

Our Curriculum



Rationale & 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 their understanding of reading and writing, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society.

The national curriculum for writing aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, 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;
- 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.

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The programmes of study for writing at key stages 1 and 2 are constructed as follows:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Intent, Implementation & Impact

Intent:

At Newton Hill Community School our intent through our writing teaching is simple: we want all of our children to learn how to effectively share ideas and communicate both orally and in written format. We want our children to appreciate the links between reading and writing and use both collectively to help motivate, teach and challenge. We familiarise, interest and engage our children in wanting to write by immersing them in a curriculum rich in vocabulary, through class books and interesting topics, real-life situations and questions that make them want to talk, discuss and gather ideas. From there we share examples in writing and practise key grammatical skills within this before putting the children at the point of writing, where they can draft, edit and publish their work, learning from the classroom environment, peer support and high-quality teaching on offer. We want our children's voice to be heard and them to be proud of what they can achieve.

Implementation:

We follow the Primary National Curriculum for all aspects of the English Curriculum. Developing a love of reading, and the importance of this for our children both now and in the future, lies at the heart of our English curriculum.

Learning journeys are led using a quality text as the stimulus, this may be fiction (including poetry) or nonfiction. English is taught daily with additional sessions for the discrete teaching of phonics, spelling, reading, and grammar and punctuation. We believe in immersing our children in texts through reading and analysing the skills of an expert writer. This is important as through this immersion, children become aware of the language skills of a writer and use this as a model for their writing. Using this model, children develop greater competence in the conventions of spelling, punctuation, sentence structures and text organisation. Through our curriculum, children will develop: a strong command of the written and spoken word; the ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; the confidence and competence to produce high quality writing; a good understanding of grammar and punctuation and its

Intent, Implementation & Impact

use in effective written communication . Outcomes are planned with a real purpose in mind. The learning journey is shared with children and they understand how each step of their learning will contribute to the outcome. Opportunities for proof-reading and editing written work is planned and children are encouraged to take an increased responsibility for proof-reading for mistakes and editing their work, with the reader in mind, as they progress through the school.

Impact:

We measure the impact of writing by completing termly assessments where samples of children's work are assessed against key writing objectives and next steps planned to effectively support the children on their writing journey. Writing journeys and independent outcomes through school show an effective progression of skills, with children learning how to deepen their understanding and content of their work through a clear and consistent approach to teaching and learning. This is achieved by regular evaluation of the curriculum and moderation opportunities both internally and with supporting schools. Learning environments (working walls and displays) through school show the high expectations and vocabulary rich curriculum we insist on, as well as the confidence and pride the children have in their writing with well presented, high-quality outcomes. Our children are proud of their writing and so are we.

Progression through school

Key Stage 1:

In Year 1, the children enjoy slightly longer and more complicated stories that introduce characters and allow the children to experience and discuss situations safely from the point of view of the story character. The children begin to be able to write short pieces of text, retelling the story by learning key skills such as adjectives and verbs, and using simple conjunctions (and) to join clauses.

In Year 2, the books enjoyed take the children further away from their own experiences, looking at life in the past as different characters and exploring themes such as feelings and inequality, caring for our environment and life in a different country. The children's own writing expands, becoming greater in length and complexity, with an increased use of adjectives, careful word choices to express the characters' thoughts as well as their own and developing non-fiction writing over a number of different styles. They continue to improve their handwriting, learning how to join more letters and developing their speed.

Progression through school

Key Stage 2:

By Year 3, children have a mix of novels and picture books to introduce them to sustained reading and the difference in writing style when there are more words in a story. The stories used stimulate writing in an increasing range of text types and with developing vocabulary and grammatical structures such as dialogue and paragraphing. Children learn to write with a more formal tone and begin to start considering the audience and purpose to inform their ideas and style.

In Year 4 we introduce more complex ideas through the books that are chosen, with writing becoming increasingly technical, allowing children to use careful vocabulary and more complex sentences to express their ideas. Narrative writing continues to take children into a wide world of history and geography, giving them the opportunity to combine ideas and produce new work of their own. A greater emphasis begins to be placed on the editing and improving stage of writing, with children encouraged more and more to use more detailed success criteria and peer support to help improve their skills and quality of their outcomes. Children begin to consider how to effectively influence the reader using a more persuasive approach.

Year 5 have longer novels and deeper picture books that introduce the children to more demanding concepts, as well as fantastical and impossible notions. The opportunities for writing broaden as children make the stories their own and they are given the chance to show their skill and flair as writers. Non-fiction writing becomes more precise, using subject specific language and the precise features of text types. Again, children are given more time to become independent writers and encouraged to utilise all of the resources on offer to help edit and improve with greater confidence and speed.

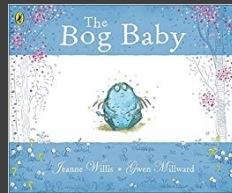
By Year 6, children are able to draw from their full range of teaching and learning experiences, having a broad repertoire of vocabulary, knowledge of text features and ideas from a lifetime of school experiences. They show their depth of understanding by writing in a range of styles and for a variety of purposes. The books studied in Year 6 help them to place their Learning Journey in context and develop, broadening their depth of knowledge and understanding of a range of themes in time and place. The children are able to follow the writing journey with increased independence and produce a range of outcomes that display all of the skills and language acquired through their time in school.

