



# What is English?

*Speaking - Listening - Drama*

*Phonics - Reading - Writing*

Our Subject Leader's Policy & Guide

# Intent For Our English Curriculum

## Over-Arching Vision For English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their desire to read wider and more often. Our curriculum is designed to ensure children become increasingly fluent communicators, keen and interested readers and confident writers. Our children are geared for this by an English curriculum that teaches our children to speak, present 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.

Teaching children to read and write independently is one of the core purposes of any primary school. These key skills not only unlock the rest of the curriculum but also have a huge impact on children's self-confidence and future life chances.

# Let's Talk: Intent for Our Speaking & Listening

## Let's Talk at Mayfield

Ok, So let's be honest. We believe that for our children the time spent in the earlier phases of a learning project need to lean very heavily towards speaking and listening skills within a very practical learning format where possible. This is often wrapped up with our **Time For Learning** belief (session lengths matching the aim for the session/s and the approach of the session). This also involves **Revisit And Repeat**. Speaking and listening has confidence as an underlying driver. Learner's will not share an idea or a thought if they don't believe they can do it or don't know enough to do it. So becoming hugely familiar with content and expectation is vital.

This, above, is the core of **Let's Talk**. Trying to encourage our teaching team to be brave and approach stages in projects like this rather than being dominated by silent, written responses in a traditional format is always an ongoing process. We learn constantly about what works, what doesn't work and what will work given time and repetition.

Is speaking and listening a way of adapting learning? Well, yes and no. It is vital to all learners, almost all of the time. No matter what their starting point or situation or subject. **However, it is a form of adaptation for our learners at Mayfield, as we feel we lean into this more to consider our starting point need and barriers to accessing learning, demonstrating understanding and crucially developing confidence.** Hence, we have gone further and use this more prominently and with deeper thought than maybe many other schools may need to.

Let's Talk has a huge role to play in the earlier stages of a project (as we have outlined above) but its role is constant. Take a look at the next page to look at some of the key ways in which this belief is applied through learning at Mayfield.

# Let's Talk: Applying This Belief

## So what is Let's Talk?

### Speaking & Listening's Central Position in Our Learning



#### LET'S TALK

##### START

Early in projects, it is about establishing key knowledge, immersing in the 'subject matter', gathering ideas, establishing or 're-visiting' concepts, visual and practical learning, shorter, sharper activities, repeating, gaining confidence. Talk and share over individual recording.

##### DURING

Each session includes time for re-cap through Brain Gym warm ups, oral rehearsal of written work, re-call of prior learning using our subject stations or simply preparing for lesson engagement through fun talk based starter games/activities.

##### FINISH:

##### LET'S SHOW

Alternative ways of showing learning and understanding beyond purely written outcomes.



## Running Throughout Learning Projects



'I Dream Of Being'....created by us to meet the needs of our children, create aspiration and deliver our core intention.

# Intent For Our Reading Curriculum

## Reading at Mayfield

At Mayfield Primary School we strive to ensure that all of our children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. We aim for all of the children at Mayfield, to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

Reading is vital. Simple as that. One of the key achievements needed for life and definitely part of the skills you need for 'I Dream of Being...'. We have invested in, and established, a number of different methods and strategies to encourage regular reading including reading at home. We aim for as many children as possible to leave Mayfield meeting expected standards, or higher, in reading or at least having made sustained, strong progress from their starting point on entry. Let's take a deeper look at some of these systems.

# Intent For Our Reading Curriculum

## Reading in Early Years

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk. Children are introduced to the conventions of books, reading from left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels, lists and instructions. During the week, the children are encouraged to take the opportunity to choose a book with their family from our 'Race Across the World' library. They also have continual access to our classroom books which match our phonics teaching and our daily reading practice sessions as well as carefully selected books which are linked to our carefully mapped out EYFS curriculum and whole school reading spine as well as children's interests.

## Reading in Year 1

As the children progress into Key Stage 1, they continue to develop and consolidate their growing knowledge of sounds or phonemes and their associated graphemes. Within a group, children are taught sounds in a lively and engaging lesson. They continue to read phonics books which contain the sounds they know so that they can read with increasing fluency. Children's comprehension or understanding of the story is developed through multiple readings, making predictions, book discussions, retelling events and answering questions.

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# Intent For Our Reading Curriculum

## Supporting 'Early' Readers

Children who are reading below the level expected for their age are identified through assessment and rigorously supported to make rapid progress. Children in KS2 who are new to English attend daily phonics lessons until they are able to decode texts accurately and read fluently. Regular phonics assessments track their progress throughout.

## Reading in Years 2 to 6

At Mayfield, we teach reading whole-class from the point in Year 2 when the majority of children have successfully mastered the phonics programme. Once children can securely, confidently and fluently apply their phonic knowledge, whole-class reading lessons are designed to provide children with both breadth and depth in their reading experience and to ensure children are taught to comprehend a diverse range of appropriately and aspirationally pitched fiction, non-fiction and poetry texts written for a range of purposes.

From Year 2 to Year 6, each class has carefully chosen quality core texts called the **Mayfield Reading Spine**. This selection includes a range of fiction, non-fiction and poetry books. Our text-based approach focuses on further developing the pupils' competencies and confidence in word reading and comprehension. Building on their early reading learning, we continue to teach our children to decode unfamiliar words and increase the number of words they can read on sight. We focus on comprehension and teach our children skills such as summarising, offering opinions, explaining use of language and layout, basic retrieval and making inferences under the fun and memorable manner known as our **Reading Gang**.

