



## ENGLISH (READING AND WRITING) INTENT - to what do we aspire for our children?

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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum 2014

**Context** Children have historically entered the Foundation Stage with very low levels of Literacy and language skills. This poor initial development of Literacy and language is a persistent issue and is hard to change once the natural window of language development has closed. As a consequence, progress and attainment in this fundamental skill is harder to achieve and is therefore the highest priority for the school.

### Our School Values

At Stoke Park, we believe all children should **be kind, be proud and strive for success.**

#### **Be Kind**

- We encourage children to collaborate within Literacy and share their ideas with talk partners and as a whole class. Children will listen respectfully to others and be thoughtful in their responses.

#### **Be Proud**

- Teachers model being proud of their successes with their writing, both presentation and content
- Children are able to articulate their successes and progress as young readers and writers
- Children's learning is celebrated at school and at home

#### **Strive for Success**

- We introduce the children to famous authors and texts with a range of themes and topics
- Our curriculum allows for the systematic revisiting of knowledge and skills, leading to long term learning
- Vocabulary is taught explicitly which strengthens cognitive connections and supports children to become more articulate and confident speakers
- Cognitive load is reduced as learning is carefully sequenced and scaffolded, allowing all children to achieve and reach their full potential

### Aims

We intend to provide all pupils with a high-quality aspirational curriculum in English that will teach them to speak, read and write fluently so that they can communicate their ideas and emotions to others confidently and effectively. Our English curriculum aims to develop children's love of reading, writing and discussion and provide equal opportunities, allowing all pupils to achieve success.

It is our intention to ensure that by the end of their primary education all stoke park pupils achieve the following:

- Read and write widely and confidently across fiction, non-fiction and poetry
- Develop knowledge of themselves and the world in which they live
- Establish an appreciation and love of reading, reading both for pleasure and information



- Gain knowledge of a diverse range of authors and literature and appreciate our rich and varied literary heritage
- Read fluently, with confidence, prosody and understanding in any subject
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Acquire a wide range of vocabulary and solid understanding of grammar and punctuation conventions, applying confidently, accurately and for effect
- Spell new words by effectively applying the spelling patterns and rules they have learnt
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style
- Refine and edit their writing over time.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

### **Golden Threads**

#### **Vocabulary and Oracy**

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through English and across the curriculum by teaching vocabulary that allows the children to explain, discuss, debate and share their ideas when thinking about their own writing and the writing of others.

Interwoven through all areas of the curriculum is a determination to support pupils to develop confidence and fluency in using a wide range of vocabulary in a wide range of contexts, including vocabulary as 'multi-contextual' (tier 2) and subject specific vocabulary (tier 3). This will expand the vocabulary choices that are available to pupils when they speak and write, and enable them to understand the meanings of words they meet in their reading across all subjects, as well as developing an interest and enjoyment in language.

### **English in the Early Years Foundation Stage (EYFS)**

**Communication and Language** -The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling



from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

### Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Long term sequence

#### EYFS

English is covered in communication and language Literacy and physical development	Nursery – how is this achieved?	Reception – how is this achieved?	Core Books that link to foundational experiences & knowledge
<p><b>Communication &amp; Language</b> <i>Listening, Attention and Understanding</i> Make comments about what they have heard and ask questions to clarify their understanding. · Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. · Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p><b>Literacy</b> <b>Comprehension</b> · Demonstrate understanding of what has been read to them by retelling stories and narratives · Anticipate – where appropriate – key events in stories. · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading</b> · Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic knowledge by sound-blending. · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b></p>	<p>Letters and Sounds Phase 1 Storymaking Shared reading Dough Disco and funky fingers Drama</p>	<p>Unlocking Letters and Sounds Storymaking Helicopter stories Daily reading Shared reading Independent reading NELI Dough Disco and funky fingers Drama</p>	<p>Planning for Early Years is based on children's interests; therefore, some key texts will be decided at the planning stage. However, here is a list of suggested texts for staff to read aloud to children throughout their time in Nursery and Reception Owl Babies-Martin Weddell</p> <p>Lost and Found-Oliver Jeffers Oi Frog-Kes Gray Peace at last-Jill Murphy Whatever Next-Jill Murphy Dear Zoo-Rod Campbell The very hungry caterpillar-Eric Carle I Am a Tiger, Karl Newson The Lion Inside, Rachel Bright Mixed, Arree Chung The Koala who could, Rachel Bright There's a Tiger in the Garden, Lizzy Stewart Brenda is a sheep, Morag Hood The Something, Rebecca Cobb Croc and Bird, Alexis Deacon Three by the Sea, Pig in the pond-Martin Waddell We're going on a Bear hunt-Michael Rosen Brown Bear, Brown Bear-Eric Carle Handa's surprise-Eileen Browne A balloon for Grandad-Nigel Gray This is our house-Michael Rosen The Something –Rebecca Cobb Supertato- Sue Hendra Burglar Bill- Janet &amp; Allan Ahlberg, Naughty Bus, Jan and Jerry Oke Ten Fat Sausages, Michelle Robinson Odd dog out, Rob Biddulph The Robot and the Bluebird, David Lucas Mini Grey The Suitcase, Chris Naylor-Ballesteros <b>Fairytales</b>- Jack and the Beanstalk, Red Riding Hood</p>



- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.

**Physical Development**

.Fine Motor Skills Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing

**Continuous Provision Play experiences with provocations for English based thinking and talk**

- The environment
- Role Play
- book corner
- Writing area- inside and outside
- Outdoor play
- Small world

**KS1 & 2**

**Big Picture**

- [Unsequenced Long term overview](#) to show the progression of literacy units across year groups
- [Sequenced long term plans](#) showing where units are taught and revisited throughout the year.
- [Vocabulary, grammar, punctuation and spelling progression document](#)
- Whole school reading progression -see appendix
- [Literature spine](#) identifying core texts for each year group and key themes

**COVID response**

- Spelling assessments are completed 3 times a year to identify spelling gaps. These gaps are taught in discrete lessons throughout the week.
- Teachers use the vocabulary, grammar, punctuation and spelling progression document to track back to previous year groups and adapt planning.
- Pixl therapies are used to teach gaps identified from diagnostic assessments
- School led tutoring is used to provide 1-2-1 or small group support for disadvantaged and vulnerable children who need additional support catching up.

**Assessment**

- Standardised assessments: EYFS Baseline, KS1 & KS2 SATs, phonics
- PiXL assessments and QLAs are used to identify gaps in learning and directly inform planning –reading, grammar and spelling
- Diagnostic writing tasks are used to assess writing ability
- Accelerated Reader is used to assess reading ability. Children’s complete quizzes after reading to assess their understanding of the text.



## IMPLEMENTATION - how will we deliver the curriculum?

For reading and writing we follow the CUSP curriculum (Curriculum with unity schools partnership). There are several reasons why we have chosen this curriculum for our school:

- **Underpinned by evidence, research, cognitive science and is ambitious (links to our one of our school values- strive for success)**
- **Modules are deliberately sequenced for robust progression which allows teachers to focus on the lesson. Skeleton plans, modelled text and knowledge notes support teacher subject knowledge and reduce workload.**
- **There is an emphasis on oracy and vocabulary acquisition, retention. A rich diet of language and vocabulary is deliberately planned for.**
- **Specific skills are discreetly taught and practised so that they become transferable.**
- **The sequenced modules of knowledge AND understanding. activate prior learning, build on skills and deepen**
- **Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon. This leads to long term learning and prepares children for future demands e.g secondary school.**

### Writing

Our Literacy curriculum is taught across each year in units that enable pupils to study key writing skills & vocabulary and apply and demonstrate their understanding. All units are covered twice throughout each academic year and skills are taught progressively. This ensures learning is revisited and allows pupils to acquire a deeper understanding, ensuring learning is embedded.

