

English Policy



Believe Enjoy Succeed Together
"I can do everything through God who gives me strength"
Philippians 4:13

Cronton CE Primary School

The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Reviewed 2025/26 by A. Durr



KEYS Curriculum

Curriculum Intent

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning; starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that Knowledge and skills Empower You to Succeed.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

We use a consistent whole-school approach to handwriting through the Read Write Inc (RWI) handwriting scheme. This ensures continuity across school, supports high expectations of presentation, and enables staff to have a clear understanding of each child's handwriting development journey so that support can be accurately pitched when needed.

We also deliver a structured phonics approach through Read Write Inc, with literacy learning embedded within phonics teaching in the early stages of development.

Focus of English lessons EYFS - Nursery

Children participate in daily English inputs using quality fiction and non-fiction texts linked to themes of learning. Children begin with environmental sounds and early communication skills before progressing to Read Write Inc. phonics.

In Nursery, we use Tales Toolkit as our approach to story structure and storytelling. Through this engaging and language-rich programme, children learn the key elements of stories such as character, setting, problem and solution. Tales Toolkit supports the development of vocabulary, communication, imagination and early narrative skills, providing strong foundations for future reading and writing.

Writing opportunities are embedded throughout provision and phonics lessons. Mark making is valued as an important developmental stage.

Introduction

National Curriculum 2014

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information



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- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

The main aim in teaching English at Cronton CE is to ensure all children reach their full potential through a well-planned curriculum.

The aims include:

- Developing pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing.
- Giving pupils opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught Literacy skills.
- Delivering the statutory National Literacy Curriculum 2014 in an engaging way which enables all children to achieve their full potential.
- Providing children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives.
- Providing children with successful Literacy role models to increase aspiration.
- Providing children with meaningful, engaging contexts for reading and writing.

Intent in the EYFS (Nursery and Reception) Reading:

- For children to leave the Foundation Stage with a wide experience and knowledge of fiction and non-fiction books.
- To understand the difference between the two and use associated terms. E.g character, author, cover, blurb, contents page, fact.
- To know that print carries meaning.
- To talk about their favourite books and authors and compare stories for similarities and differences.
- To discuss a character's thoughts, feelings and actions.
- To make predictions about events in the story, sequence events and retrieve basic information from a text.
- To develop the phonetic and word reading skills to enable them to read a text at an appropriate level.

Writing

- To understand that writing can have many different purposes; lists, letters, invitations and stories. To understand that it is another way for us to communicate. Mark making takes many forms in the EYFS and each is valued as a stage of development.
- To be able to compose and write short sentences independently using some correct spellings for high frequency words and appropriate letter/sound correspondences in other words they wish to use by the end of the Foundation Stage.
- To use a capital letter at the start of their sentences and a full stop at the end.



KEYS Curriculum

The Early Learning Goals are followed to ensure continuity and progression from the EYFS through to the National Curriculum. Pupil provision is related to attainment, not age. Flexibility and teacher discretion are used to enable English themes to be pursued alongside other areas of learning to allow for a cross-curricular application of skills. Throughout the EYFS, planning is linked to Communication and Language, Literacy and Physical Development linked to the Early Learning Goals.

Implementation

Reading into Writing Approach

At Cronton we believe that immersing children in a range of high-quality texts leads to effective writing outcomes. Therefore, we use Ready Steady Write as our chosen approach to the teaching of English within the curriculum. It is “comprehensive and evidence-based. It provides a sequenced, ambitious curriculum that places quality literature at its core.” The units have been carefully mapped out to match the entire statutory curriculum for writing. Each unit has an overview that clearly sets out the outcomes of learning.

In addition to this the school uses:

- Read Write Inc. as its chosen systematic, synthetic phonics programme across EYFS, KS1 and KS2 where needed.
- Whole Class Shared Reading (WCSR) lessons using High Quality Texts identified on the High Quality Text Overview.
- Ready, Steady Spell to deliver a comprehensive spelling programme. (Y2-Y6) Year One follow the Spelling Shed programme.

Focus of English lessons EYFS - Nursery

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R – Y2

English is taught on a daily basis, and throughout the week consists of:

- Ready, Steady, Write unit lessons (3 a week)
- Handwriting Lesson and daily practice
- Grammar lesson (Y1-Y2)
- Spelling lessons (Y1–Y2)
- Weekly Whole Class Shared reading lesson focusing on developing comprehension (Y1–Y2)
- Daily Phonics/ spelling (RWI Phonics programme)
- Storytime

While children are on the Read Write Inc phonics programme, their Literacy learning is delivered as part of their phonics lessons. Writing opportunities are embedded within daily phonics sessions.

