



Tonwell St Mary's School Curriculum Overview of Intent for English

Overall aims:

At Tonwell St. Mary's we recognise that the teaching and learning of English is an essential part of the whole development of all children for their speaking, listening, reading and writing skills. It enables them to express themselves creatively and imaginatively and to communicate effectively so they can access education and be successful members of society. Reading is at the heart of pupil's experience of school life. At Tonwell St. Mary's, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Tonwell St. Mary's we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. At Tonwell St. Mary's we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Our goal is to inspire an appreciation of our rich and varied literary heritage. We believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want children to acquire a wide, purposeful vocabulary, have a solid understanding of grammar and be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for English in the following ways:

We follow the expectations set out in the EYFS Statutory Framework and non-statutory guidance in Birth to 5, and the National Curriculum programmes of study for years 1-6. The Penpals scheme is used to ensure a consistent approach to the teaching of handwriting. The Herts for Learning materials are used for organisation of planning and for resources in Years 1-6, which ensures a broad range of genres and text types are introduced across each year and revisited in a 'spiral' curriculum.

Our children start their reading journey when they arrive in EYFS. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- o sharing high-quality stories and poems
- o learning a range of nursery rhymes and action rhymes
- o activities that develop focused listening and attention, including oral blending
- o attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.



Years A & B	Reception – Phase 2 s a t p i n m d g o c k c k e u r h b f l	Reception – Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	Reception – Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Reception – Phase 3 Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Reception – Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	Reception – Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words									
KS1 Year A	Year 1 – Revision of phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Year 2 – No Nonsense spelling scheme	Year 1 – Phase 5 Year 2 – No Nonsense spelling scheme	Year 1 – Phase 5 Year 2 – No Nonsense spelling scheme	Year 1 – Phase 5 Year 2 – No Nonsense spelling scheme	Year 1 – Revision of phase 3, 4, 5 reading for phonics check Year 2 – No Nonsense spelling scheme	Year 1 – Phase 5 and Suffixes Year 2 – No Nonsense spelling scheme									
Narrative. Stories with repeating patterns. Key text – Funnybones (2 weeks)	Non-fiction. Instructions – making skeletons and recipes (2 weeks)	Poetry. List poems and rhyming couplets (2 weeks)	Narrative. Stories with recurring language. Key texts by Julia Donaldson,	Non-fiction. Recount – dairy of a wombat (2 weeks)	Narrative. Take one book – The tiger who came to tea (2 weeks)	Narrative. Traditional tales – Jack and the beanstalk, The Three Little Pigs (4 weeks)	Non-fiction. Non-chronological reports - Famous people (2 weeks)	Poetry. Vocabulary building – food poems (2 weeks)	Narrative. Take one book – The Giant Jam Sandwich (2 weeks)	Non-fiction. Explanations – linked to geography (2 weeks)	Poetry. Calligrams, rhymes and tongue twisters (3 weeks)	Narrative. Extended stories by significant authors. Key texts – The Magic Finger and	Non-fiction. Non-chronological report – sea creatures (2 weeks)	Poetry. Poems on a theme – pirates (2 week)	Narrative. Take one book – The mermaid, the prince and the happy ever



Non-fiction	Recount (2 weeks)	Instructions (2 weeks)	modules already covered during the term	Explanations (2 weeks)	Report (3 weeks)	with fiction/non-fiction modules already covered during the term	Letters (informal/formal) (1 week)	Persuasion - persuasive letter writing (3 weeks)
Suggested final written outcome	Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer.	Write and evaluate a range of instructions, including directions e.g. a treasure hunt. Include introduction and top tips/warnings.		Write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources e.g. a keeping healthy leaflet.		Layout of letters. Write a letter to a family/ member / friend and a more formal letter.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader e.g. local environmental issue.
Poetry	Free verse (2 weeks)	Structure – kennings (1 week)		Free verse (1 week)	Structure – haiku and tanka (2 weeks)		Free Verse (1 week)	Take one poet-poetry appreciation (2 weeks)
Suggested outcome	Build vocabulary through reading, writing and performing free verse of choice.	Read and write a kenning.	Build vocabulary through reading, writing and performing free verse of choice.	Read and write a haiku and a tanka.	Build vocabulary through reading, writing and performing free verse of choice.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart.		
KS2 Year B	Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.							
Narrative	Traditional Tales - Legends (4 weeks)	'Take One Book' (2 weeks)	Writing and performing a play (2 weeks)	Story Settings (2 weeks)	'Take One Book' (2 weeks)	Stories from relevant cultures (3 weeks)		



Traditional Tales - Myths (quests) (3 weeks)			'Take One Book' (2 weeks)	Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)		'Take One Book' (2 weeks)	Literary Heritage: Shakespeare (3 weeks)											
Reflect on the main characters of the myth and re-tell the story from different perspectives.				A single extended narrative, or two narratives on a different theme e.g., each developing skills of describing setting; building up atmosphere and tension				One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction/ poetry/ speeches/ playscripts an opportunity to revisit modules already covered during the term as well as introduce new writing styles.								
Report (2 weeks)	Discussion (2 weeks)	Explanation (3 weeks)		Persuasion (3 weeks)	Recount (3 weeks)						<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)					
Write a report, in the form of an information leaflet, in which two or more subjects are compared eg different sports/ animals	Write up a balanced discussion presenting two sides of an argument, following a debate	Explanation of a natural process Links to Geography PoS 'eg volcanos/ the water cycle		An article advertising and explaining a new product to persuade consumers.	Compose a biographical account based on research									Focus on Study Skills for Y6 (3 weeks)	Assessment Week	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term		
Free Verse (1 week)	Structure – cinquain (1 week)			Structure – spoken word poetry/rap (1 week)													Take one poet - Poetry appreciation (2 weeks)	
Build vocabulary through reading, writing and performing free verse of choice	Read and respond to cinquains. Experiment with writing their own.			Listen to, read, and respond to raps. Experiment with writing their own.														Research a particular poet. Personal responses to poetry Recite familiar poems by heart
KS2 Year D				Statutory spelling lists, No Nonsense spelling scheme, grammar and punctuation for each year –group as set out in N.C.														



Fiction from our literary heritage (3 weeks)			‘Take One Book’ (2 weeks)	Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)		‘Take One Book’ (2 weeks)	Focus on Study Skills for Y6 (3 weeks)	Assessment Week	Take one film/ visual literacy unit (4 weeks) Using a book, film or TV programme as a stimulus for a range of writing	
Explore one or two texts in detail. Write in the style of the author to complete sections of the stories.				One (or more) written outcomes, linked with fiction/no n-fiction modules already covered during the term	A single extended narrative, or two narratives on a different theme e.g., each developing a key narrative technique				One (or more) written outcomes, linked with fiction/no n-fiction modules already covered during the term	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term
Explanation (2 weeks)	Recounts (2 week)	Report (2 week)	Persuasion (3 weeks)		Discussion (2 weeks)	Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)				
Links to science PoS ‘reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>			Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term	
Free Verse (2 weeks)				Free Verse (1 week)	Structure monologues (1 week)				Take one poet – Poetry appreciation (2 weeks)	
Build vocabulary through reading, writing and performing free verse of choice				Reading, writing and performing free verse of choice	Read and respond				Research a particular poet Personal responses to poetry Recite familiar poems by heart Personal response and performance	