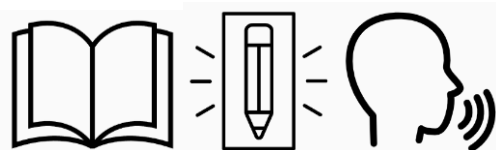




English



With God, everything is possible

Our School Vision

*For with God, everything is possible
(Matthew 19:26)*

#everythingispossible

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

*For with God, everything is possible.
(Matthew 19:26)*

Our English curriculum is built on ensuring our children have an excellent moral compass. All texts are chosen carefully to ensure we raise the profile of diversity and inclusivity and respect. By providing a range of exciting learning opportunities, our children flourish in our English curriculum. The children are inspired to read, write, speak and listen - and they know they can make a difference when using the skills and knowledge they learn in their English lessons. Everything is possible!

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Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

Our five Crown Principles drive our English curriculum.

Rationale for our English Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that English can bring* such as writing a range of genres, considering audience and purpose. Despite the challenges of barriers or background, we ensure that every child at Queen's Park is a reader.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in English*. We have the highest of expectations in all areas of *English: reading, writing, spelling, handwriting, speaking and listening*. Our high expectations and aspirational English curriculum encourage children to be resilient learners. Through next step marking and purposeful feedback in English, children have opportunities each day to *edit and improve* their work thus promoting resilience.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they

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might pursue. Through careful curriculum planning ensure we have a range of enhancements throughout the year such as: *author, poet and illustrator visits, themed days and trips*. We provide ample opportunities within the curriculum for children to become *articulate speakers, readers and writers*. We believe that 'reading opens doors' - our *English book spine* offers a range of opportunities through the *power of reading*.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals.

Our English curriculum content *encompasses quality texts* pertaining wellbeing. We work hard to build a great parent partnership, *encouraging 1:1 reading at home through training videos*. We create *a love of reading* including *daily story time* from EYFS - Y6. SMSC, British and Christian Values woven throughout each quality text. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. *The knowledge imparted in English is crafted by our English lead to ensure that all pupils achieve secure substantive and disciplinary knowledge in all areas of English*. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.

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Being a Queen's Park Reader. Writer. Speaker & Listener

Being a great reader, writer, speaker and listener means that disciplinary and substantive knowledge complement each other harmoniously. All areas of English are high profile within our curriculum. We ensure there are always opportunities to enhance English in all areas of the curriculum. Texts studied in English are mostly linked to other areas of the curriculum. Each text has been chosen for a reason and serves a purpose. Children have reading, writing, spelling/phonics lessons daily.



Intent

English Long-Term Plans

Year 4 English Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Writing focus texts All focus texts have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.	Thomas Beecham and Beecham's Factory (History link) Varmints (PSHE link / Science link) Chester Travel Guide (Geography link) Lean and the Place Between (PSHE link)	Edison: The Mystery of the Missing Mouse Treasure (Science link) Oscar and the Bird (Science and DT link)	Salt in His Shoes (PSHE / PE link) Escape from Pompeii (History and Geography link) Rome Travel Guide (Geography link)	Once Upon A Time Online (Computing link) The Lorax (Science and PSHE link)	Greek Myths (History link) The Quest to Digest and Kay's Anatomy (Science link)	The Pebble in my Pocket and Earth Shattering Events (Geography link) Once Upon A Raindrop (Science and Geography link) Solids, Liquids, Gases and Plasma (Science link)
Other texts 	See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full back list A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					

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English Medium-Term Plans

Year 5 Writing Lessons			
Text:	Counting on Katherine by Malina Becker		
Purpose:	Science curriculum link celebrating diversity, aspirations STEM and women.		
Guided Reading	 fiction	Non-fiction	 Poetry
Links to support Writing and enhance science knowledge	Field Trip to the Moon Meet the Planets	Walking on the Moon - Coryn Jarvis 2 x Katherine Johnson biographies	When I'm an Astronaut by Bobbi Katz
Science Knowledge	<ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth, and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 		
Science Vocabulary	Key Terms Rotate / rotation, astronomy, solar, spherical, orbit Key Terms mathematic, geometric, heliocentric dwarf planet		
Interlinking Writing Outcomes	What to teach in the writing journey		
Explain	<ul style="list-style-type: none"> Opportunities for Speaking & Listening and investigating sources 		