### Long term Writing overview (unsequenced)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Setting descriptions 2 x 2 weeks	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks	Recount from personal experience 2 x 2 weeks	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry – pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week	28 weeks
Year 2	Character descriptions 2 x 2 weeks	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	Recount from personal experience 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week	Poetry on a theme (humorous) 2 x 1 week	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks	Third person narrative (animal stories) 2 x 3 weeks	Dialogue through narrative (historical stories) 2 x 3 weeks	Formal letters to complain 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Advanced instructional writing 2 x 2 weeks	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	News reports 2 x 2 weeks	Persuasive writing (adverts) 2 x 2 weeks	Explanatory text 2 x 2 weeks	Narrative poetry 2 x 2 weeks	Poems which explore form 2 x 1 week	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks	Shakespeare (playscripts and a simple retelling) 2 x 3 weeks	Dialogue in narrative (first person myths and legends) 2 x 3 weeks	Balanced argument (2 x 2 weeks)	Biography 2 x 3 weeks	Formal letters of application 2 x 2 weeks	Poems that use word play (2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary (War poetry) 2 x 1 week	30 weeks

### Year 4: Sequenced overview (modular approach)

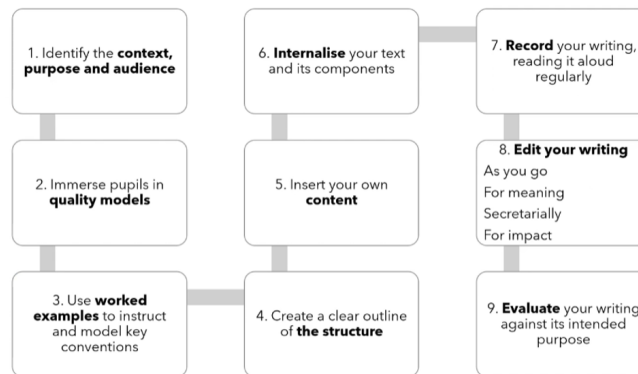
Autumn term													
6/9	13/9	20/9	27/9	4/10	11/10	18/10	1/11	8/11	15/11	22/11	29/11	6/12	13/12
Flexible block Approx. 1 week	Third person adventure stories 3 weeks			News reports 2 weeks		Poems which explore form 1 week	First person diary entries (imaginative) 2 weeks		Persuasive writing (adverts) 2 weeks		Stories from other cultures 3 weeks		
	CUSP link Introduce habitats			CUSP link Rivers		No CUSP link	CUSP link Anglo-Saxon kingdoms		No CUSP link Online safety		No CUSP link		
Spring term													
3/1	10/1	17/1	24/1	31/1	7/2	14/2	28/2	7/3	14/3	21/3	28/3	4/4	
Poems which explore form 1 week	Explanatory texts 2 weeks		Flexible block Approx. 1 week	Critical analysis of narrative poetry 2 weeks		Flexible block Approx. 1 week	Stories from other cultures 3 weeks			Persuasive writing (adverts) 2 weeks		Flexible block Approx. 1 week	
No CUSP link	CUSP link Human digestion		No CUSP link Text based		CUSP link Identify World countries			CUSP link Constructing electrical systems					
Summer term													
25/4	2/5	9/5	16/5	23/5	6/6	13/6	20/6	27/6	4/7	11/7	18/7		
News reports 2 weeks		First person diary entries (imaginative) 2 weeks		Flexible block Approx. 1 week	Critical analysis of narrative poetry 2 weeks		Explanatory texts 2 weeks		Third person adventure stories: 3 weeks				
CUSP link Achievements of Ancient Egyptians		CUSP link Achievements of Ancient Egyptians			No CUSP link Text based		CUSP link States of matter		No CUSP link Text based				



## What is the structure?

<b>Diagnostic assessment</b> →	<b>Personal recount Autumn 1<sup>st</sup> half</b>		<b>Personal recount Spring 1<sup>st</sup> half</b>	
	Week 1	Week 2	Week 1	Week 2
<b>Text type specifications</b> →	Explicit skills teaching and Isolated writing encounters	Complete extended cycle - <b>assess gaps (plan forwards)</b>	Explicit skills teaching and Isolated writing encounters	Complete extended cycle - <b>assess gaps (plan forwards)</b>