Having engaging and challenging core texts is one of the ways we encourage our pupils to develop the desire to read for enjoyment. Evidence from research shows that ensuring our children develop all the skills of language is essential to unlocking access to the rest of the curriculum. Therefore, opportunities to read, write and respond verbally are embedded across the curriculum. This approach also expands our children's knowledge of the world in which we live. When children encounter words in their reading that they would rarely hear or use in everyday speech, we can teach our children that new vocabulary - which is why it is placed prominently and deliberately within the design and management of each subject area. We know that by explicitly teaching vocabulary, we will encourage our children to become interested and enthusiastic about words, keen to explore relationships among words and use them in a way that they come to 'own' the words.



# Intent For Our Reading Curriculum

## Mayfield Reading Spine

Our **Mayfield Reading Spine** comprises a carefully-selected collection of texts which we commit to *reading aloud, sharing, using extracts from, discussing, promoting and acting as a stimulus for performance and writing* in each year group. We believe that all children have an entitlement to accessing challenging and appealing texts and in particular to hearing adults read engaging and challenging texts – often beyond the reach of independent reading for children in that year group. Each year, each class enjoy books that belong to one of the following categories: *classic fiction, contemporary fiction, poetry, non-fiction, picture books and biographies* so that children can develop a love of listening to, and enjoying, writing that goes beyond narratives.

The **Mayfield Reading Spine** contains a selection of books that are shared with the children in the following ways: **Class Reader - Perform and Share (Extracts and Full Texts); Daily Reading Gang Sessions; Teacher's Choice List; Library Recommended Titles; Texts as Stimulus for Writing Units; Race Across The World Reading Assemblies**. Each classroom holds its own **Reading Station**, whilst we have established a brand new **Race Across The World Library**, which houses many of the texts and ideas. Each Reading Station and the Race Across The World Library contains books banded according to colour to assist children and adults in making choices about the texts they choose to read - these correspond with phonic stages as required. *Across our fiction texts, we have identified six key themes: struggles and successes, freedom and captivity, exclusion and acceptance, good and evil, fear and courage and bonds and separation. These themes are discussed and explored so that children make connections between the books they read at school, as well as those they choose to read for pleasure.* **The Boot Room** has been enhanced in recent months to accommodate a new library area containing books with themes that may appeal to our more reluctant readers. This developing range of reading matter is based in the indoor working area of our wider Boot Room provision.

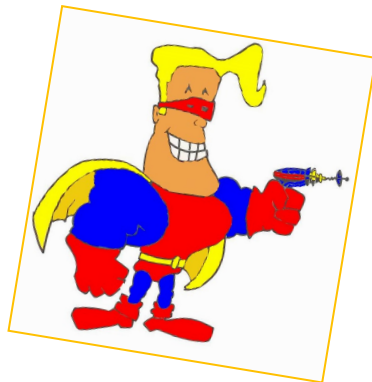
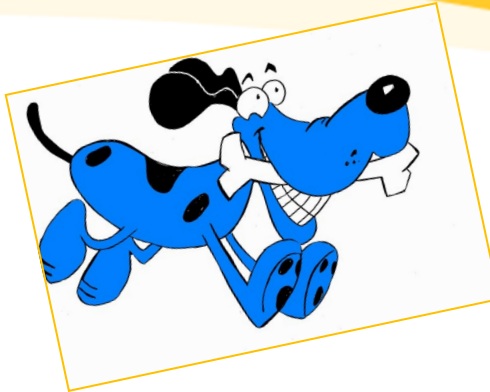
Our selection of classic texts exposes children to some well-loved titles that belong to a respected canon of literature. A knowledge and appreciation of some of these key works provides our children with valuable cultural capital and important reference points for their enjoyment of other works of art. Our selection of contemporary fiction is, necessarily, regularly reviewed to ensure our offer reflects the very best of current children's literature. Our aim here is to show our children the rich range of texts on offer to them in shops and libraries that may reflect current interests and issues and feel relevant and meaningful to them. Both classic and contemporary picture books are selected to meet these aims whilst also exposing the children to rich illustrations which enhance meaning. The poems we have selected are ones we share with our children many times with the goal of challenging children to learn them by heart. Repeated revisiting of the same poems supports retention and allows opportunities to explore patterns and language as well as internalising the rhythm and metre of the poems. We aim for these to be poems they carry with them in the long term. In each year, our children hear a biography or autobiography of a key figure read aloud to them. We also deploy football programmes, magazines and manuals within our Boot Room provision. Through these texts, we seek to provide our children with a diverse range of role models from past and present. In all parts of our reading spine, we have selected texts that are representative and diverse in both their characters and their author backgrounds so that the books can act as both a mirror in which the children see themselves reflected and a window to the wider world.

Our Mayfield Reading Spine is depicted in our **Race Across The World Reading Map**. There is a map for each year group. The maps contains the full reading spine for each year group and a **separate theme map** as well. Reading rewards utilise our Race Across The World banner. You can find examples of the maps on the subsequent pages.