Year 5 Writing Lessons	
Non-fiction / Fiction Writing	<ul style="list-style-type: none"> In guided reading, read non-fiction on Katherine Johnson and collect key facts / vocabulary Look for opportunities for first person voice (try to explore emotions and feelings) Look at diary entries (create a model text of Katherine diary) and highlight and annotate key features and layout
Language/Features	<ul style="list-style-type: none"> Diary - easy when the account was written Monday 12th July 1953 etc Substantive / sign off (optional) Eye for new diary, Katherine Chronological order - sequenced paragraphs Past tense First person Informal language A mixture of facts and opinions I got to work, plotting the path for America's first human spacecraft in 1961. I was ready for the challenge but terrified at the same time. I knew of my calculations were wrong, astronauts could die Rhetorical questions
Punctuation	<ul style="list-style-type: none"> Capital letters for proper nouns: National Aeronautics and Space Administration (NASA), Apollo, Katherine Full stops Commas for parenthesis: I impressed by Isaac, Dorothy Vaughn, as much Appositives for possession: NASA's mission Commas after fronted adverbials: In 1952,

Year 5 Writing Lessons	
Links	<ul style="list-style-type: none"> Fronted adverbials Before the mission Conjunctive adverb - flow from one point to another Opposite pairs - Despite this, Engraved - Of course, I had to answer several questions Coordinating conjunctions But, or, and, so, yet Subordinating conjunctions - depend on independent clauses with 'even if' 'so that' 'when' 'because' Even of the mission failed, I knew I had done everything I could to perfect the plane. Expanded noun phrases - add details to nouns Adverbs / adverbials of time Adverbs / adverbials of place Relative clauses to embed extra information Expanded noun phrases
Spelling	<ul style="list-style-type: none"> Y5/6 statutory spelling words
Instructional links	<ul style="list-style-type: none"> Explore the model text 'How to prepare for an intergalactic mission' Watch video clips of astronauts (Tom Rea) is a good oral talking about the preparation
Non-fiction	<ul style="list-style-type: none"> A title statement explaining what is to be achieved How to prepare for an intergalactic mission A list of equipment or materials Astronauts will need the following to help them on their mission: Sequenced chronological steps 1,2,3,4,5 Diagrams or illustrations Present tense Imperative verbs (commands)

Sample: English medium-term plans show the reading and writing journey the children will take throughout each unit of work.



Overview of Read Write Inc. Spelling Online

This summary of files outlines all the files that are available in the online resource. It is designed to help you find the files you need.

For full guidance on teaching Spelling and using the files in the context of the Read Write Inc. Spelling lessons, see the Read Write Inc. Spelling Teaching Handbook.

For this index, files are listed in groups, to make the list more manageable to view.

When searching for files in the online resource, ensure that you clear filters before beginning. The 'clear filters' button can be found under the 'year group' dropdown.

All years
<ul style="list-style-type: none"> Overview of Read Write Inc. Spelling Online Guide to assessment in Read Write Inc. Spelling Instructions for starting Read Write Inc. Spelling at Year 2 Grouping and transition in Read Write Inc. Spelling Spelling Sounds chart
Curriculum coverage
<ul style="list-style-type: none"> Spelling Year 1 Curriculum matching chart (England) Spelling Year 2 Curriculum matching chart (England) Spelling Year 3-4 Curriculum matching chart (England) Spelling Year 5-6 Curriculum matching chart (England) The Welsh National Literacy Strategy and Read Write Inc. Spelling (Wales) The Northern Ireland Curriculum and Read Write Inc. Spelling (Northern Ireland) The Curriculum for Excellence and Read Write Inc. Spelling (Scotland)
Year 1 files (to complete before starting the programme in Year 2 if necessary)
<ul style="list-style-type: none"> Spelling Year 1 Curriculum example words word bank Spelling Year 1 Curriculum matching chart Spelling Pre-programme: Activity 1 (questions only – does not need answers) Spelling Pre-programme: Activity 2 (questions and answers) Spelling Pre-programme: Activity 3 (part 1) (questions and answers) Spelling Pre-programme: Activity 3 (part 2) (questions and answers) Spelling Pre-programme: Activity 4 (questions and answers) Spelling Pre-programme: Activity 5 (questions and answers) Spelling Pre-programme Special focus 1 Spelling Pre-programme Special focus 2 Spelling Pre-programme Special focus 3 Spelling Pre-programme Special focus 4 Spelling Pre-programme Special focus 5 Spelling Pre-programme Special focus 6 Spelling Pre-programme Special focus 7 Spelling Pre-programme Special focus 8 Year 1 Practice Test 1 – administrator paper

Sample: Spelling long term plans are followed by children who are off the RWI phonics program.

