

English Curriculum Summary

In English, we aim to foster in children a love of language, to stimulate the mind and encourage individuality, creativity and excellence of expression in all areas of written and oral work. With this as our aim, we provide a challenging and varied curriculum, ensuring that your child benefits from a wide range of learning experiences that challenge and encourage, and are both stimulating and fun. Some of the experiences that your child will be part of as they study English are:

- Weekly library lessons for T2 - Form 4, in which children learn about specific authors, their breadth of reading is widened and they are taught specific library skills.
- Competitions and Awards: from story writing through to poetry, we enter several competitions throughout the year, which give children a real purpose for writing and in which they enjoy notable success. Our participation in the National Arts Award programme gives those who choose an additional vehicle to harness, express and encourage their ability in speaking and writing in a cross-curricular manner.
- Book week: children listen to talks from a variety of well-known authors, participate in a creative writing competition, return to school in pyjamas for 'book at bedtime' (with hot-chocolate and cookies) amongst a wealth of other events.
- IT: children use digital technology as a tool for learning in a variety of contexts, from creating comic books using photographs of themselves, to the use of peer comments on Google docs to extend learning and share ideas.
- Debating: children learn the art of debating and participate in a House Debating competition.

Key Skills

Kindergarten (KG)

The English curriculum in KG changes each year as it reflects the interests and enthusiasms of the children. It is aimed at building confidence and enthusiasm in speaking, listening, reading and writing. Children write for real purposes such as labelling the vegetables in the garden or writing a price list for the snacks that they sell to the teachers. Phonics is taught through the use of 'Jolly Phonics' and by the end of Kindergarten the children are able to read and write simple sentences, lists, stories and instructions. But most importantly, they gain a love of words and expression and are confident in their ability to communicate.

Transition 1 (T1)

- Reading simple texts with accuracy and fluency, using a range of strategies to make sense of their reading.
- Recognizing the organizational features of non-fiction texts and understanding that books on similar topics may contain different information or present similar information in different ways.
- Using and understanding terms such as fiction, non-fiction and identifying and discussing characters, events and settings in stories.
- Using their phonic knowledge to decode more complex words and to write independently, using a wide ranging vocabulary.
- Writing using a clear structure and using other texts as models for their own work. They plan and review their writing and write extended texts with support.
- Understanding how punctuation helps a reader to understand what is written and using capital letters, full stops and question marks more confidently in their writing.

Transition 2 (T2)

- To use a range of spelling strategies including knowledge of word families, common prefixes and suffixes and the ability to recognize smaller words within words, to aid their spelling.
- To form letters of regular size and shape, using a neat, cursive script and to know some of the grammatical features of written Standard English.
- To read more complex texts, learning the connection between punctuation and sentence structure, intonation and emphasis and using inference and deduction skills to make comparisons and draw conclusions from reading a range of texts.
- To perform play scripts and undertake book studies.
- To use a thesaurus and dictionary confidently to check spellings and make wider word choices
- To use exclamation marks, speech marks and commas appropriately in their work.
- To develop proof-reading and editing skills to make them more independent writers.

Form 1

In Form 1, children develop their love of reading as 'set texts' are introduced, which are shared as a class and around which a variety of topic work is built up (such as exploring Owl pellets when studying *The Owl Who was afraid of the dark!*). Texts used are:

- *The Owl who was afraid of the dark* by Jill Tomlinson
- *Grandpa Chatterji* by Jamila Gavin
- *Thomas and the Tinnerns* by Jill Paton Walsh
- Ted Hughes' poetry
- *The Iron Man* by Ted Hughes
- *Fantastic Mr Fox* by Roald Dahl

Key skills covered in Form 1 are:

- To develop creative and non-fiction writing through letters and poems, playscripts, diaries, reports and descriptive writing.
- To develop fluency and expression, gaining a greater knowledge of phonic skills to decode words.
- To understand and use nouns, adjectives, verbs, question marks, speech marks, plurals, speech marks, adjectival phrases
- To develop the ability to proof-read.
- To refine cursive handwriting.

Form 2

Texts studied do change but are similar to these:

- *Wreck of the Zanzibar* by Michael Morpurgo
- *Children of Winter* by Berlie Doherty
- *Friend or Foe* by Michael Morpurgo
- *The Lion and the Unicorn* by Shirley Hughes
- War poetry
- African myths and legends

Key skills covered are:

- Non-fiction writing including diary recounts, letters, fact files.
- Grammar and Punctuation: Verbs, adverbs, verb tenses, plurals, proof reading, speech marks, proof reading, speech marks, apostrophes, conjunctions, prepositions.
- Creative writing including myths and legends, poetry, plays.
- To understand inference and give reasons for answers.
- To read fluently and expressively, widening their understanding of a variety of genres.