Year 1 Writing Journey

Autumn Term 1a

Outcomes:

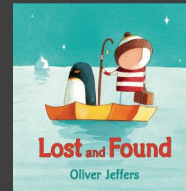
Fiction: Narrative retelling of the Bog Baby story.
Non-fiction: Information text about a pond animal or woodland animal.



Autumn Term 1b

Outcomes:

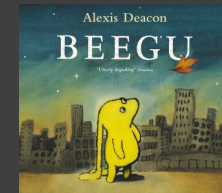
Fiction: Narrative retelling of the Lost and Found story.
Non-fiction: Information text (fact-file) about a penguin.
Poetry: Perform a Christmas Poem



Spring Term 2a

Outcomes:

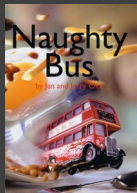
Fiction: Narrative retelling of the Beegu story.
Nonfiction: Recount of shelter making with facts about materials.



Summer Term 3b

Outcomes:

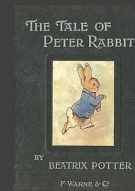
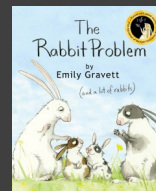
Fiction: Create a narrative 'new adventure' story for the bus.
Non-fiction: Information text about mode of transport.
Poetry: Perform a Poem from Vroom Vroom by Mark Carthew



Summer Term 3a

Outcomes:

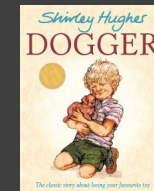
Fiction: Narrative retelling of the story.
Non-fiction: Information text about weather and plants.
Poetry: Oral retell of the poem Rabbits by Matt Mooney.



Spring Term 2b

Outcomes:

Fiction: Narrative retelling of the Dogger story.
Non-fiction: Information text about toys and old toys.



Year 2 Writing Journey

Autumn Term 1a



Outcomes:

Narrative retelling the story.

Information text about an animal.

Poem about 'The Forest House'.

Autumn Term 1b



Outcomes:

Narrative about a day in the life of an alien.

Information text about Tim Peake.

Instructions about how to fly to the moon.

Spring Term 2a

Recount of a school trip

Explanation text about materials.

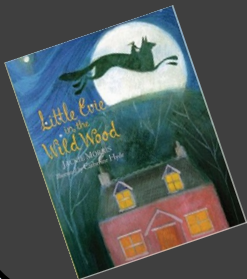
Narrative about Traction Man's next adventure.



Summer Term 3b

Retell narrative using different characters.

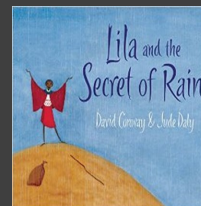
Information text about the local area.



Summer Term 3a

Retell the story of Lila.

Non-chronological report about Kenya.



Spring Term 2b

Retell the poem of the Owl and the Pussycat as a narrative.

Instructions for making a wedding cake.

Biography of Edward Lear.

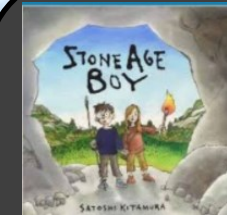
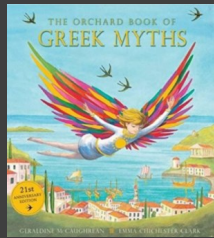


Year 3 Writing Journey

Autumn Term

Outcomes:

- Retell part of story with dialogue.
- Instructions on how to make a puppet.
- Retell a myth with an invented creature.
- Information paragraphs about Greece.



Spring Term

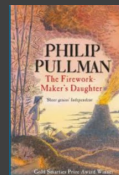
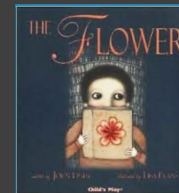
Outcomes:

- Retell the story of Stone Age Boy with more detail.
- Non-chronological report about the stone age.
- Mad Hatter's tea party.
- Meeting Caterpillar.
- Comparative report between the past and present day.

Summer Term

Outcomes:

- Retell the story with added detail and dialogue. Life cycle of a plant.
- Retell a significant event from Lila's point of view.
- Information texts on volcanoes.



Year 4 Writing Journey

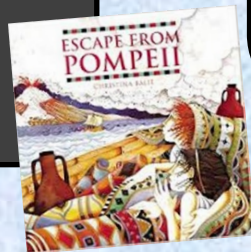
Autumn 1.

Outcomes

Instructions on how to play Knucklebones.

Information text about Roman Theatre.

Information text on Solids, Liquids and Gases.

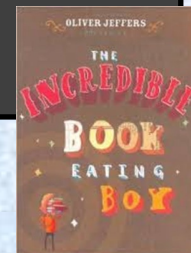


Autumn 2.

Outcomes

Retell from a characters point of view.

Explanation text about the digestive system.