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Progression in English

Progression documents

Our progression documents have been created by the English lead to ensure clear progress in *all areas of English*.



Overview of Progression of reading skills at Queen's Park Primary School

(linked to the appropriate Content Domains)

Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.

Content Domain symbols are used to support the teaching and learning of reading. These symbols are used when adults model answers and when children respond. They are used in the English curriculum.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac, Red, Green	Purple, Pink, Orange, Yellow	Blue, Grey (Off RWI programme) White	Lime, Brown	Grey	Sapphire	Magenta, Free read
EXS end of reception: Green	EXS end of Year 1 - Yellow	EXS end of Year 2 - White	EXS at end of Year 3 - Brown	EXS - Grey	EXS - Sapphire	EXS - Free Read

In EYFS and KS1, children follow the RWI phonics programme. Decodable books used so books match sounds. Once children are off the RWI programme, they follow the school's reading scheme and reading for comprehension is a priority.

Reading for meaning is at the heart of Guided Reading – this is a vehicle to teach reading skills and comprehension skills.

Talk through stories daily	Review reception content	Review year 1 content	Review year 2 content	Review year 3 content	Review year 4 content	Review year 5 content
	Read age-appropriate books with some fluency (show some awareness for punctuation when reading) Skimming and scanning (You Choose, The Big Book of Mix Ups) Find and Point to... (visuals/words) Teaching pupils to infer/justify their answers through	Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation) 'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language demonstrating an	Read age-appropriate books fluently and accurately using intonation Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. Over the academic year, pupils develop a more controlled skill of	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form). As the demand of text increases, pupils are	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils' verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read.

Sample: Progression in reading skills.

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Vocabulary

Vocabulary is V.I.T.A.L in English

Valued

We value vocabulary in *English* and in everything we do.

Identified

Vocabulary is identified by *an adult in reading sessions* and are explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson or reading session. The texts are chosen using Alex Quigley's 'arduous eight' to ensure texts are appropriate in challenge - including vocabulary. Tier 2 and 3 vocabulary is explicitly taught so the word is 'mastered'.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment *outcomes in English*.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory.

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Early Years Foundation Stage

Through an 'explosion of experiences', our youngest readers, writers, speakers and listeners are exposed to the foundations of their English learning. Using Talk for Writing, our children become great storytellers and early writers. Carefully planned opportunities and experiences are provided for our children to enhance their English learning. Early reading is the highest priority in EYFS and their phonics learning commences on entry. High quality books (including non-fiction), stories and rhymes are the beating heart of our curriculum in EYFS and are the bedrock of all learning across the curriculum. Vocabulary is planned for and is explicitly planned through Talk Through Stories. Staff are role models in demonstrating vocabulary in the lesson inputs and this is further enhanced in our excellent provision. The foundations of reading, writing speaking and listening in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their English learning. The English lead has created a meaningful, sequential learning journey through all areas of English. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



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Implementation

Pedagogy



Both our staff and children are enthusiastic about *English*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the English they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Every area of English has a Queen's Park structure to ensure there is consistency across school. All pedagogical structures are based on research and what our children need.