Form 3

Set texts are chosen each year from titles such as:

- *Despereaux* by Kate DiCamillo
- *Kensuke's Kingdom* by Michael Morpurgo
- *The Seven Professors of the Far North* by John Fardell

- *Demon Headmaster* by Gillian Cross
- *The Time Travelling Cat* by Julia Jarman
- *Meteorite Spoon* by Philip Ridley
- *Silverfin* by Charlie Higson
- *Matilda* by Roald Dahl
- *The Secret Room* by Catherine Bailey
- *The Highwayman* by Alfred Noyes

Key Skills covered:

- Poetry: focussing on personification, alliteration, rhyme, simile, metaphor, assonance; performance poetry; Classical and narrative poetry
- Non-fiction writing: instructions, Biographical Recount, Newspaper Report
- Prose writing: Story writing with the focus on character development, strong openings and endings, stories 'with a twist'. Playscripts.
- Grammar covered includes: developing complex sentences, subject and predicate, homophones, revision of parts of speech, speech marks
- Reading fluently and with understanding, including higher level inference. In Form 3, we begin to learn how to approach formal comprehension papers.

Form 4

Set texts are chosen each year from titles such as:

- *Tuck Everlasting* by Natalie Babbitt
- *The Thief Lord* by Cornelia Funke
- *Montmorency* by Eleanor Updale
- *Carrie's War* by Nina Bawden
- *Boy with a Bronze Axe* by Kathleen Fidler
- *Wolves of Willoughby Chase* by Joan Aiken
- *Holes* by Louis Sachar
- *Machine Gunners* by Robert Westall

Key skills covered:

- To develop a higher level of understanding of inference, being able to answer formal comprehension papers independently including answering in their own words and incorporating quotations in their answers.
- Creative writing will focus on developing powerful settings that grab the reader's attention, beginnings and endings, how to convey the feelings of the narrator, use of senses in creating atmosphere, how to develop plot and theme, (how to use memory in story writing), creating tension, diary writing, stories with time shifts
- Revision of parts of speech and use of a variety of punctuation, including hyphens
- Non-fiction writing: persuasive writing, non-chronological reports, letters, reviews, recounts.

Form 5

Set texts are chosen each year from titles such as:

- *Wonder* by R J Palacio]
- *Millions* by Frank Cottrell Boyce
- *Journey to the River Sea* by Eva Ibbotson

Key skills covered:

- Creative writing: using 'conflict' in story writing; stories with a twist; descriptive writing; diary writing and poetry writing.
- Poetry: irony, sonnets, introducing iambic pentameter, developing poetry comprehension through the understanding of a variety of poetic techniques.
- Non-fiction: persuasive writing, newspaper writing, biographical writing, reviews, speech writing, adverts,
- Grammar: pronouns, commas, prepositions, direct speech, apostrophes, parts of speech, complex sentences, clauses.

Form 6

Set texts are chosen each year from titles such as:

- *Private Peaceful* by Michael Morpurgo
- *Lord of the Flies* by William Golding
- *Animal Farm* by George Orwell
- *The Diary of Anne Frank*
- *Sophie's World* by Jostein Gaarder
- *Shakespeare* (various)
- *Watership Down* by Richard Adams
- *A Christmas Carol* by Charles Dickens

Key skills covered (in addition to revision):

- Creative writing: Descriptive writing using evocative language, writing in the 2nd person, writing in the future tense, (writing for the reader), varying sentence openings and closings, autobiographical writing.
- Non-fiction: letter writing (including formal letters of complaint, persuasive writing, speech writing,
- Poetry: metre, (iambic pentameter), simile, metaphor, structure, poetic devices and their effects
- Grammar: Punctuation conventions in poetry/letters, using quotations, correct useage of colons and semi-colons.

Contribution to Spiritual, Moral, Social and Cultural Education

English develops SMSC in a wide variety of ways, including:

- Developing creativity through imagination, language, perseverance, collaboration, risk-taking, spontaneity
- Reading a wide variety of texts from different cultures
- Exploring moral dilemmas of characters in stories
- Exploring religious ideas in texts (such as writing poems on an 'Apple' including religious references)
- Encouraging the children to see the world in a different way, such as through poetry, and so discover new meanings and insights
- Developing aesthetic appreciation
- Teaching the children to work collaboratively
- Helping children to explore moods and how these are created in writing
- Sharing non-fiction texts on themes that are in the news and media
- Performing poetry to different audiences