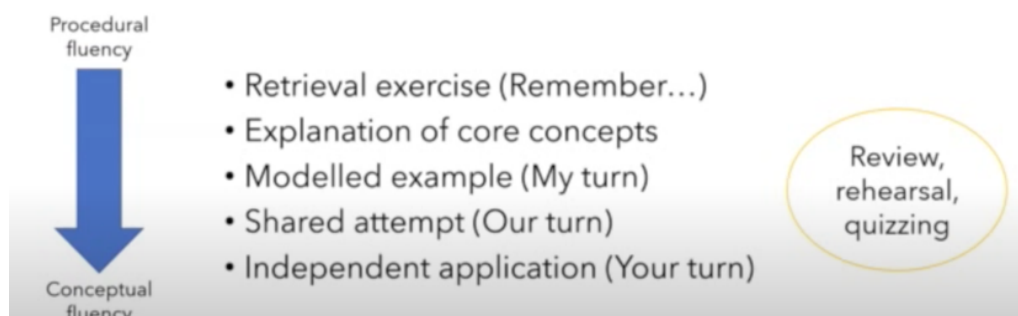
The first week focuses on explicitly teaching writing skills and short writing tasks. During the second week, children complete their extended writing cycle. This is based on David Didau (1015) slow writing approach where pupils construct an extended outcome over time with plenty of opportunities for rehearsal and editing.



### The extended cycle

#### Lesson Design

Lessons follow a close structure. The aim is to move pupils through procedural fluency (following instructions to complete a task) to conceptual fluency (greater understanding of knowledge so they can apply in different forms). Lessons follow the sequence below. Throughout the lesson there is regular review, rehearsal and quizzing of core knowledge, vocabulary and taught content.







### Knowledge Notes

For each unit, children are given a Knowledge note to stick into their books. These are used as tools to support teaching instruction. They provide examples and explanations and are cumulative so children make links and connections between what they are learning and why. They are also used as a tool for future learning and help reduce cognitive load

### Modelled Texts

These are pivotal to the teaching units and are a framework for children's outcomes. Grammatical features, vocabulary and text features are exemplified. This helps build children's confidence and competence in writing, leading to high quality outcomes.

- Exemplify key concepts
- Demonstrates not replicates
- Unapologetically aspirational

**Supporting Model Text: Y6 Explanatory text (Block B)**  
**The digestive system**  
 Humans need to eat and drink to stay alive – we all know that. The question is, how do we turn each meal into something we can use? After all, we cannot simply push a sandwich into our muscles or pour a glass of water into our brains and expect it to benefit us.  
 The answer is digestion – a fascinating and complex operation. The way food and drink is converted into substances that our bodies can use is as impressive as any manufacturing process.  
 Using the Skeleton plans – CLUSP Writing system, as it is known, consists of four main sections:  
 • the mouth  
 • the stomach  
 • the small intestine  
 • the large intestine.  
 Now, let us take a look at the system in more detail.  
**Mouth**  
 People tend to prefer meals that look, smell and taste appealing. Appetising presentation is no use to our bodies, however, so the first job is to mash up each mouthful and start preparing it for transit through the body. While our teeth are chipping and pulping this raw material, our watery saliva is being added to the mixture. This both helps to make swallowing easier and uses enzymes to start breaking down the food. Digestion has already begun.

Annotations in the diagram include:  
 - Presentational and organisational devices (pointing to the title and sub-headings)  
 - Present progressive tense (pointing to 'are chipping and pulping')  
 - Tier 2/3 vocabulary (pointing to 'mash up', 'watery', 'mixture', 'swallowing', 'enzymes')

### Vocabulary and content knowledge

Tier 2/3 vocabulary is taught throughout Literacy units and evident in the modelled text. Content knowledge is available for each unit to support teacher subject knowledge

#### Vocabulary and content knowledge: Y3 Formal letters to complain (Block A)

Tier 2/3 Vocabulary	
layout	the way that something is arranged
mobility	the ability to move freely or be easily moved
groceries	the food and other items that you buy in a food store or supermarket
aisle	a long, narrow space between the rows of shelves in a large shop
accessible	able to be easily reached or obtained
store	a large shop where you can buy many different types of goods

Content Knowledge	
formal language	Formal language is less personal than informal language. It is used when writing for professional or academic purposes, such as university assignments. Formal language does not use colloquialisms or contractions.
conjunctions	<p><b>Conjunctions</b> are words used to connect words, phrases or clauses.</p> <p><b>Coordinating conjunctions</b> link two words or phrases as an equal pair. For example, they join a noun with another noun or an adjective with another adjective. The most common ones are: and, but, or. There are seven in total: for, and, nor, but, or, yet, so. (You can remember them using the mnemonic F.A.N.B.O.Y.S.)</p> <p><b>Subordinating conjunctions</b> join subordinate clauses to main clauses. Common examples are: although, because, if, since, unless, until, when, while.</p>

### Ingredients for Success

These are mapped to the National curriculum and provide ingredients children need to include in their final writing outcome. They include examples and are used as an assessment tool (self, peer, teacher assessment) and inform future planning.

