

ENGLISH AT ALL SAINTS



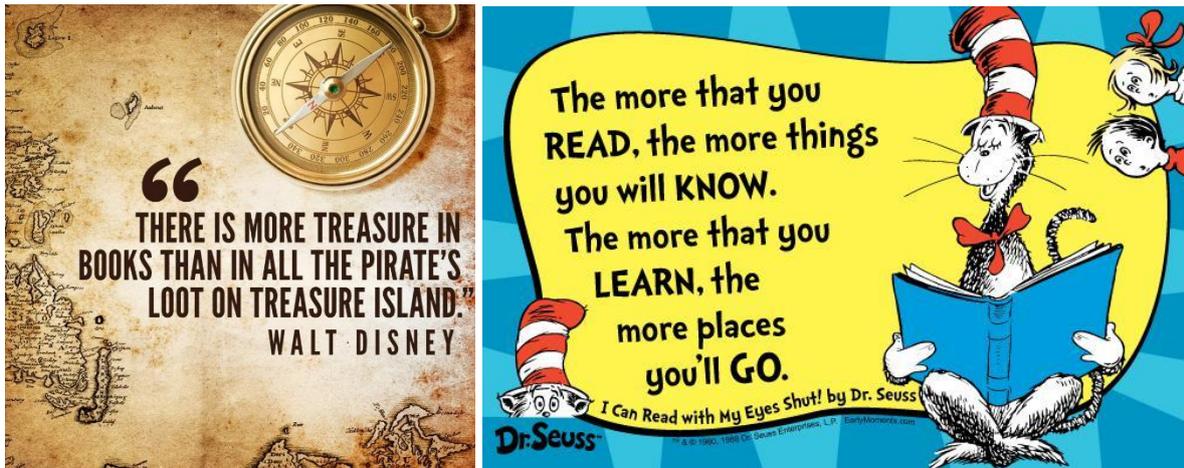
At All Saints we deliver the English National Curriculum through high quality texts. Grammar is taught in context, wherever possible, and we explicitly teach spelling through the Read, Write Inc. Spelling Programme or the Spelling Mastery Programme. Oracy and listening skills are developed through drama, planned opportunities to present information across the curriculum and through Philosophy for Children.

Phonics



We use Read, Write Inc. to teach phonics at All Saints. This is a high quality, daily, discrete session which we begin in Nursery and the programme is continued throughout Reception and Year 1, with some children continuing into year 2. The scheme is tailored to the needs of individual children and groups. More information about this programme can be found through this link. <http://www.ruthmiskin.com/en/parents/>

Reading



We aim to teach children the life skill of fluent reading and a joy of reading by developing

- phonic knowledge and skills
- fluency and accuracy in reading across a wide range of contexts
- knowledge of an extensive and rich vocabulary
- comprehension of texts
- motivation to read for both study and for pleasure
- knowledge of literature and poetry through having read a rich and varied range of texts

We use a variety of reading scheme texts and non-scheme books to ensure children learn and apply a range of reading strategies. We endeavour to provide books/texts that engage all children and their varied interests.

Our home reading book organisation system is based on Book Bands or the Read, Write Inc. colour. Each band or colour has carefully chosen phonic sounds, words and phrases. As the children progress, the comprehension difficulty increases. Once children can read fluently at each band, they are able to select a reader for home from our extensive library. Parents are expected to hear their child read **every day** and to return their book bag and log to school. Oxford Owl have a selection of free e-readers for all age groups that can be accessed on tablets and on PCs at home. Sign up for free to access these materials.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Writing



We aim to teach children the life skill of written communication so that they leave us with:

- The ability to write fluently and with interesting detail
- A vivid imagination which makes readers engage with and enjoy their writing
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- Well-organised and structured writing, which includes a variety of sentence structures
- Excellent transcription skills that ensure their writing is well presented with correct punctuation and spelling
- A love of writing and an appreciation of its educational, cultural and entertainment values
- The ability to read, evaluate and edit their own work

We use a variety of strategies to deliver the writing curriculum including Talk for Writing and Alan Peat sentence types. We expose children to different writing genres and analyse the features of each genre giving them the confidence to write independently for four main purposes - to entertain, to inform, to persuade, to discuss.