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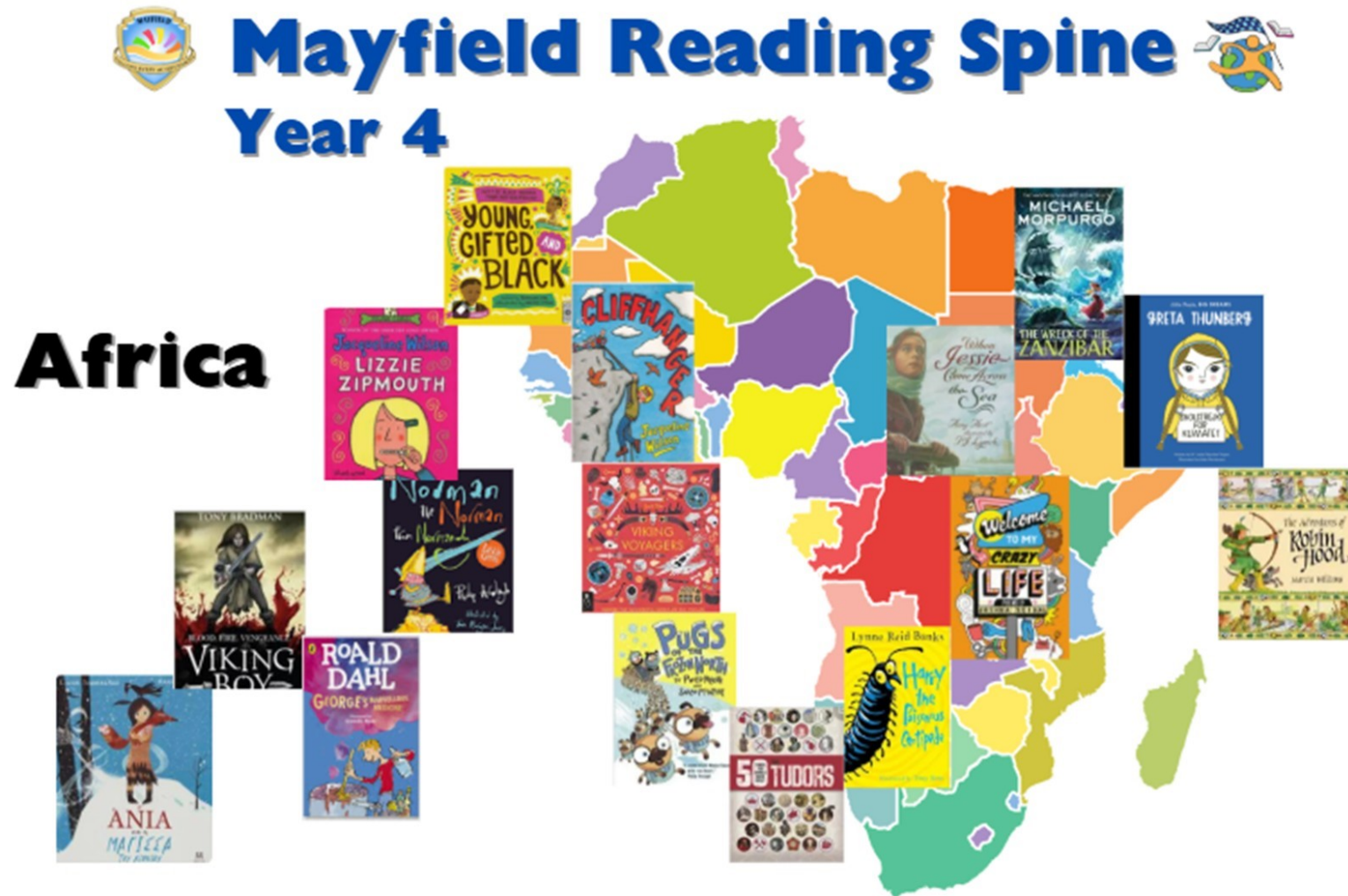


# The Reading Gang



Inspector Clue  
Find & Fetch Dog  
Layout King  
Rock On Tommy  
Opinion Man  
Captain Quote  
Indiana Mayfield

# Example Year Group Reading Spine



# Reading Spine Theme Example



## Mayfield Reading Themes



## Fear and Courage

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# Poetry Reading Spine

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<b>This Old Man</b>	<b>Spring Chicken</b>	<b>Throw, Throw, Throw Your Ball</b>
<b>Year 1</b>	<b>Popcorn by Helen. H. Moore</b>	<b>Now We Are Six by A. A. Milne</b>	<b>Daddy Fell Into The Pond by Alfred Noyes</b>
<b>Year 2</b>	<b>My Shadow by Robert Louis Stevenson</b>	<b>The Morning Rush by John Foster</b>	<b>The Witches Spell by William Shakespeare</b>
<b>Year 3</b>	<b>On the Ning Nang Nong by Spike Milligan</b>	<b>Matilda by Hillaire Belloc</b>	<b>Gran Can You Rap? By Jack Ouseby</b>
<b>Year 4</b>	<b>Chocolate Cake by Michael Rosen</b>	<b>The Jabberwocky by Lewis Carroll</b>	<b>The Spider and the Fly Mary Howitt</b>
<b>Year 5</b>	<b>The Highwayman by Alfred Noyes</b>	<b>Caged Bird by Maya Angelou</b>	<b>The Listeners by Walter De La Mare</b>
<b>Year 6</b>	<b>Macavity The Mystery Cat by T.S. Elliot</b>	<b>In Flander's Fields by John McCrae</b>	<b>The Albert and the Lion by Marriot Edgar</b>

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# Intent For Our Reading Curriculum

## How We Assess Progress in Reading

The impact of our reading curriculum can be seen in the children's work and responses to learning.

