

Curriculum Intent.			
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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.			
Term	Key skills	Key knowledge	
Autumn 1	<p>ENGLISH EXPERTS - Transition Unit, Speaking & Listening, All about ME!</p> <p>FICTION EXPLORERS - Experiences of School – EXTRACTS:- e.g. BOY, Matilda, Harry Potter</p> <p>LITERACY DETECTIVES – NGRT, Spelling Tests, CATs, Phonics Screening, Literacy resources baseline and induction</p> <p>LIBRARY LEARNERS- Library Induction, E-learning induction, Learning to use journals and setting up reading folders</p>	<ul style="list-style-type: none"> Link up to four key words, signs or symbols in communicating about their own experiences/familiar stories, both in groups and one-to-one. Respond appropriately to questions about why or how (e.g. Why does a bird make a nest?, How do we copy this picture?). 	Investigation
		<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases. 	Launch
		<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is being said and done. 	Breakthrough
		<ul style="list-style-type: none"> Compose and rehearse sentences orally building a varied and rich vocabulary and an increasing range of sentences 	Foundation
		<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes In narratives, consider how authors have developed characters & settings in what pupils have read, listened to or seen performed 	Developing
Autumn 2	<p>ENGLISH EXPERTS – Poetry Festive Seasons, Autumn Halloween, Bonfire Night, Winter/Christmas</p> <p>FICTION EXPLORERS - The Butterfly Lion – M. Murpurgo</p> <p>LITERACY DETECTIVES – Nouns, Capital letters, Differentiated reading, spelling and comprehension, Programmes, Phonics intervention, Vocabulary development</p> <p>LIBRARY LEARNERS - Learners read independently, to teachers, to TAs, in groups, in pairs, bag books, sensory stories, reading projects, research projects, quizzes,</p>	<ul style="list-style-type: none"> Write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols Associate sounds with patterns in rhymes, with syllables, and with words or symbols. 	Investigation
		<ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Learn to appreciate rhymes and poems, and to recite some by heart . 	Launch
		<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	Breakthrough
		<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	Foundation

	<p>games. Records kept in learner journals and staff folders. e-learning – studyladder and IDLCloud – on a rota as often as possible.</p>	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting appropriate form and using as models for their own Use relevant strategies to build their vocabulary. 	Developing
Spring 1	<p>ENGLISH EXPERTS - Drama: Reading and responding to play scripts – Oliver Twist, Fantastic Mr Fox, Turtle Tug etc.</p> <p>FICTION EXPLORERS - Mr Stink – D. Walliams</p> <p>LITERACY DETECTIVES- Adjectives, Full stops, Differentiated reading, spelling and comprehension, Programmes, Phonics intervention, Vocabulary development, NGRT 2</p> <p>LIBRARY LEARNERS - Learners read independently, to teachers, to TAs, in groups, in pairs, bag books, sensory stories, reading projects, research projects, quizzes, games. Records kept in learner journals and staff folders. e-learning – studyladder and IDLCloud – on a rota as often as possible.</p>	<ul style="list-style-type: none"> Take part in role play with confidence Show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories Understand that words, symbols and pictures convey meaning 	Investigation
		<ul style="list-style-type: none"> Say out loud what they are going to write about Use relevant strategies to build their vocabulary 	Launch
		<ul style="list-style-type: none"> Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Planning or saying out loud what they are going to write about 	Breakthrough
		<ul style="list-style-type: none"> Increase their familiarity with a wide range of books including fairy stories, myths, legends, and retelling some of these orally In narratives, creating settings, characters and plot 	Foundation
		<ul style="list-style-type: none"> Increased familiarity with a wide range of books, myths, legends, traditional stories, modern fiction, heritage, and other cultures and traditions Recommend books that they have read to their peers, giving reasons for their choices 	Developing
Spring 2	<p>ENGLISH EXPERTS - Media: Advertising, Using persuasive language, Chocolate Project</p> <p>FICTION EXPLORERS - Mr Stink – D. Walliams</p> <p>LITERACY DETECTIVES – Verbs, Commas, Differentiated reading, spelling and comprehension, Programmes, Phonics intervention, Vocabulary development</p> <p>LIBRARY LEARNERS - Learners read independently, to teachers, to TAs, in groups, in pairs, bag books, sensory stories, reading projects, research projects, quizzes,</p>	<ul style="list-style-type: none"> Recognise or read a growing repertoire of familiar words or symbols, including their own names Show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories 	Investigation
		<ul style="list-style-type: none"> Compose a sentence orally before writing it Be encouraged to link what they read or hear read to their own experiences 	Launch
		<ul style="list-style-type: none"> Listen to, discuss and express views about contemporary and classic poetry, stories & non-fiction at a level they can read independently Write down ideas and/or key words, including new vocabulary 	Breakthrough
		<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme 	Foundation

	<p>games. Records kept in learner journals and staff folders. e-learning – studyladder and IDLCloud – on a rota as often as possible.</p>	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge 	Developing
Summer 1	<p>ENGLISH EXPERTS - Non Fiction: INSTRUCTIONS</p> <p>FICTION EXPLORERS – Adolphus Tips – M. Murpurgo</p> <p>LITERACY DETECTIVES – Adverbs, Question, marks, Differentiated reading, spelling and comprehension, Programmes, Phonics intervention, Vocabulary development</p> <p>LIBRARY LEARNERS - Learners read independently, to teachers, to TAs, in groups, in pairs, bag books, sensory stories, reading projects, research projects, quizzes, games. Records kept in learner journals and staff folders. e-learning – studyladder and IDLCloud – on a rota as often as possible.</p>	<ul style="list-style-type: none"> Show understanding of how text is arranged on the page (e.g. by writing or producing letter sequences going from left to right) Use conjunctions that suggest cause (e.g. cos, to link ideas) 	Investigation
		<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense Ask relevant questions to extend their understanding and knowledge 	Launch
		<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways Ask relevant questions to extend their understanding and knowledge 	Breakthrough
		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words Articulate and justify answers, arguments and opinions 	Foundation
		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words Articulate and justify answers, arguments and opinions 	Developing
		<ul style="list-style-type: none"> Respond appropriately to questions about why or how (e.g. Why does a bird make a nest?, How do we copy this picture?) Listen attentively 	Investigation
Summer 2	<p>ENGLISH EXPERTS - Non Fiction: Autobiography and Biography</p> <p>FICTION EXPLORERS - Adolphus Tips – M. Murpurgo</p> <p>LITERACY DETECTIVES – Revising all Y7 topics, Differentiated reading, spelling and comprehension, Programmes, Phonics intervention, Vocabulary development</p> <p>LIBRARY LEARNERS - Learners read independently, to teachers, to TAs, in groups, in pairs, bag books, sensory stories, reading projects, research projects, quizzes, games. Records kept in learner journals and staff folders. e-learning – studyladder and IDLCloud – on a rota as often as possible.</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Discuss what they have written with the teacher or other pupils 	Launch
		<ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions Check that the text makes sense to them as they read and correcting inaccurate reading. 	Breakthrough
		<ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, expressing feelings 	Foundation
		<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Note and developing initial ideas, drawing on reading and research where necessary. 	Developing