### Editing

Children have opportunities to edit and improve their writing in every unit. Polishing pens or editing strips are used to show improvements made.



**IMPLEMENTATION - how will we deliver the curriculum?**

**Reading**

Each key stage has a specific structure that the reading curriculum is built to. This is to ensure an appropriate proportionality of different reading strategies and different foci across the reading curriculum. There is a strong and heavy focus on reading fluency and explicit vocabulary instruction, which are taught in different forms throughout the week e.g. timed practice, multiple text study.

KS2 Structure

On Monday/ Day 1 of the cycle, pupils are focusing on developing their summarising/comparing/predicting skills. The first week will look at building children’s competency in retrieving key information. The 5th day/Friday of the first week will look at understanding themes, authorial intent and the ability to have space and time to respond creatively to what has been read (personal response).

During the second week, the structure is similar but the focus shifts to developing pupils' inference skills based on their understanding of the text and their wider knowledge.

Each year group has 18 x 2 week blocks throughout the year. 36 week

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Retrieval skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>Timed practice</li> <li>Explicit vocabulary instruction</li> <li>Retrieval skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>Explicit vocabulary instruction</li> <li>Retrieval skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>Understanding themes</li> <li>Authorial intent</li> <li>Personal response</li> </ul>
Week 2	Class reader <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Inference skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>Timed practice</li> <li>Explicit vocabulary instruction</li> <li>Inference skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>Explicit vocabulary instruction</li> <li>Inference skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>Understanding themes</li> <li>Authorial intent</li> <li>Personal response</li> </ul>

KS1 Structure

The KS1 structure reflects the developmental stage of pupils. There is a heavy focus on sequencing and retrieval which is underpinned by daily phonics teaching. There are 5 reading lessons planned across 2 weeks. For the additional 5 reading sessions, time is spent on independent or guided reading or to recap on areas that need more practice.

KS1	Day 1	Day 2	Day 3
Week 1	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Summarising/ predicting</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Retrieval/ sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Retrieval/ sequencing</li> </ul> (Day 3 only to be planned once for each unit allowing for 3/2 Writing split e.g. total 5 days)
Week 2	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Personal response/ Understanding themes</li> </ul>	
<b>Daily Phonics teaching</b>			



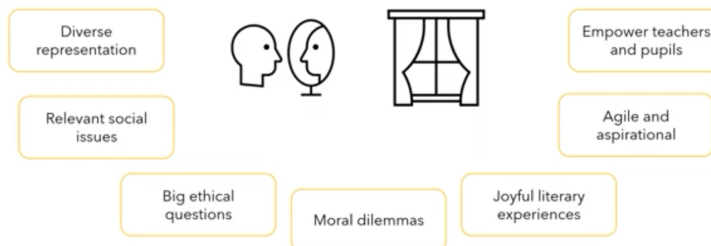


### The Literature Spine

The literature spine is broad, rich and agile. Its core purpose is to expose pupils to a range of high-quality literature that gives every child a mirror in which to see themselves and offers a window to children to see a world beyond their own. This has also been reflected within the supporting texts which accompany the reading units. The texts have been carefully selected to include the following:

- Diverse representation ( e.g gender, race, religion age);
- Relevant social issues (e.g environmental responsibilities)
- Big ethical questions and moral dilemmas
- Joyful literacy experiences

### The literature spine



The Literature spine is broken up into 2 week blocks, Some texts are covered for 2 weeks and some for longer e.g 4 or 6 weeks. Each year group has a range of reading experiences which is evident in the **thematic planning**.