Children's learning is assessed informally in each lesson and teachers plan responsively for next steps - often using the aforementioned strategies alongside the evidence displayed in books. These activities are also used at the end of a unit and help to provide evidence for summative judgements made using the

**Key Milestones Assessment Document.**

Summative judgements are submitted formally twice a year, using the evidence gathered, stating whether each child is working at the expected standard, towards the expected standard, at greater depth within the expected standard or at a pre-key stage standard.

We use **Reading Stations & The Reading Gang** to aid memory retention. The most frequently used strategy is our **Brain Gym** opportunities which are devised to hold some of the activities highlighted above but above all else as a planned opportunity for daily review.

Children are listened to read on a regular rota by their class teacher, which forms a central part of the assessment process.

## How We Record Outcomes in Reading

Our children offer a huge range of daily starting points and school readiness, therefore we have carefully considered ways of demonstrating progress and outcomes and how these must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners that are not simply restricted to traditional pupil exercise books - **otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.**

# Intent For Our Reading Curriculum

## An Awareness Of Year 7 Coverage & Direction

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our plans and coverage either give knowledge that can be taken into more specific and detailed studies at Year 7 or allow for new areas to be studied that can draw upon and make relevant comparisons to Mayfield projects.

### LSA Long Term Plan 2024-25: Y7

Focus: Characters & Experiences



AUTUMN		SPRING		SUMMER	
2/9/24 - 18/10/24	1/11/24 - 20/12/24	6/1/24 - 14/2/24	24/2/24 - 11/4/24	28/4/24 - 23/5/24	2/6/24 - 18/7/24
7 WEEKS	7 WEEKS	6 WEEKS	7 WEEKS	4 WEEKS	7 WEEKS
Attitude W/C 23 <sup>rd</sup> Sept		Spring Data W/C 6 <sup>th</sup> Jan			Summer Data W/C 7 <sup>th</sup> July
Modern and 19 <sup>th</sup> Century Fiction: <i>Trash</i> by Andy Mulligan	Writing for Purpose	Diverse Voices in Poetry	Diverse Voices in Poetry: Descriptive Writing in Depth	Shakespeare's Villains	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Context – Understand the slums and dump sites 'Smokey Mountain' Philippines</li> <li>Empathise with characters and their situations</li> <li>How to annotate and select focused, relevant evident in a text</li> <li>What a quotation is. How to select/embed quotations.</li> <li>Knowledge of terms used to analyse language and introduction to connotations and semantic fields.</li> <li>To know how to embed evidence and express/justify personal opinions</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Persuasive writing: repetition; 5 point plan; sentence types (exclamative, declarative, interrogative, imperative); personal pronouns; direct address, rule of three, rhetorical questions, emotive language.</li> <li>Capital letters, full stops, commas, exclamation marks, and question marks.</li> <li>Engage with texts on a personal level and use talk and writing structures to develop confidence in crafting viewpoints.</li> <li>Study fiction and non-fiction and be aware of local issues to build and strengthen their voices as writers.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>To know how who we are and our experiences of growing up influence our attitudes and values (context)</li> <li>Hear a diverse range of voices through poetry</li> <li>Understand how language is used to show diversity and heritage</li> <li>How poetic structure creates meaning</li> <li>How language is used to show diversity.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Develop knowledge of global issues and how these connect to issues closer to home.</li> <li>Understand the power of language: how to encourage empathy from a reader</li> <li>Secure understanding of topic sentences and how to support ideas with evidence from the text.</li> <li>Exploring writers craft through analysis of vocabulary and connotations</li> <li>How to demonstrate explicit and implicit information in writing.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Context Elizabethan/Jacobean England and how this influenced Shakespeare</li> <li>To understand conventions of a play (stage directions, asides, soliloquys)</li> <li>How Shakespeare creates villains: empathis and hamartia (tragic hero)</li> <li>To know how to 'read' Shakespeare, applying presentational devices</li> </ul> <p>Read for Three</p>	
Baseline	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	End of Year Assessment
Letter to teacher	Character analysis of Rat	Persuasive writing	Analytical poetry response	Descriptive writing from a character's perspective	S+L: Character soliloquy