Phonics and Early Reading = Read Write Inc Phonics

Spelling = Read Write Inc Spelling

Writing = Explore, Practise, Compose

Handwriting = Letter Join / expectations for lead in lines

Guided Reading = Queen's Park structure

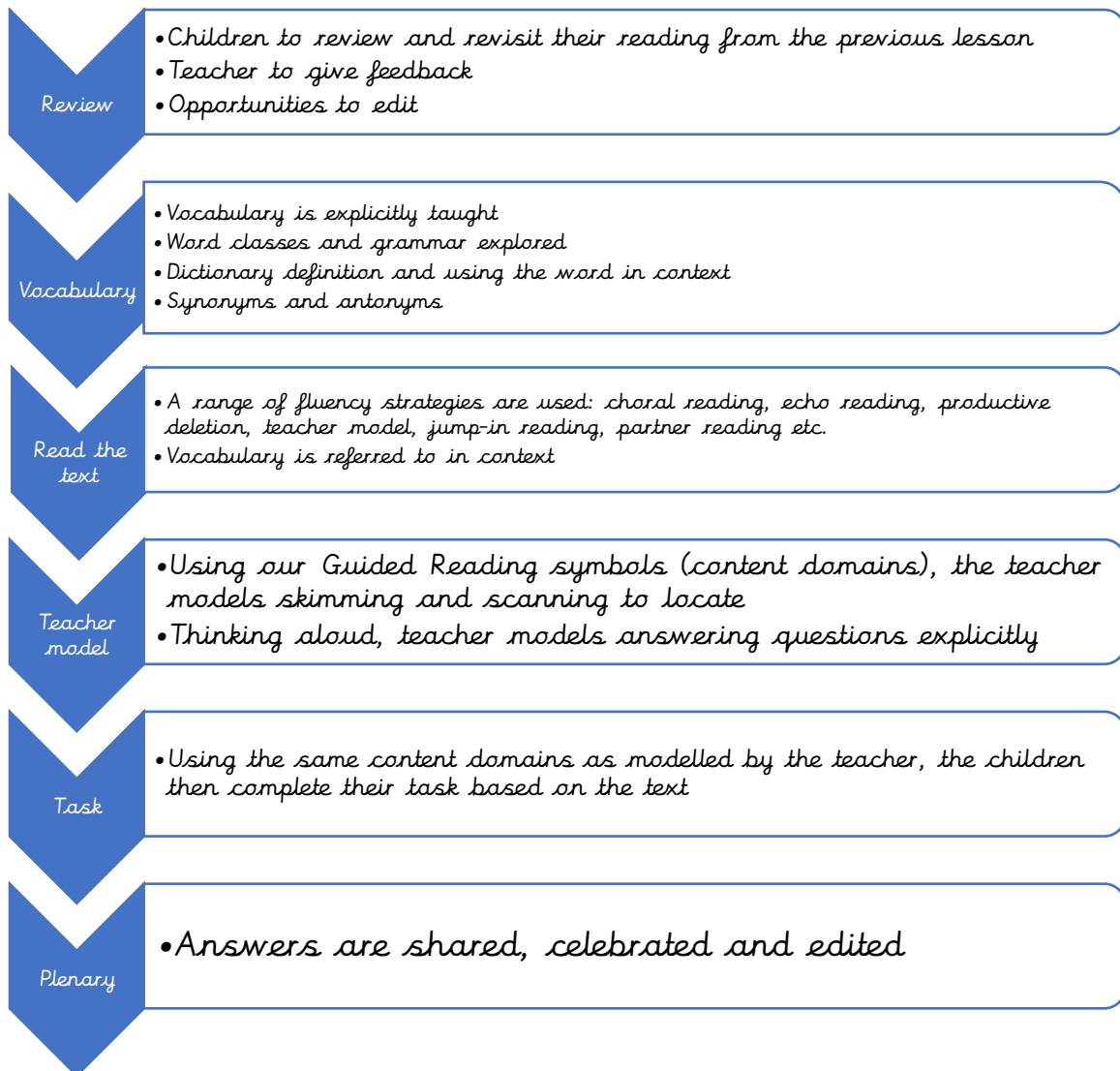
EYFS = Talk For Writing and Talk Through Stories

English lessons are carefully linked with other curriculum subjects to enhance learning in all subjects and to avoid cognitive overload. Our lessons are scaffolded to ensure all learners have access a full English curriculum. If appropriate, these lessons are modified to meet the needs of the individual.

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Lesson Structure

Guided Reading Lesson Structure:



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Writing lesson structure

Explore

- Looking at great examples of the writing outcome
- Gathering appropriate vocabulary to include in my writing, through shades of meaning
- Understanding the purpose and audience, as well as the formality
- Lots of Speaking and Listening opportunities

Practise

- Grammar and punctuation taught
- Sentence structure and sentence types taught
- Writing chunked into three sections
- Whiteboard/ideas side and writing side

Compose

- I will use the whiteboard side and writing side to help me produce a piece of writing
- I will edit and improve this writing, using my purple pen.
- I will then follow a success criteria, including the skills I have been taught, to compose a piece of writing
- I will edit and improve this piece of writing, then redraft in my polished writing book

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Impact

We understand that we may not see the true impact of our *English curriculum* on our children as our *English curriculum* is just the beginning of a lifetime of learning.

Our well-constructed and well-taught *English curriculum* leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our *English curriculum*.

The impact of Queen's Park *English curriculum* is measured through the following:

- Assessment
- National test data
- Pupil voice
- Progress evident in children's books
- Seeking views of parents where appropriate

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