

The Ark John Keats English Curriculum

‘All lovely tales that we have heard or read:
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.’

Keats, John. ‘Book 1’. *Endymion*, 1818.

Throughout their Primary education, scholars will receive a plethora of ‘lovely tales’ that have been shared with them through discrete teaching, storytelling and enrichment. The rationale behind this curriculum is simple: to provide all scholars with that ‘endless fountain of immortal drink’ which will give them an access to the English literary canon and prepare them to be successful citizens of the world. Texts have the power to transform – English at Ark John Keats Academy should do just that.

Aims

- Give children access to a range of high quality contemporary and heritage texts.
- Develop fluent readers and writers.
- Develop confident, articulate scholars who can express their ideas orally and on the page.
- Develop critical and analytical eye of scholars.
- Foster joy and breathe life into texts.
- Develop scholars who are cultural citizens of the world.
- Shared language around textual analysis and discussion

Core Beliefs

- English viewed as a knowledge-based, rather than skills-based subject.
- Access to English Literary canon to prepare them for University study.
- Vocabulary acquisition key.
- Text-led study provides richest literary experience for pupils.
- Use of accurate and specific terminology when discussing texts.
- Readers as writers = understand how texts are structured to create meaning and exploit this a writer.
- Functional grammar: grammar taught discretely with a purpose. Talked about with specificity of language and viewed as a linguistic tool for improving text quality.
- Texts act as windows and doors for scholars to see themselves reflected and learn more about the world that they are a part of.
- Practice makes perfect = active and independent practice allow scholars to imbed previously learnt knowledge and allow for misconceptions to be heeded at the point of inception.

Existing Problems Redressed

- Scholars exposed to drafting a variety of text types.
- Conceptual road map for teachers.
- Amount and quality of writing over schemes of work.
- Rigour of individual lessons.
- Manageability of marking and assessment.
- Vocabulary deprivation.

Glossary

What follows is a glossary of terminology that is used in this curriculum. The aim of this is to develop a shared academic language around the teaching and analysis of texts.

TEXT – Printed, written materials used with scholars. Novels, picture books, short stories, poems etc. should be referred to as text to exemplify that they are composed of layers of meaning that can be broken apart and analysed rather than a complete object. (Barthes, Roland. *The Pleasure of the Text*, 1975, Paris)

READING FLUENCY – The ability to read with speed, accuracy, and appropriate expression. In order to understand what they read, scholars must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. The minimum expected speed for a fluent reader should be above 90 words a minute.

WRITING FLUENCY – Scholars able to express their ideas accurately and efficiently when writing with age-appropriate stamina with clear handwriting, and mastery of expected spellings. Scholars lacking fluency in writing will devote cognitive energy to forming individual words or basic sentences structures, so are able to convey developed ideas and thoughts effectively.

ACTIVE PRACTICE – Time spent where scholars are developing their understanding of a concept or new piece of knowledge. This may mean working through different models to allow scholars to construct or adapt a schema. This may take the form of short bursts of teacher instruction and pupil feedback. (Lemov, Doug, et al. *Reading Reconsidered: a Practical Guide to Rigorous Literacy Instruction*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2016.)

INDEPENDENT PRACTICE – Time given to scholars to embed taught knowledge and evidence their understanding. May take the form of a written task or retrieval practice. Should be completed in silence with teacher tracking, ready to intervene at the point of misconception. (Lemov, Doug. *Teach like a Champion: the Complete Handbook to Master the Art of Teaching*. Jossey-Bass, 2011.)

DEVELOPMENTAL WRITING – Scholars thinking *through* writing. Short bursts of writing using ‘art of the sentence’ techniques which allow scholars to develop critical ideas and commit concepts to long-term memory through short bursts of writing throughout the lesson. (Hochman, Judith C., et al. *The Writing Revolution: a Guide to Advancing Thinking through Writing in All Subjects and Grades*. Jossey-Bass, a Wiley Brand, 2017.)

DRAFT – Scholars first attempt at a text type through extended writing. Used instead of ‘write’ because it suggests that this is part of a process rather than a complete error-free product.

EDIT – Scholars working through a draft (with or without feedback from a subject specialist or peer) to identify transcriptional errors, and to improve content. May include the adding/ removing of sections, redrafting, or error correction.

REVIEW – Scholars responding to feedback from a subject specialist (teacher) and improving their work through correction and rewriting.