### LSA Long Term Plan 2024-25: Y7

Focus: Characters & Experiences



AUTUMN		SPRING		SUMMER	
2/9/24 - 18/10/24	1/11/24 - 20/12/24	6/1/24 - 14/2/24	24/2/24 - 11/4/24	28/4/24 - 23/5/24	2/6/24 - 18/7/24
7 WEEKS	7 WEEKS	6 WEEKS	7 WEEKS	4 WEEKS	7 WEEKS
Attitude W/C 23 <sup>rd</sup> Sept		Spring Data W/C 6 <sup>th</sup> Jan			Summer Data W/C 7 <sup>th</sup> July
Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?
To advocate/encourage reading for pleasure.	Identifying issues of corruption and villains (not always who we expect them to be) in preparation for unit across Year 7 and beyond.		To open out cohort's eyes to cultural issues on a local/national level.  Builds on KS2 terminology and knowledge of poetic techniques.	Continue to build on KS2 terminology and writing skills.  To develop writing stamina and 'level up' writing from KS2.  Prepares knowledge & skills for Year 8 creative writing topics.	Develop further understanding of the role of the villain – complexity of character and empathy for them. Building on knowledge from <i>Trash</i> and preparing for thematic issues for Year 8/9.  Develop knowledge of Shakespeare's England and stagecraft  To continue to advocate/encourage reading for pleasure.
Baseline	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	End of Year Assessment
Letter to teacher	Character analysis of Rat	Persuasive writing	Analytical poetry response	Descriptive writing from a character's perspective	S+L: Character soliloquy

ACCELERATED READING & LIBRARY VISITS 1 per fortnight

SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.

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# Intent For Our Phonics Curriculum

## Phonics at Mayfield

At Mayfield Primary School we strive to ensure that all of our children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. We aim for all of the children at Mayfield, to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

To ensure that our children are able to read and write successfully, we use the programme: [Red Rose Letters & Sounds](#) to teach phonics. Phonics teaches children that the letters on the page represent the sounds in spoken words. Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. [Red Rose Letters and Sounds](#) aims to build children's speaking and listening skills in their own right as well as to prepare children to read by developing their phonics knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting in Reception year (in Mayfield's case), with the aim of them becoming fluent readers by the age of 7.

There is a large amount of specific detail behind the programme we use. This can be found in the [Phonics Practical Guide](#) which runs alongside the broader English document you are reading. This can be downloaded in PDF form from our website.



# Intent For Our Phonics Curriculum

## How We Assess Progress in Phonics

The impact of our reading curriculum can be seen in the children's work and responses to learning via: books; verbal responses; drama/performance in our ABC Theatre or classroom.

Children's learning is assessed informally in each lesson and teachers plan responsively for next steps - often using the aforementioned strategies alongside the evidence displayed in books. These activities are also used at the end of a unit and help to provide evidence for summative judgements made using the

### **Key Milestones Assessment Document.**

Phonics assessments are submitted regularly for all pupils who are accessing phonics throughout school, including those pupils in KS2 identified in the lowest 20%. Summative judgements for reading are submitted formally twice a year, using the evidence gathered, stating whether each child is working at the expected standard, towards the expected standard, at greater depth within the expected standard or at a pre-key stage standard.

We use **Reading Stations & The Reading Gang** to aid memory retention. The most frequently used strategy is our **Brain Gym** opportunities which are devised to hold some of the activities highlighted above but above all else as a planned opportunity for daily review.

## How We Record Outcomes in Phonics

Our children offer a huge range of daily starting points and school readiness, therefore we have carefully considered ways of demonstrating progress and outcomes and how these must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners that are not simply restricted to traditional pupil exercise books - **otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.**

**In phonics, children's work is gathered in:**

**Wipe Boards (EYFS ONLY), Individual Exercise Books & Through Verbal Responses/Performance**

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# Intent For Our Writing Curriculum

## Writing at Mayfield

At Mayfield, we aim to develop writers who understand how to create and craft pieces of work in differing ways. From their first steps in our Early Years to the end of Key Stage 2, children learn to write effectively for a **range of audiences and purposes**. We ensure every child leaves us with a strong sense of the way in which they can express themselves and their message in writing. Throughout any writing process, we place great emphasis **upon the children's oracy - a process we call 'Let's Talk'**. Being able to rehearse, prepare, re-tell and familiarise verbally is so important and a key to our children being able to write effectively. In each unit of writing, carefully planned and structured talk lays the foundation for writing tasks. Amongst other strategies, we draw on a *Talk for Writing* approach to develop children's narrative writing. Through discussion of ideas and the rehearsal of key sentence structures and vocabulary in context, Let's Talk is a key part of each writing project from EYFS to Year 6.

Our writing curriculum ensures that children develop both their **transcription (spelling and handwriting - with reasonable and sensible emphasis upon the handwriting element)** and **composition (articulating ideas and structuring them in speech and writing)**. Across our writing curriculum, a range of purposes for writing are prioritised, sequenced and revisited many times so that children make progress in different styles of writing (for example narrative writing, informative writing and persuasive writing) but can also consolidate learning in order to become confident writers. **Writing projects span between three to four weeks** focusing on a particular **purpose of writing**, with a published outcome achieved in each of these aimed at a specific audience. This structure ensures children have time to familiarise, practice, rehearse, refine and embed their writing based on feedback and responsive teaching. We take time to build projects with heavy emphasis upon the spoken word in the earlier phases. Repeating, revisiting and consolidating are key and our philosophy in terms of project length and the long term overview planning have these three aspects at the heart of our thinking for our children as emergent writers. Our writing cycle ensures children are taught how to generate ideas, plan, draft, edit and improve their writing. The extract below is taken from our **English Core Skills Document**.