### Year 4: Thematic mapping

#### Key

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>The Queen's Nose</b> Classic short novel. Notable British Author. A story of magic, adventure and wishes! Entertaining, light humour and a strong female protagonist who challenges stereotypes.</p>	<p><b>The Boy at the Back of the Class</b> Contemporary narrative telling the story of a Syrian refugee arriving in the UK. The story highlights the importance of kindness and friendship. Themes of bravery, sensitivity, community and a relevant social issue. Written by an ethnic author specialising in interfaith projects.</p>	<p><b>Young, Gifted and Black</b> Anthology celebrating the achievements of black icons from history and the present day. Offers detailing hardship, challenges and prejudice. The book offers an opportunity to explore a relevant social issue.</p>	<p><b>The Wind in the Willows</b> Heritage narrative text. Essential cultural reference. Full of rich, dense and challenging language to explore. A classic adventure story about friendship featuring anthropomorphism.</p>	<p><b>Varjak Paw</b> Contemporary narrative chapter book. Full of mystery and suspense. The story of a cat who must learn the ways of his ancestors to survive. Themes of bravery, bravery, self-belief and adventure. Touches on themes around urban living.</p>	<p><b>The Girl who Stole an Elephant</b> Female Sri Lankan protagonist and author. Thrilling adventure story set in Sri Lanka. Themes of social equality, justice, morality, friendships, political power and loyalty.</p>
<p><b>The Raven</b> Edgar Allan Poe Heritage poem and seminal poet. Archaic and challenging language to explore. Impact reference to mental health. A depth study of poetry and seminal poets.</p>		<p><b>Caged Bird</b> Maya Angelou Seminal African poet and civil rights campaigner. Uses extended metaphor to explore freedom and discrimination in a modern context. A thematic study of poetry and seminal poets.</p>	<p><b>The Walrus and the Carpenter</b> Lewis Carroll Heritage poem and seminal poet. Archaic language and nonsense words. Builds on the KS1 studies of Edward Lear. Studied within the Critical Analysis of Narrative Poetry Writing unit.</p>		<p><b>The Jabberwocky</b> Lewis Carroll Heritage poem and seminal poet. Archaic language and nonsense words. Builds on the KS1 studies of Edward Lear. Studied within the Critical Analysis of Narrative Poetry Writing unit.</p>

As well as the Literature spine, each unit contains supporting extracts which give pupils a range of reading experiences and addresses wider issues.

Core texts:		
Varjak Paw		
<p><b>Extracts:</b> 13: two information texts, a poem, a description, a narrative extract and an interview 14: a narrative extract, a script, an imagined witness account, an opinion piece, an information text and a review 15: an information text, a missing person report, a description, a narrative extract, a poem and a job advert</p>		
13	14	15
<p><b>Should Monarchs be made to step down?</b> Discussion on the abolition of the monarchy</p>	<p><b>An opinion piece</b> Ethics of hunting</p>	<p><b>Missing Person</b> Sensitive issue of missing person as stimulus for text</p>
<p><b>The City of Utopia</b> The perception of what Utopia may mean</p>	<p><b>The Bermuda Triangle</b> Refers to incidents of missing ships and aeroplanes</p>	<p><b>The Bridge</b> Personal fear and peer pressure</p>
	<p><b>Overboard</b> Refers to a ghost/spirit within the text</p>	



## Lesson Design

The lesson structure for every lesson follows 5 phases. It starts with an explanation of the core concepts, then moves to the teacher modelling key examples of the skill or strategy the children are focusing on. Through guided practice, children then 'attempt' an example themselves. Children then move to the 'apply' stage where they apply that skill independently. A challenge is then provided to enable children to deepen their understanding.

This model helps develop clear routines and structures which are embedded in reading lessons and ensure rigour and pace is maintained.








## What does a KS2 lesson look like?

Explicit vocabulary instruction	Explicit fluency instruction	Direct strategy instruction
5 mins	5-10 mins	15-20 mins
Multi-faceted approach to explicit vocabulary instruction	Prosody instruction including repeated reading	Explain (core concept) Example (My turn) Attempt (Our turn) Apply (Your turn) Challenge (Go deeper)

Lessons begin with explicit vocabulary teaching, followed by fluency instruction and direct teaching instruction.

## Pupil Tasks

Every day within reading lessons there is a pupil task strip. These exemplify the structure discussed above and are designed to include a range of question types, initially to promote conceptual fluency and then deeper thinking and reasoning.

