- have a love of reading across a wide range of genres;
- be able to succeed in all reading lessons;
- use a range of strategies for decoding words, not solely relying on phonics;
- have a good knowledge of a range of authors;
- be ready to read in any subject in their forthcoming secondary education.

Ultimately, the impact of the teaching of reading will be evident in our end of key stage two reading results.

- Average 2019 scaled score: 112 (GDS)
- Percentage of children 2019 achieving EXS: 98.3%
- Percentage of children 2019 achieving GDS: 65%



# Impact: Writing

Nascot Wood Junior School children will:

- be able to write accurately, confidently and effectively;
- be able to adapt their language and style for a range of contexts, purposes and audiences;
- acquire a wide vocabulary and have a strong command of the written word;
- write fluently using a fully-cursive script;
- develop a love of writing which equips them for the rest of their education.

Ultimately, the impact of the teaching of writing will be evident in our end of key stage two reading results.

- Percentage of children 2019 achieving EXS: 100%
- Percentage of children 2019 achieving GDS: 45%

# Impact: Speaking and Listening

Our pupils develop confidence in speaking and listening which allows them to communicate with others effectively. They learn to express their ideas verbally; to discuss and debate issues with others, and to listen and respond to alternative views. They also learn that their choice of language and sentence structure must be varied to reflect the purpose and audience of their conversation. These skills are invaluable to the children in the modern world.

## **Nascot Wood Junior children will:**

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- be confident in the value of their own opinions and to be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds;
- share their learning in an engaging, informative way.