English Curriculum – Autumn Term Overview

	Linked Themes (if appropriate)	Genre Coverage (writing purpose in brackets for KS1 and KS2)	Suggested Texts (texts may be substituted or added to)
EYFS	MARVELLOUS ME WHAT DOES THE WEATHER SAY (Reception) OVER THE RAINBOW (Nursery)	<ul style="list-style-type: none"> Joining in with repetitive elements of stories Reciting rhymes Role play based on stories Oral retelling Sentence building 	Nursery : Nursery Rhymes Elmer – David McKee Rainbow Fish - Marcus Pfister The Day The Crayons Quit – Drew Daywalt Reception : Funny Bones – Allan Ahlberg Oliver’s Fruit Salad / Vegetables – Vivian French Avocado Baby – John Burningham We’re Going On A Bear Hunt – Michael Rosen Stickman - Julia Donaldson Rosie’s Hat – Julia Donaldson
Year 1	COMMOTION IN THE OCEAN BEARS	<ul style="list-style-type: none"> Retell (entertain) Description (entertain) Poetry riddles(entertain) Poetry (entertain) Fact sheets (inform) Leaflets (inform) 	Commotion In The Ocean – Giles Andrea Tiddler – Julia Donaldson Rainbow Fish Series– Marcus Pfister Where Is Stanley ? Dear Greenpeace – Simon James Can’t You Sleep Little Bear – Martin Waddell Peace At Last – Jill Murphy Firework Poems
Year 2	RUMBLE IN THE JUNGLE FIRE! FIRE!	<ul style="list-style-type: none"> Description (entertain) Retell (entertain) Instructions (inform) Poetry (entertain) Recount (inform) Information Leaflets (inform) 	Rumble in the Jungle – Giles Andrea Tiger Child – Joanna Troughton The Tiger Who Came To Tea – Judith Kerr Non-fiction texts about the jungle Walking Through The Jungle – Stella Blackstone In The Jungle – Alex Scheffler You Wouldn’t Want To Be Guy Fawkes- Fiona Mc Donald Francis The Firefly – Digital literacy Vlad and The Great Fire Of London – Kate Cunningham The Baker’s Boy – Tom Bradman Ava And Oliver’s Bonfire Night Adventure – Dawn Brookes
Year 3	THE STONE AGE	<ul style="list-style-type: none"> Timeslip Narrative (entertain) Retell (entertain) Dairy Entry (inform) Description (entertain) Newspaper Report (inform) Information Leaflet (inform) Poetry (entertain) 	The Tunnel - Anthony Browne Stone Age Boy - Satoshi Kitamura The Hodgeheg – Dick King Smith Alice in Wonderland - C.S.Lewis
Year 4	LOST AND FOUND FESTIVE LITERATURE	<ul style="list-style-type: none"> Description (entertain) Poetry (entertain) Character description(entertain) Setting description (entertain) Recount review (inform) Letter (inform and persuade) Diary entry (inform) Report (inform) 	Lost Happy Endings – Carol Ann Duffy Alice in Wonderland - C.S.Lewis Lost Words - Robert Macfarlane The Butterfly Lion – Michael Morpurgo The Snow Queen - Hans Christian Anderson Coming Home - Michael Morpurgo
Year 5	CHOCOLATE	<ul style="list-style-type: none"> Character Description (entertain) Advert (persuade) Poetry (entertain) Explanation Leaflet (inform) Newspaper Report (inform) Narrative (entertain) 	Charlie and the Chocolate Factory – Roald Dahl The Great Kapok Tree – Lynne Cherry Visual Literacy (Literacy Shed Unit) Alice in Wonderland - C.S.Lewis
Year 6	READ ALL ABOUT IT WORLD WAR 2	<ul style="list-style-type: none"> Autobiographical account (inform) Newspaper report (inform) Description (entertain) Letter (inform and entertain) Diary Entry (inform) Biography (inform) Propaganda Leaflets (persuade) Instruction Leaflet (inform) 	The Man Who Walked Between The Wires - Mordicai Gerstein Goodnight Mr Tom – Michelle Magorian The Diary of Anne Frank (extracts) Alice in Wonderland - C.S.Lewis

Spelling and Grammar

In Early Years and Key Stage 1 the children are taught spelling patterns through phonics using Read Write Inc. They are also taught common exception words and high frequency words as part of the English curriculum. Children also use the Spelling Shed on line programme.

Children in Key Stage 2 are primarily taught spelling using the Spelling Mastery Programme. Each child is able to access Spelling Shed online to practice their spellings.

Grammar is taught through texts as part of the English curriculum and not usually as a discrete discipline. It is mostly integrated into the learning in English over the week so that the grammar children are exposed to is in a real context.

Here is a link to the National Curriculum Spelling Patterns and Spelling Lists for KS1 and KS2 children.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Here is a link to the full National Curriculum document for English for KS1 and KS2.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY national curriculum - English 220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Speaking and Listening



The English National Curriculum states that pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

At All Saints we plan activities to develop these skills across all subjects. Regular Philosophy for Children sessions provide further opportunities for children to improve their speaking and listening skills.