**Our writer's follow a 'reading into writing' thread. We call this our 'Writer's Craft Process'.**

**Immerse in good quality reading/WAGOLLS.**

**Immerse in, and gather/magpie, the effective language for the project.**

**Become familiar with examples of the text type/purpose. Map these onto planners/structures.**

**Unpick the necessary writer's craft skills to achieve the intended purpose on your audience.**

**Practice new/essential/dominant writer's craft grammar and punctuation explicitly. A heavy emphasis is upon sentence structure/control.**

**Make plans for the final outcome.**

**Chunk your first draft.**

**Refine and Polish in detail.**

**Create further improved drafts – where necessary, repeating Refine & Polish.**

**Final version is published for writing portfolios.**

***Writer's Craft is a key phrase that we use. It relates to the point of writing and puts our children in the position of the writer and the choices they make to achieve an intended effect/purpose and consider the intended audience at all times.***

**Our text types, support structures and further details on this entire process can be found in our **English Core Skills Document**.**

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# Intent For Our English Writing Curriculum

## Grammar, Punctuation & Spelling

The teaching of grammar and punctuation is embedded within our English projects and taught from the angle of **Writer's Craft** so that children learn these skills and use them in context at the point of writing. Explicit teaching of grammar and punctuation in meaningful contexts is a core component of our writing cycle and they feature within all stage of our writing cycle/process but are specifically focused upon in our **practice phase**.

Our curriculum is carefully sequenced to ensure that children build a secure understanding of grammatical features and learn to apply them effectively in a range of contexts. We deliberately plan for vast amounts of revisiting, consolidation and application in a range of different genres, contexts and purposes. Confidence comes from using skills and knowledge which becomes so familiar that they can deploy it successfully. This is of underlying importance in our strategy around the teaching of grammar and punctuation. The **English Core Skills Document** contains full details of our grammar and punctuation coverage. We have determined that some specific terminology relating to grammatical understanding are best taught and introduced in Year 6 only. You can find these terms within our core skills document.

In order for children to achieve a high standard of spelling they need to be explicitly taught the knowledge and skills needed. Weekly spelling lessons takes place from Y1 – 6 following the spelling rules and expectations set out in the **National Curriculum for English**. In the Early Years, spelling is taught alongside the specific phonics curriculum. Children initially master spelling their names before moving on to applying the sounds they have learnt in their own independent writing e.g. map, cat, etc... Emphasis is always placed on children 'having a go' at applying the sounds that they have learnt rather than achieving the correct spelling from the outset.

## Handwriting

**We use the Letter-join handwriting scheme through school.**

# Intent For Our English Writing Curriculum

## Key Threads for our Writing Curriculum

- A purpose for writing.
- An audience for the writing. Your audience is not always 'children of the same age as the writer'.
- A clear outcome and context established at the outset.
- If 'WAGOLLS' are used, they must be made bespoke. Only the class teacher can know what they are looking for in the planned outcome and your 'WAGOLL' must reflect this.
- A bespoke set of supporting resources is specific to our school and children. Generic, pre-produced resources will not highlight our methods or terminology but may be used to assist with preparation, ideas and time management. You will need to personalise such resources to meet the needs of your children.

A sequence of learning – 4 stages.

1) Get To Know

2) Practice

3) Over To You

4) Re-cap & Polish

Reading/Talk – Reading/Talk into Writing - Writing

Shared Reading – Modelled Writing – Shared Writing

You may want to use guided writing or I-2-I mark as a strategy during independent phases.

There are specific ways in which we construct learning dependent upon the phase we are working upon, as we looking for differing responses dependent upon where a learner's confidence and understanding may be in relation to the stage of the project.

## Marking

Get To Know – We will talk about work together (Silver Marking) THIS IS FOR THE GROUP COLLECTIVELY.

Practice – We will mark work so we know what you need next. (Bronze Marking) THIS IS A REWARD FOR THE CHILDREN & FEEDBACK FOR THE TEACHER.

Over To You – We will mark work for you to use and respond to. (Gold Marking) THIS IS PRACTICAL IMPROVEMENT MARKING FOR THE LEARNER.

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# Intent For Our English Writing Curriculum

## How We Assess Progress in Writing

The impact of our writing curriculum can be seen in the children's work and responses to learning via: books and other responses.

Children's learning is assessed informally in each lesson and teachers plan responsively for next steps. At the end of a project teacher's assess the final outcomes produced by the children and this helps to provide evidence for broader summative progress and attainment judgements made using the

**Key Milestones Assessment Document.**

Summative judgements are submitted formally twice a year, using the evidence gathered, stating whether each child is working at the expected standard, towards the expected standard, at greater depth within the expected standard or at a pre-key stage standard.

We use **Writing Stations** to support learners as they progress through projects. The most frequently used strategy is our **Brain Gym** opportunities which are devised as a planned and regular opportunity for daily review.