Once children complete the RWI phonics programme, they move on to accessing the Ready Steady Write literacy scheme. This transition typically takes place in Year 2 but may be extended depending on individual pupil development and readiness.

Y3 – Y4

English is taught on a daily basis, and throughout the week consists of

- Ready, Steady, Write unit lessons (3 a week)



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- Spelling / handwriting Lessons
- Whole Class Shared Reading lessons
- Accelerated Reading sessions
- Grammar lesson

Y5 –Y6

English is taught on a daily basis, and throughout the week consists of

- Ready, Steady, Write unit lessons (3 a week)
- Spelling / handwriting Lessons
- Whole Class Shared Reading lessons
- Accelerated Reading sessions
- Grammar lesson

APPROACHES TO SPEAKING AND LISTENING

Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. In Foundation Stage, opportunities are given for children to extend vocabulary and are taught to express themselves confidently with a variety of contexts.

From Year 1 to Year 6 the model of teaching English incorporates phases where explicit opportunities are planned and taught in Speaking and Listening.

APPROACHES TO READING

The policy of this school is to encourage the children to develop a love of reading and of all kinds of books - stories, poetry, plays, non-fiction. For further reference please see the Reading Policy.

Teachers provide opportunities for the children to make clear distinctions between word recognition and language comprehension, emphasising the importance of reading independently and reading for pleasure.

Whole Class Shared Reading (WCSR)

At Cronton CE Primary School teachers plan carefully to raise standards in reading through the WCSR lessons. Class books have been carefully chosen to give a variety of genres and cross curricular links as well as BAME books. Please see the Quality Text Overview

- Comprehension and vocabulary skills are developed through whole class reading of the genre books and Whole Class Shared reading lessons timetabled for every class.
- Through teacher modelling, class discussion, paired and individual work the children will develop their understanding of texts and comprehension skills which provide links to the Content Domains of the National Curriculum.
- KS1 learn more about comprehension through daily lessons designed to follow on from the RWI programme. KS2 have a discrete comprehension lesson once a week.



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KS1

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

KS2

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Whole Class Shared Reading

In KS1 there is a weekly Whole Class Shared Reading Lesson.

Lower KS2 have a Whole Class Shared Reading (WCSR) lesson five times a week.

Upper KS2 have a Whole Class Shared Reading (WCSR) lesson three times a week.

This takes place for 30 minutes and follows an agreed lesson structure. See below.

The books for WCSR have been carefully planned to link in with the English genres studied in each class and link with the wider curriculum where appropriate. Books have been selected to ensure a diverse range of characters, authors and experiences are included. Please refer to the High Quality Text Overview.

Key Principle	Notes
Introduction to the Text	Introduction to the text – A key question to get the children engaged e.g. Y2 read an Anansai story where he is typically very sly and tricks his friend in to giving him free food. The question to engage the children was: Is it ever right to trick your family and friends? (Talk to Your Partner) Then give a quick explanation of the text they going to read. Or if reading a longer text – a recap based on what has been read in the book so far with a key question based on the next part of the text they are going to read.
Vocabulary	Vocabulary – Give the children some key unfamiliar words and their definition. Give them a chance to say them out loud. Read the sentence with the word in from the text. (May have these ready on a small sheet to stick into books)
I Read It - Teacher	The teacher reading aloud and modelling pace, expression and intonation – modelling fluency.
We Read It – Whole Class	Children read together as a class.



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You Read It – Children read individually or with partners.	Children will read either individually or in partners – Partner 1/Partner 2. Teacher will go round and focus on spotlight children – give prompts/help etc.)
Modelling	The teacher’s modelling and explanations designed to help children deepen their thinking and understanding of the text.
Questioning	Two or three questions around the text that enables children to show their understanding and thinking.

Children are given a wide range of reading experiences. Teachers also use these sessions to model reading skills and assess children’s attainment. The children are encouraged, on a daily basis, to read independently.

Accelerated Reading Sessions

Y3-Y4: 3 x 15 minutes weekly

Y5-Y6: 2 x 15 minutes weekly plus time during morning registration.

Children on Accelerated Reader read their book on the appropriate Zone of Proximal Development (ZPD) and fill out chapter synopses in this session. When the children have finished their book, they complete a short online quiz which gives immediate feedback. The children can move up through a ZPD after two 100% quiz results for longer books higher up the ZPD levels or after three 100% for those shorter books at the lower ZPD levels. Accelerated Reader progress is monitored by class teachers.