Week 1, Lesson 1: Summarise	
	<b>Explain:</b> A chapter heading is ...
	<b>Example:</b> Which alternative chapter heading would best summarise Chapter 1?  a. Bernard is a smart kid b. Fears I have conquered
	<b>Attempt:</b> Which alternative chapter heading would best summarise Chapter 2?  a. Bernard has to go camping b. Being zapped through a wormhole
	<b>Apply:</b> (say) Compare the alternative chapter heading for Chapter 1 with the heading given. Which is more likely to encourage you to read on? Why?
	<b>Challenge:</b> (say) Read through the chapter headings at the start of the book. Which chapter are you most looking forward to reading? Explain the reason for your choice.



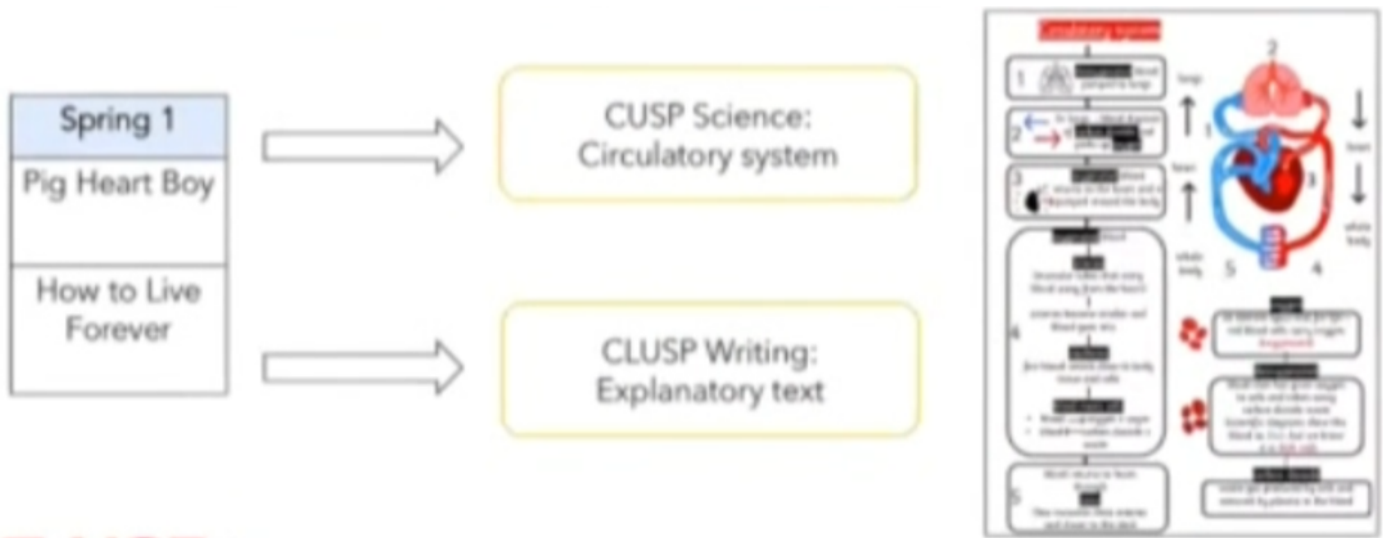
We aim to **enrich the curriculum** with:

- Visiting speakers and performers
- Educational visits e.g theatre trips
- Theme weeks e.g Book/Literacy week, book at bedtime
- Competitions e.g Governor writing competition, Young Writers

**Cross-curricular links**

Where there are meaningful, valuable and purposeful links, they have been made. There are some occasions where what children are reading about will link to what they are writing about or where what they are reading about will link to their wider curriculum e.g science, history or geography. There are also some occasions where all three will come together.

For example in year 6 where pupils are learning about the Circulatory System in Science and writing an explanatory text in literacy, they will also be reading Pig Heart Boy. Pig Heart Boy by Malorie Blackam focuses on a boy who requires a pig heart transplant and the ethics of using animals in modern medicine. This then links to the picture book 'How to live forever' which looks at themes around immortality and the ethics surrounding that.



**IMPACT - how do we know our curriculum is effective?**

**Pupil Voice** i.e. use terminology, talk about subject specific concepts & skills, talk about the 'why' behind the work, explain how learning builds on previous knowledge, engage in and make progress regardless of starting points

**High quality outcomes:** book study i.e. demonstrates pride, effort, captures increasing understanding of subject specific concepts and knowledge, demonstrates a clear sequence of learning, vocabulary clearly seen