## How We Record Outcomes in Writing

Our children offer a huge range of daily starting points and school readiness, therefore we have carefully considered ways of demonstrating progress and outcomes and how these must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners that are not simply restricted to traditional pupil exercise books - **otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.**

**In writing, children's work is gathered in:**

**Individual Exercise Books, Writing Portfolios (laptops may occasionally be used to meet specific individual needs) & through verbal responses.**

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## English Project Overview



	Autumn	Spring	Summer
<b>EYFS</b>	<p>Each term, the children share a range of books, some of which form the basis for further work and learning opportunities. These can be found on the specific EYFS curriculum documents and the Reading Spine. Their specific progressive content can be found on their Curriculum Maps which build towards Year 1.</p> <p>Projects in Early Years do not take the format of those outlined below.</p>		
<b>Year One</b>	<b>ENTERTAIN: KIPPER'S TOYBOX</b> <b>INFORM/EXPLAIN: GIRAFFES</b> <b>ENTERTAIN: STICK MAN</b>	<b>ENTERTAIN: THE ENORMOUS TURNIP</b> <b>INSTRUCT: MAKING SOUP</b> <b>ENTERTAIN: JACK &amp; THE JELLY BEANSTALK</b>	<b>ENTERTAIN: LOST &amp; FOUND</b> <b>INFORM/EXPLAIN: THE MOON LANDING</b> <b>ENTERTAIN: SUPERTATO</b>
<b>Year Two</b>	<b>RE-TELL: THE GUNPOWDER PLOT</b> <b>ENTERTAIN: THE JOLLY POSTMAN</b> <b>INSTRUCT: MARSHMALLOW SNOWMEN</b>	<b>ENTERTAIN: THE TUNNEL</b> <b>INFORM/EXPLAIN: PEOPLE WHO CHANGED THE WORLD</b> <b>PERSUADE: THE ACTIONS OF ROSA PARKS</b>	<b>ENTERTAIN: ALL I SAID WAS</b> <b>RE-TELL: THE WRIGHT BROTHERS</b> <b>INSTRUCT: HOW TO FLY A PLANE</b>
<b>Year Three</b>	<b>ENTERTAIN: STONE AGE BOY</b> <b>INFORM/EXPLAIN: PREHISTORIC LIFE</b> <b>ENTERTAIN: STIG OF THE DUMP</b>	<b>ENTERTAIN: BATTLE OF THE GLADIATORS</b> <b>INFORM/EXPLAIN: THE ROMANS IN BRITAIN</b> <b>INSTRUCT: A ROMAN FEAST</b>	<b>ENTERTAIN: THE MISSING MUMMY</b> <b>PERSUADE: BEAT CARTER</b> <b>INFORM/EXPLAIN: THE ANCIENT EGYPTIANS</b>
<b>Year Four</b>	<b>ENTERTAIN: BEOWULF</b> <b>INFORM/EXPLAIN: SAXON LIFE</b> <b>ENTERTAIN: THE BAYEUX TAPESTRY EVENT</b>	<b>INFORM/EXPLAIN: VIKINGS!</b> <b>INSTRUCT: SURVIVING A VIKING RAID</b> <b>ENTERTAIN: NIGHT AT THE MUSEUM</b>	<b>RE-TELL: FRANCIS DRAKE</b> <b>DISCUSS: HERO OR PIRATE?</b> <b>PERSUADE: SUPER CHOCs</b>
<b>Year Five</b>	<b>ENTERTAIN: THE LIGHTNING THIEF</b> <b>INFORM/EXPLAIN: THE GROOVY GREEKS</b> <b>PERSUADE: ANCIENT OLYMPICS</b>	<b>ENTERTAIN: OBA'S LOST MASK</b> <b>RE-TELL: TRAVELER'S DIARY/MICHAEL PALIN - BENIN</b> <b>INFORM/EXPLAIN: THE KINGDOM OF BENIN</b>	<b>INFORM/EXPLAIN: VICTORIAN PASTIMES</b> <b>PERSUADE: THE GRAND ATTRACTION</b> <b>ENTERTAIN: THE PAVILION PEARL</b>
<b>Year Six</b>	<b>LETTERS FROM THE LIGHTHOUSE</b> <b>ENTERTAIN - DISCUSS - RE-TELL</b> ***** <b>MACBETH</b> <b>ENTERTAIN - DISCUSS - RE-TELL - INSTRUCT</b>	<b>MYSTERY STORIES</b> <b>ENTERTAIN - DISCUSS - RE-TELL - INFORM</b> ***** <b>THE WIZARD OF OZ</b> <b>ENTERTAIN - RE-TELL - PERSUADE</b>	<b>ENTERTAIN: BRING ME SUNSHINE</b> <b>RE-TELL: TOGETHER WE'LL BE OK</b> <b>PERSUADE: ROLL UP FOR THE THEATRE TOUR</b>

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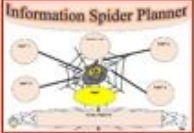


# Writing to **INFORM** The Anglo-Saxons



We will talk about your ideas - We will mark work so we know what you need next - We will mark work for you to use and respond to.

**Get To Know - Practice Knowledge & Skills - Over To You - Recap & Polish**

<p><b>The Fleetwood Museum Challenge</b></p> 	<p><b>Revisit</b> What is information writing? Where could we find this? Why may people want to read this kind of writing?</p>	<p><b>Revisit &amp; New Learning</b> Look at information about the past that others have written. What do it look like? Ask Layout King?</p> 
<p><b>Publish our work!</b> <b>Purpose - Audience</b> It must be an information leaflet. Visitors to the museum will read it to help them understand the exhibition.</p> 	 <p><b>A Saxon Museum Information Leaflet</b></p>	<p><b>Revisit &amp; New Learning</b> Complex Sentences Main and Subordinate Clause Engine and Carriage Connect with a comma. Addition and Argument Connectives</p> 
<p><b>What will you need to check?</b> Do your complex sentences make sense? Do they have a main clause engine? Do they have an extra information carriage? Are they joined with a comma? Capital letters. Full stops. Spellings.</p> 		<p><b>Revisit</b> Let's practice complex sentences. Saxon people grew vegetables to feed their families, but they also caught fish from the river.</p>
<p><b>Now...Over To You</b> Time to draft and re-draft your writing for the information leaflet. Paragraphs Complex Sentences Addition and Argument Connectives Commas</p>	<p><b>New Learning</b> Let's plan what we are going to say! Saxon Topics Find and Fetch Dog</p> 	<p><b>Revisit</b> Let's plan what we are going to say! Let's organise our ideas! <b>Spider Planner</b></p> 