Methods used in the teaching of early reading

We believe that the most effective way to teach early reading is through a structured, systematic approach based on high-quality phonics teaching.

- Systematic synthetic phonics through Read Write Inc.
- Daily teaching of decoding, blending and segmenting skills
- Explicit teaching of Red Words and common exception words
- Reading fully decodable books closely matched to each child’s phonics knowledge
- Re-reading texts to develop fluency, confidence and automatic word recognition
- Rich vocabulary development through story time, discussion and high-quality texts
- Progression to wider independent reading, including Accelerated Reader, once children complete the phonics programme
- Using context to deepen comprehension after accurate decoding has taken place

Reading Schemes

- The school follows the Read, Write Inc. programme which provides phonetically decodable books that are in line with the children’s phonetic decoding ability and fluency level.
- Once the children have completed Read, Write, Inc. they move to banded readers according to Accelerated Reader ZPDs. A Star test is taken each half term to ensure children are reading at the correct ZPD.
- There is a class record sheet so that reading and movement through the RWI colours and AR bands for each child may be monitored. Individual records are available for downloading from the Accelerated Reading site.
- The date that a new book is given to the child should be recorded on the record sheet.
- Children in Key Stage 1 will be given a reading diary while still on Read, Write Inc. These have enough room for the child to read every day in school for an academic year. There is also space for the titles of the books read to be recorded. Children on AR record this information in their Reading Journals.
- The person listening to the child read, whether this is the teacher, classroom assistant, helper or parent, should note down the date, the pages read by the child and any comment on how well the child has read. Words that need to be learnt can also be noted down. The adult should initial the entry.



KEYS Curriculum

- Reading with an Adult in school may be:
 - During a phonics lesson
 - During a Whole Class Shared Reading Lesson
 - 1-1 with their reading book

In addition each class is allocated a weekly library slot to choose their own reading material to take home on loan.

Beginning Reading

Nursery promotes reading through a loan system or story sacs.

Reading books are sent home in Reception. Initially sound blending books and then RWI colour books according to their half termly assessments.

Parents of Reception children are invited to attend a meeting in order to learn about how their child is taught to read. Other reading meetings are delivered throughout the year for other key stages.

Reading In KS1 and KS2

Reading books and reading records are issued to each child at the beginning of every academic year and collected in in July.

Reading records are passed up to the next class teacher to ensure there is no repetition of reading material and continuity is maintained.

Accelerated Reader data from the previous year is accessed by class teachers to ensure progress on the electronic system. Children may read to their teacher, teaching assistants, classroom helpers and are encouraged to read at home through the Reading Ninja Challenge.

Reading Ninja Challenge

The children will be rewarded with 'Reading Belts' in the form of a certificate. To gain a belt they will need to read 25 times. For a 'read' to count towards a band your child needs to share a book with an adult for at least 10-15 minutes. This could be their school reading book, library book, book from home or a comic.

An adult must sign their reading record book and only one read per day counts (so there is a maximum of seven reads per week). Older, confident readers may read to themselves but must still have their reading record signed by an adult. We recommend an age appropriate period of time, (15 minutes KS2, 10 minutes for younger children) for a signature in their reading record. Class teachers will ask for the child's reading record every week to total and record the number of reads for each child. As they gain more signatures, they will progress through the coloured belts.

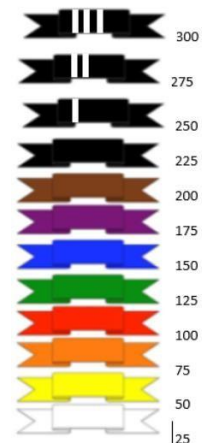
Books and Home

We believe that there should be a partnership between parents and the school. From the school's point of view, we will try to develop this partnership in several ways:

- reading books and library books can be taken home, provided certain conditions prevail (please see further in the policy).
- reading is seen in a positive and constructive way, and children are encouraged to see reading as a pleasurable pastime

The school:

- will teach children to read using the RWI scheme in the school.
- will provide the books and support materials necessary
- will try to listen to each child read once a week, having regard for the age and ability of the child and the numbers in the class.
- will inform parents of any difficulty their child may be experiencing, and if appropriate, what the parents can do to help.