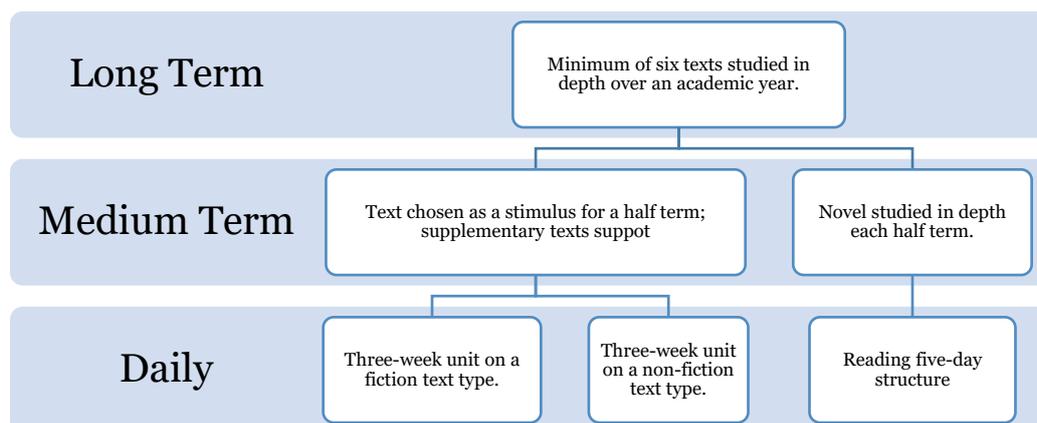
MODEL TEXT – An exemplar text which exposes the structure of the knowledge being taught. The best model texts are written by subject specialists to explicitly reveal new learning, although model texts can be found in published works if chosen carefully.

TIER 2 VOCABULARY – Vocabulary that is most often chosen for explicit instruction; high frequency in written texts but not often used in spoken languages. Students often have a vague conceptual understanding of their definition but these lack specificity and wouldn’t be used by them with confidence. The more tier 2 words a student has, the better equipped they are to read a range of texts. (Beck, Isabel L. *Bringing Words to Life: Robust Vocabulary Instruction*. 2013.)

ORACY - a process, whereby students learn through talk, deepening their understanding through dialogue with their teachers and peers. This will include speaking in full sentences, developing oral answers through discussion and embedding active listening skills (such as turn and track).

Mastery Cycle

The English curriculum acts as a series of mastery cycles. Across a scholar's Primary career, they move through a large spiral which sees them revisiting themes and text types in order to develop an understanding of the relativity of texts. Within an academic year, then, scholars experience a smaller spiral as they move through the knowledge demands of that year - new grammatical learning and understanding of text types. New knowledge is interleaved with previous learning which allows scholars to consistently develop existing scheme, and provides accountability as they retrieve previous knowledge and commit it to memory.



Long Term

A series of high quality contemporary and heritage texts are chosen to develop the cultural capital of scholars and allow them a strong basis in the English Literary canon which will serve them throughout their academic life. Reading texts (in italics) are chosen with a view to support English texts; they often have similar themes or structures which encourages scholars to make links between them and enrich their overall understanding.

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 1						
Year 2¹	<i>Paddington Bear</i>	<i>Roald Dahl - Esio Trot</i> <i>Fantastic Mr Fox</i>	<i>The Jungle Book / Into the Jungle</i>	<i>Flat Stanley</i>	<i>The Odyssey</i>	<i>The Tempest</i>
Year 3	<i>The Little Match Girl</i> <i>Oliver Twist</i>	<i>A Christmas Carol</i> <i>Billionaire Boy</i>	<i>The Illustrated Tales of King Arthur</i>	<i>The Akimbo Adventures</i>	<i>Snow White in New York</i> <i>Revolting Rhymes</i>	<i>Graphic Novels</i> <i>Lost Tales</i>
Year 4	<i>Roman Myths and Legends</i> <i>The Roman Mysteries</i>	<i>Beowulf</i> <i>The Hobbit</i>	<i>The Explorer</i>	<i>The Great Snake</i> <i>The Explorer</i>	<i>A Midsummer Night's Dream</i> <i>King of Shadows</i>	<i>Lost Words</i> <i>I am the seed that grew the tree</i>
Year 5	<i>The Invention of Hugo Cabret</i> <i>Cogheart</i>	<i>Frankenstein</i> <i>Strange Star</i>	<i>Goodnight Mister Tom</i>	<i>Oranges in No Man's Land</i>	<i>Romeo and Juliet</i> <i>The Devil and His Boy</i>	<i>Fierce Fairy-tales</i> <i>A Tale Dark and Grimm</i>
Year 6	<i>Illegal</i> <i>The Other Side of Truth</i>	<i>All About Me: Life at AJK</i> <i>I am Malala</i>	<i>Science-Fiction Visual Media</i>	<i>Poetry from the First World War</i>	<i>Macbeth</i>	<i>Everything All At Once</i>

Reading texts are studied over the course of a term with weekly extracts. Textual analysis and questions focus on smaller passages from the text.