# Intent For Our English Writing Curriculum

## An Awareness Of Year 7 Coverage & Direction

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our plans and coverage either give knowledge that can be taken into more specific and detailed studies at Year 7 or allow for new areas to be studied that can draw upon and make relevant comparisons to Mayfield projects.

### LSA Long Term Plan 2024-25: Y7

Focus: Characters & Experiences



AUTUMN		SPRING		SUMMER	
2/9/24 - 18/10/24	1/11/24 - 20/12/24	6/1/24 - 14/2/24	24/2/24 - 11/4/24	28/4/24 - 23/5/24	2/6/24 - 18/7/24
7 WEEKS	7 WEEKS	6 WEEKS	7 WEEKS	4 WEEKS	7 WEEKS
Attitude W/C 23 <sup>rd</sup> Sept		Spring Data W/C 6 <sup>th</sup> Jan			Summer Data W/C 7 <sup>th</sup> July
Modern and 19 <sup>th</sup> Century Fiction: <i>Trash</i> by Andy Mulligan	Writing for Purpose	Diverse Voices in Poetry	Diverse Voices in Poetry: Descriptive Writing in Depth	Shakespeare's Villains	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Context – Understand the slums and dump sites 'Smokey Mountain' Philippines</li> <li>Empathise with characters and their situations</li> <li>How to annotate and select focused, relevant evident in a text</li> <li>What a quotation is. How to select/embed quotations.</li> <li>Knowledge of terms used to analyse language and introduction to connotations and semantic fields.</li> <li>To know how to embed evidence and express/justify personal opinions</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Persuasive writing: repetition; 5 point plan; sentence types (exclamative, imperative, interrogative, declarative); personal pronouns; direct address, rule of three, rhetorical questions, emotive language.</li> <li>Capital letters, full stops, commas, exclamation marks, and question marks.</li> <li>Engage with texts on a personal level and use talk and writing structures to develop confidence in crafting viewpoints.</li> <li>Study fiction and non-fiction and be aware of local issues to build and strengthen their voices as writers.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>To know how who we are and our experiences of growing up influence our attitudes and values (context)</li> <li>Hear a diverse range of voices through poetry</li> <li>Understand how language is used to show diversity and heritage</li> <li>How poetic structure creates meaning</li> <li>How language is used to show diversity.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Develop knowledge of global issues and how these connect to issues closer to home.</li> <li>Understand the power of language: how to encourage empathy from a reader</li> <li>Secure understanding of topic sentences and how to support ideas with evidence from the text.</li> <li>Exploring writers craft through analysis of vocabulary and connotations</li> <li>How to demonstrate explicit and implicit information in writing.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Context Elizabethan/Jacobean England and how this influenced Shakespeare</li> <li>To understand conventions of a play (stage directions, asides, soliloquys)</li> <li>How Shakespeare creates villains: empathis and hamartia (tragic hero)</li> <li>To know how to 'read' Shakespeare, applying presentational devices</li> </ul> <p>Read for Three</p>	

### LSA Long Term Plan 2024-25: Y7

Focus: Characters & Experiences



AUTUMN		SPRING		SUMMER	
2/9/24 - 18/10/24	1/11/24 - 20/12/24	6/1/24 - 14/2/24	24/2/24 - 11/4/24	28/4/24 - 23/5/24	2/6/24 - 18/7/24
7 WEEKS	7 WEEKS	6 WEEKS	7 WEEKS	4 WEEKS	7 WEEKS
Attitude W/C 23 <sup>rd</sup> Sept		Spring Data W/C 6 <sup>th</sup> Jan			Summer Data W/C 7 <sup>th</sup> July
Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?	Why this? Why now? What next?
To advocate/encourage reading for pleasure.	Identifying issues of corruption and villains (not always who we expect them to be) in preparation for unit across Year 7 and beyond.		To open out cohort's eyes to cultural issues on a local/national level.  Builds on KS2 terminology and knowledge of poetic techniques.	Continue to build on KS2 terminology and writing skills.  To develop writing stamina and 'level up' writing from KS2.  Prepares knowledge & skills for Year 8 creative writing topics.	Develop further understanding of the role of the villain – complexity of character and empathy for them. Building on knowledge from <i>Trash</i> and preparing for thematic issues for Year 8/9.  Develop knowledge of Shakespeare's England and stagecraft  To continue to advocate/encourage reading for pleasure.
Baseline	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	End of Year Assessment
Letter to teacher	Character analysis of Rat	Persuasive writing	Analytical poetry response	Descriptive writing from a character's perspective	S+L: Character soliloquy  Summative assessment of knowledge for across the year.
ACCELERATED READING & LIBRARY VISITS 1 per fortnight					
SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.					

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