KEYS Curriculum

- will inform the parents of the problems posed by putting their child under pressure by comparing their children to other children in the class/age group
- will put in place interventions or extra support for those children who are experiencing difficulty
- will encourage the children and parents to purchase books through the book fairs

The parents:

- will support the school by following the procedures laid down by the school
- will listen to their child read at home
- will not write messages to the teacher in the reading diaries, but if necessary in a separate letter
- will look after the school's property, and pay for replacements should they be damaged defaced or lost, even if by accident
- will make sure that the child's reading book, issued by the school, is in the school each morning. Should the book be forgotten, the school cannot guarantee that the child will be heard read, even if the book has been finished at home

Higher Order Reading Skills

We believe that children need to learn how to use dictionaries, encyclopaedias, the library, non-fiction books (index and contents pages etc), to practice skimming and scanning material to give them a brief outline of the story or to look for specific information.

APPROACHES TO WRITING

Aims

We aim to enable the children

- to write for a range of purposes
- to organise the content of what is written in ways appropriate to the purposes
- to use styles of writing appropriate to the purposes and the intended readership
- to use spelling, punctuation and syntax accurately and with confidence

Across EYFS, children are encouraged to 'mark make' with emphasis on correct pencil grip. The correct formation of letters is developed throughout Reception and Year 1.

Handwriting is taught consistently across school using the Read Write Inc handwriting scheme. This provides a structured and progressive approach from EYFS through to KS2. It supports consistency of teaching, ensures clear progression of skills, and allows staff to accurately track each child's handwriting development journey and identify appropriate support when required.

As outlined previously in this document, from Year 2 to Year 6 opportunities to write for different purposes are set out in the Ready Steady Write long-term plans. Medium term planning from Ready, Steady, Write uses a 'Reading to Writing Model' as a basis for work in the classroom.

The English planning is split into three strands: Immerse, Analyse, Plan and Write.

1. Immerse

This is where the children are immersed in the focus genre with lots of reading.

Examples of activities for these lessons include:

- reading several examples or extracts of the genre
- speaking and listening and role play
- 'magpie' vocabulary and literary language to use
- incidental writing opportunities like mind-maps and notes on post its



KEYS Curriculum

2. Analyse

This is the time to identify the key features of the genre through discussion and text marking.

Examples of activities for these lessons include:

- giving examples of What a Good One Looks Like (WAGOLL)s and text mark together, drawing up a success criteria. This can be displayed on working wall and used in books for writing lessons
- showing What a Bad One Looks Like (WABOLLs) and up-level together using success criteria
- grammar features relevant to this genre
- presentational features relevant to this genre

3. Plan and Write

We follow a scaffolded, modelled writing approach. Write lessons include opportunities for the children to edit and improve their written work.

- Teachers model how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type
- Teachers model how to write the introduction for their example and the children to then have a go at writing their introductions
- Teachers model how to improve their plan/introduction and then the children have a go at improving their own.
- Teachers model the next couple of key features of the text type; children have a go for themselves.
- Teachers model improving the text, children have a go for themselves.
- Teachers model writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall

This programme of writing runs alongside a separate programme for spelling (Ready, Steady, Spell Y2-Y6, Spelling Shed Y1) and handwriting.

Phonics

Read Write Inc. (RWI) is a complete literacy programme which enables children to learn to read accurately and fluently, so that they can focus on developing comprehension, vocabulary and spelling. The core programme is designed for children aged 4–7.

At Cronton CE Primary School, children begin the programme in Nursery during the Summer Term. Read Write Inc. continues beyond the age of seven for any pupils who require additional support with early reading. Children are grouped according to their stage of development and current attainment across Reception, Year 1, Year 2 and, where appropriate, older year groups. This ensures that pupils are taught at the correct level and can fully participate in lessons.

Regular half-termly assessments enable children to progress quickly through the programme or receive further consolidation and targeted support where needed.

Phonics sessions are delivered as a full one-hour lesson incorporating reading and writing elements. Writing is an integral part of each lesson, enabling children to apply newly taught phonics knowledge immediately and in meaningful contexts.

Spelling

Statutory requirements for spelling for each year group are contained within the long term subject plans.

Spelling rules are explicitly taught in focused spelling lessons each week. Spellings are sent home for children to learn and children are tested weekly. The school use Spelling Shed (Y1) and Ready, Steady, Spell to support the teaching of spelling.



KEYS Curriculum

Grammar

Understanding and correct use of grammar is integral to helping children develop as fluent readers and writers. Children should be taught to write English that is grammatically correct.

Grammar is taught following the programmes of study within the Ready, Steady, Write long term plans for Years R- 6.

At Key Stage One and Key Stage Two the teaching is usually linked to Ready, Steady, Write unit plans.

Grammar teaching will follow a reading to writing model, where children are encouraged to learn about an aspect of grammar by:

- Being introduced through texts and finding examples.
- Practising using the aspect of grammar being focused on.
- Applying that aspect of grammar in their writing and it being a focus on the agreed criteria.

Handwriting

Initially children will be taught a non-cursive letter formation as part of their Read Write Inc. lessons. This moves to introducing joins throughout Year Two, before moving to a fully cursive script in KS2.

Opportunities to practice handwriting should be provided regularly and there should be a weekly teaching session in both Key Stage One and Lower Key Stage 2. As soon as the children are ready they should be encouraged to join their letters using the techniques taught.

The RWI handwriting scheme is used across the whole school to ensure consistency of approach, high expectations of presentation, and clear progression. It also enables staff to have a secure understanding of each child's handwriting development and to pitch support accurately where needed.

The Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Assessment

Work will be assessed in line with the Assessment Policy.

Marking

Please see marking policy in appendices.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.

We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided – see More Able and SEND policy.

Intervention Programmes

Intervention programmes are implemented throughout the school to support pupils in making progress and to address identified barriers to learning. These programmes are carefully planned by the class teacher and delivered by teaching assistants or appropriate staff members. Interventions are personalised to meet the individual needs of children and are regularly reviewed for impact.

Examples of interventions include WellComm language support in EYFS, Speech and Language Therapy (SALT) programmes, targeted 1:1 and small group reading tuition, phonics catch-up sessions, handwriting interventions and spelling support.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.



KEYS Curriculum

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and strategic leadership of the subject.

This includes:

- monitoring and evaluating English through pupil progress and attainment
- reviewing provision in English, including intervention and support programmes
- monitoring the quality of the learning environment
- evaluating the deployment and effectiveness of support staff
- leading the development and review of subject policy
- auditing, supporting and developing staff through continuing professional development (CPD)
- managing and organising resources to support high-quality teaching and learning
- keeping up to date with national curriculum requirements, research and developments in the teaching of English

Parental Involvement

Parental involvement is encouraged through:

- reading regularly with their child
- supporting spelling practice and learning of weekly spellings
- supporting handwriting development and correct letter formation where appropriate
- helping with homework linked to reading, handwriting and spelling
- supporting book fairs and the promotion of reading for pleasure

Monitoring and Review

The English Leader regularly performs book scrutinies and observations both within English and across other curriculum subjects to ensure consistency of teaching and learning throughout school in accordance with our Monitoring Schedule. Regular reports are made to the governors on the progress of English provision. A named member of the school's governing body is briefed to oversee the teaching of English.

Governors receive a commentary which reports on:

- recent development work
- performance analysis in relation to the School Development Plan
- pupil outcomes in relation to development priorities and their impact upon teaching and learning
- future developments in accordance with the School Development Plan

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks, participation during work scrutinies and classroom observation.

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Appendices

- Appendix 1 Written Work Marking Policy KS1 & KS2
- Appendix 2 Year Group Long Term Plan Example
- Appendix 3 High Quality Text Overview Example



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Appendix 1

Cronton C.E. Primary School 	<u>Year Two English Long Term Plan</u>	
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A	B	C	D	E	F
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es		Build on previous units & focus on: Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. -ness, -er Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs

Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a question. Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					



KEYS Curriculum

Appendix 2

“I can do everything through God who gives me strength” Philippians 4:13

High Quality Texts Overview

Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 <p>Poetry <i>Sensational</i> by Roger McGough</p>	 <p>Non-Fiction - <i>The Extraordinary Life of Mary Seacole</i> by Naida Redgrave</p>  <p>Poetry <i>Don't Forget the Bacon</i> by Pat Hutchins</p>  <p>Fiction - <i>A Forest</i> by Marc Martin</p>	 <p>Fiction - <i>Stone Age Boy</i> by Satoshi Kitamura</p>  <p>Fiction <i>Iron Man</i> by Ted Hughes</p>	 <p>Fiction <i>Percy Jackson – Lightning Thief</i> by Rick Riordan</p>  <p>Non Fiction <i>First News Children Newspaper</i></p>	 <p>Fiction - <i>Kensuke's Kingdom</i> by Michael Morpurgo</p>  <p>Poetry - Poetic Style <i>Revenge of the Lunch Ladies: The Hilarious Book of School Poetry</i> by Kenn Nesbitt</p>	 <p>Fiction <i>Rose Blanche</i> by Roberto Innocenti</p>  <p>Non-Fiction - <i>Hana's Suitcase</i> by Karen Levine</p>