¹ Year 2 is under review Academic Year 2020/21

Writing texts are chosen for their rich language structures but will not be studied in their entirety. The overall narrative will be shared with scholars and may be suffused with film clips and short read-alouds outside of the lesson. Key extracts will be selected to inspire writing schemes of work and activities.

Medium Term

With the text as inspiration for a half term, scholars will study at least one fiction and one non-fiction text type. These will comprise of schemes of work which last approximately three weeks. Where appropriate certain schemes of work may be two-week cycles, with shorter writing tasks (for example poetry) taking up a week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2²	Bear adventure narrative	Diary Entry Rhyming poems	Fable Narrative Nature poems	Adventure Story	Legend retelling	Shipwreck diary entry. Poetry
	Instructional Text – Marmalade Sandwich!	Recount Letter writing in role.	Animal Non-chron	Letter writing Newspaper article	Biography of Greek gods.	Persuasive letter
Year 3	The Little Match Girl – Historical Narrative	A Christmas Carol – Dilemma Narrative	Arthurian Legend Retelling – Sangreal	Diary Entry	Modern Fairy-tale Retelling Fairy-tale Poem	Graphic novel inspires mystery narrative
	Ragged School Recount Biography of Queen Victoria	Persuasive Letter	Sword from the stone Newspaper Report	Non-Chronological Report	Magical Instructional text.	How to write a graphic novel – instructional / explanatory text.
Year 4	Roman Myth Retelling	Legend Rewrite Narrative Poetry	Diary Entry	Amazon warning myth	Playscript Diary Entry	Acrostic and Nature Poetry
	Ancient Rome Explanatory Text	Letter in Role	Amazon Non-Chronological Report	Persuasive Letter: Save the Amazon	Biography of William Shakespeare	Nature Explanation Text
Year 5	Atmospheric Narrative opening.	Narrative from other perspective	Letter in Role	Diary Entry	Diary Entry / Narrative Retelling	Free Verse - Poetry in Role
	Automata Explanation Text	Discussion Text	Newspaper Article	Non-chronological Report	Biography of main character.	Persuasive Text: We should / shouldn't get rid of fairytales
Year 6	Diary Entry		Science Fiction Narrative (passengers)	Diary Entry of a Solider	Diary Entry Retelling	Transition Poetry
	Non-Chronological Report	Biography of school staff Newspaper report of current event	Persuasive Holiday Website (Jurassic Park)	Poetry Comparative Essay Biography of Walter Tul	Newspaper Report Critical Essay	Letters of Thanks

*Highlighted are schemes of work that currently exist and can be edited/adapted to new format.

² Year 2 is under review Academic Year 2020/21

Schemes of Work

Schemes of work will last an average of three weeks depending on the text type. Some shorter pieces of non-fiction writing may last two weeks, with one-week poetry unit. The key text will act as a springboard to hook and inspire scholars, and as a model for high quality writing. Teachers will write supplementary model texts which exemplify the features of the text type that scholars are drafting. Over a scheme of work, the current process will be followed.

1. Immersion	<ul style="list-style-type: none">• Aims to inspire the scholars and receive buy-in. Will create a sense of wonder and enjoyment, as well as embedding purpose and audience.• Scholars are introduced to the text and its author.• May include experiential learning or other hook (film clips, art, trips to support).
2. Analysis	<ul style="list-style-type: none">• Review extract from text for study through shared reading (teacher reading aloud, accountable independent reading or control the game).• Analyse what makes text worthy for study (language and vocabulary content or narrative content)• Use text as a springboard to expose the key learning for this SoW.
3. Knowledge	<ul style="list-style-type: none">• Use teacher model text to expose new or previous taught structures.• Functional grammar - any new skills are taught with eyes firmly on the final piece of writing, and how this technique will help scholars to get there.• Address and reteach previous misconceptions; review prior learning.
4. Plan	<ul style="list-style-type: none">• Using inspiration from the inspiration text, model text and newly acquired vocabulary and grammar knowledge scholars plan their draft.• This may include talk tasks, oral rehearsal and drama to support.
5. Draft	<ul style="list-style-type: none">• With teacher modelling, scholars have independent writing time to draft.• This should be done in silence (music or ambient sounds can be played to support) with teacher giving verbal feedback.• Timers can be used to structure 20 minute writing bursts with scholars work shared under visualiser.
6. Edit	<ul style="list-style-type: none">• Teacher models editing best practices under visualiser.• Can be done independently, with peers, in teacher-led groups or in response to whole class feedback.• Scholars look for error correction, then improve or adapt content.
7. Review	<ul style="list-style-type: none">• Teacher reads writing and gives feedback which scholars respond to.• This may take the form of comment marking, verbal feedback, group feedback or whole class feedback.• Scholars may stick lined paper over their writing to edit and reflect changes.
8. Final Judgement	<ul style="list-style-type: none">• Scholars publish their writing in the 'Writing Portfolio'. This travels through the school with them and reflects their best writing from across the school.• Teachers make a judgement using the Ark Assessment Framework and track scholar's progress.

When schemes of work are created, they will be able to explicitly state (perhaps through colour-coding) which stage of the writing process their lessons fit into. If the text is the vehicle, this structure provides the road map for scholars to write acquire new knowledge to become successful writers.

Throughout the schemes of work, a range of other media should be included to enrich textual extracts and deepen scholars' understanding. These may include, but are not limited to: trips, film clips, theatre trips or clips, storytelling experiences, art and other practical experiences or experiments.

Lesson Structure

These schemes of work are made up of individual lessons which follow a set structure. The lesson structure allows for a consistency of routine that allows scholars to shine and show what they have mastered, while making it easy for teachers to assess understanding. The daily lesson structure is as follows:

	<p>Do Now (10 minutes)</p> <ul style="list-style-type: none">• Grammar task stuck in scholars' books.• Follows the Identify, Apply, Practice structure.• Marked as a class with green pen. Correct answers are ticked, incorrect answers are circled and corrected by scholars. <ul style="list-style-type: none">• Key Ideas around this are specified in the lesson plan with possible misconceptions flagged.• Teacher and additional adults track who is getting things correct/incorrect and monitors this.• Should be revisiting a previously learnt skill, and works best if it will relate to the learning of the day.
	<p>Vocabulary (5 minutes)</p> <ul style="list-style-type: none">• Focus on at least one of the words from the week.• Tier two words that are taken from the text (either reading or model) and can be used by scholars within their writing.• Active practice. May take place on whiteboards, in packets, in books or via a talk-task.
	<p>Agenda (2 minutes)</p> <ul style="list-style-type: none">• Where have we been? Where are we going?• Scholars need to understand how this lesson fits in with their wider scheme of work, what it will help them achieve, and any new knowledge they will acquire.
	<p>Cycle 1 (10 minutes)</p> <ul style="list-style-type: none">• Stimulus to engage and contextualise (may be a clip or a teacher reading from the text).• Analysis of knowledge – scholars will learn new school through teacher modelling on IWB or flipchart.• Scholars given time to practice skill. This may be through developmental writing or whiteboard work.
	<p>CFU (5 minutes)</p> <ul style="list-style-type: none">• Whiteboard work• Retrieval practice• Scholars are given a key question and given time to respond.• In planning, teachers need to specify the key question, expected responses and potential 'break it down questions' or follow-on questions.
	<p>Cycle 2 (5- 10 mins depending on CFU)</p> <ul style="list-style-type: none">• Teacher modelling; may need to remodel if misconceptions discovered in CFU.• Share best practice from around the room.• Set scholars up for success in the IP
	<p>Independent Practice (20 mins +)</p> <ul style="list-style-type: none">• Scholars working silently and independently.• Adults may choose to work with a group or provide additional teaching (revealed by CFU).• Intentional monitoring of work in relation to the model.• Over the shoulder marking and verbal feedback support scholars.• Best practice around the room is shared under visualiser with scholars.• Timer can be used to organise this into achievable chunks.

**Exit Ticket** (2 mins)

- A question which allows for written reflection or retrieval of knowledge.
- Could be a small self-assessment or editing that allows teachers' to see a student's understanding of how they've met success criteria.
- Could be done individually in books, on whiteboards or as a whole class discussion with cold-calling.

Weekly Diet

<i>Writing:</i>	x5 a week	1 hour lesson
<i>Reading:</i>	x5 a week	30 minute lesson
<i>Spelling:</i>	x1 a week	20 minute lesson (discrete teaching of the rule)
	x4 a week	10 minute practice session
<i>Handwriting:</i>	x4/5 a week	20 minute discrete teaching
<i>Independent Reading:</i>	x3 a week (minimum)	15 minute slot where scholars read independently, with an adult or are able to visit library and change books.
<i>Storytime:</i>	x5 a week	Teacher reads shared novel aloud to class – every child should be able to talk about their class novel.