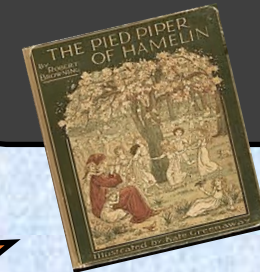


Spring 1.

Outcomes

A retell with changes.

Explanation text about how sound travels.

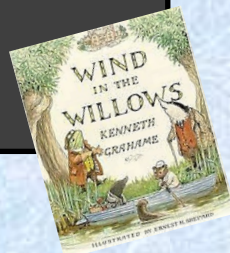


Summer 2

Outcomes

Retell

Explanation text about the Water Cycle



Summer 1

Outcomes

List poem.

Persuasive text promoting planting trees.

Descriptive open-ings



Spring 2.

Outcomes

Rewrite traditional stories in Ancient Egypt.

Instructions on how to mummify a body.



Year 5 Writing Journey

Autumn Term

Outcomes:

Diary of winning the prize
Information text about Earth & Space
Letter back home
Newspaper report about missing shuttle



Spring Term

Outcomes:

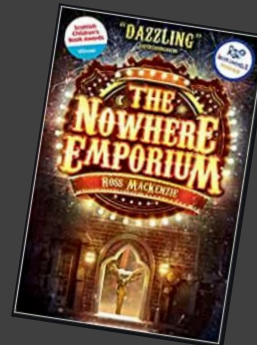
Narrative of entering room 13
Balanced argument about school trips
Letter of persuasion to save the environment
Poem about walking across rope



Summer Term

Outcomes:

Description of an Invented Wonder Room
Advertisement of a Wonder Room
Eye witness report
Letter of complaint



Year 6 Writing Journey



Autumn Term

Outcomes:

Balanced argument about chocolate consumption.

Diary about life on the dumpsite.

Newspaper report about the missing money.

Writing the next chapter when the children are in the police station.



Spring Term

Outcomes:

Recount of the tour of the school.

A letter from Mum to Auggie.

A diary entry as Via.

A narrative about Miranda's lie



Summer Term

Outcomes:

Story about a mysterious location.

Application letter for a dream job.

Newspaper report about a disaster.

Information text about Ancient Egypt.



Year 1 Skills

Word Structure

Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes).
Suffixes that can be added to verbs (e.g. helping, helped, helper).
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat).

Sentence Structure

How words and phrases can combine to make sentences.
How and can join words and join sentences.

Text Structure

Sequencing sentences to form short narratives.

Punctuation

Separation of words within spaces.
Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Capital letters for names and for the personal pronoun I.

Key Vocabulary / Terminology

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Year 2 Skills

Word Structure

Formation of nouns using suffixes such as -ness, -er.
Formation of adjectives using suffixes such as -ful, -less.
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.

Sentence Structure

Subordination (when, if, that, because) and coordination (or, and, but).
Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man on the moon).
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command.

Text Structure

Correct choice and consistent use of present tense versus past tense throughout verbs.
Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

Punctuation

Capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Commas to separate items in a list.
Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Key Vocabulary / Terminology

Verb, tense (past and present), adjective, adverb, noun, noun phrase, suffix, apostrophe, comma, statement, question, exclamation command.

Year 3 Skills

Word Structure

Formation of nouns using a range of prefixes, such as super-, anti-, auto-.
Use of the forms a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box).
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).

Sentence Structure

Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of).

Text Structure

Introduction to paragraphs as a way to group related material.
Headings and subheadings to aid presentation.
Use of the present tense perfect form of verbs instead of simple past (e.g. 'he has gone out to play' contrasted with 'he went out to play').

Punctuation

Introduction to inverted commas to punctuate direct speech.

Key Vocabulary / Terminology

Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause.

Year 4 Skills

Word Structure

The grammatical difference between plural and possessive -s.
Standard English forms for verb inflections instead of spoken forms (e.g. we were instead of we was, or I did instead of I done).

Sentence Structure

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
Fronted adverbials (e.g. Later that day, I heard the bad news).

Text Structure

Use of paragraphs to organise ideas around a theme.
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Punctuation

Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after a reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!").
Apostrophes to mark plural possession (e.g. the boys' boots).
Use of commas after fronted adverbials (e.g. Later that day, I heard the news).

Key Vocabulary / Terminology

Pronoun, possessive pronoun, adverbial, determiner.

Year 5 Skills

Word Structure

Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
Verb prefixes (e.g. dis-, de-, mis-, over-, re-).

Sentence Structure

Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun.
Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).

Text Structure

Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
Linked ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. He had seen her before).

Punctuation

Brackets, dashes or commas to indicate parenthesis.
Use of commas to clarify meaning or avoid ambiguity.

Key Vocabulary / Terminology

Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6 Skills

Word Structure

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech writing).

How words are related by meaning such as synonyms or antonyms (e.g. big, little, large).

Sentence Structure

Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke a window in the greenhouse versus The window in the greenhouse was broken (by me)).

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech).

Text Structure

Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, as a consequence), and ellipses.

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).

Use of the colon to introduce a list and use semi-colons within lists.

Punctuation of bullet points to list information.

How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).

Key Vocabulary / Terminology

Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipses.