

## Subject Curriculum Vision:

### The English Curriculum at AJK

#### INTENT

##### Why should all students learn this subject?

The ability to read and write fluently and confidently is the absolute right of every child. At AJK, we aim to ensure that all of our pupils leave as fluent readers who can decode unfamiliar text, discuss and write about what they have read, and read for pleasure; and as writers who are able to express their ideas fluently and accurately, and enjoy writing for a range of purposes. Our curriculum exposes pupils to diverse texts and authors, across a range of genres. It is also structured to ensure that they receive the explicit teaching required to ensure high levels of transcriptional accuracy, while fostering a sense of curiosity, wonder and joy.

##### What is the core knowledge in this subject?

Core knowledge in reading consists of two elements:

- 1) Word reading: rapid decoding of unfamiliar words and automatic recognition of known words
- 2) Comprehension: the application of linguistic knowledge (including of vocabulary, grammar and text conventions) and knowledge of the world to the understanding of text

In writing, core knowledge can be divided into:

- 1) Transcription: spelling and handwriting
- 2) Composition: the effective articulation and organisation of ideas, dependent on good awareness of audience purpose and context, a rich vocabulary on which to draw, and a secure understanding of grammar
- 3) The writing process: fluency in planning, revising and evaluating their writing and the writing of others

#### IMPLEMENTATION

##### How is this subject taught at AJK?

Reading:

In KS1, pupils study phonics 5 times a week. They also have a teacher read-aloud session each day, aimed at developing a love of reading for pleasure as well as providing further opportunities to develop oral comprehension skills. In Year 2, pupils begin discrete reading lessons, with a focus on achieving fluency. Pupils take home books matched to their current phonics level. They also have access to texts that can be read to them at home by an older sibling or adult.

In KS2, pupils have discrete reading lessons. These follow a fluency model, in which pupils work with the same passage of text for several days. Once they have achieved fluency within the passage, the focus moves onto close reading of the text for meaning. During the two-weekly cycle of reading units, pupils also have opportunities to apply their skills independently to longer passages of unseen text, as well as to express their opinions about themes within the text. All pupils in KS2 take home a book to read, to encourage further a culture of reading for pleasure. They also have chances to apply their growing reading skills across the curriculum, in which regular reading is a key priority.

Writing:

In KS1, pupils have daily handwriting lessons to develop transcriptional skills. Units follow the *Talk4Writing* approach, based on the internalisation of – and innovation on – high-quality language. This supports all pupils to speak and writing with greater confidence.

From Year 2, pupils have discrete spelling lessons, which focus on explicit teaching of the patterns of the English language.

In KS2, pupils have discrete lessons each week in spelling, grammar and handwriting. Writing units of work include a focus on applying grammar in context, with lots of opportunities for shared and guided writing to support pupils in developing their confidence and fluency of composition.

### IMPACT

#### What does assessment look like in this subject?

In addition to regular assessment for learning during lessons and through looking at pupils' work outside of the classroom, our approach to assessment in English includes:

- Half-termly phonics assessments
- 3 NGRT assessments per year, to monitor pupils' word reading and comprehension
- 3 reading comprehension assessments per year
- Termly internal and external (through the Ark network) writing moderation

Information from these assessments is used to identify pupils in need of additional support or intervention. It is also used by school leaders to inform required adjustments to the curriculum or pedagogy.



## UNIT OVERVIEW

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Topic	Me and My World	Transportation	Into the Woods	Space	Growing and <u>Changing</u>	Minibeasts
	Writing units	Recount	Narrative	Narrative	' <u>Beau</u> '	Non-Fiction	Non-Fiction
Year 1	Reading Text	<i>Traction Man</i>	<i>The Queen's Hat</i>	<i>Lost in the Toy Museum</i>	<i>Katie in...</i>	<i>Somebody Swallowed Stanley</i>	<i>Billy's Bucket/ Traction Man at the Beach</i>
	Writing units	Monster Narrative Recount	Letter Instructions	Information	Instructions	Narrative Persuasive letter	Narrative Recount
Year 2	Reading Text	<i>Chalk</i>	<i>Amazing Grace</i>	<i>The Twits</i>	<i>Diary of a Killer Cat</i>	<i>Flat Stanley</i>	Myths and Legends
	Writing units	Narrative Recount	Letters Fact files	Narrative Instructions	Diary Character description Poetry	Letter Persuasive	Narrative Instructions
Year 3	Reading Text	<i>The BFG</i> , Roald Dahl	<i>Cloud Busting</i> , Malorie Blackman	<i>The Queen's Nose</i> , Dick King-Smith	<i>Brothers Grimm Fairy Tales</i> , Various	<i>The Wild Robot</i> , Peter Brown	<i>Odysseus</i> , Hugh Lupton
	Writing units	Narrative opening	Diary Informal Letter	Non-Chronological Report Persuasive Advert	Narrative	Diary Entry Biography	Myth Narrative
Year 4	Reading Text	<i>Charlotte's Web</i> , E.B. White	<i>Variack Paw</i> , S.F. Said	<i>The Explorer</i> , Katherine Rundell	<i>The Explorer</i> , Katherine Rundell	<i>The Boy at the Back of the Class</i> , <u>Onjali Rauf</u>	<i>Race to the Frozen North</i> , Catherine Johnson
	Writing units	Persuasive Letters	Narrative Build-up and Problem	Diary Non-Chronological Report	Narrative	Journalistic Writing Formal Letter	Narrative Big Question
Year 5	Reading Text	<i>Cogheart</i> , Peter Bunzl	<i>Strange Star</i> , Emma Carroll	<i>Goodnight Mr Tom</i> , Michelle Magorian		<i>Romeo and Juliet</i> , William Shakespeare	<i>Fierce Fairytails</i> , Nikita Gill
	Writing units	Diary	Narrative	Non-chronological report	Newspaper	Diary	Poetry
Year 6	Reading Text	<i>The Other Side of Truth</i> , Beverley Naidoo	<i>The Boy in the Tower</i> , Polly Ho-Yen	<i>Phoenix</i> , SF Said	WW1 Poetry	<i>Macbeth</i> , William Shakespeare	<i>Everything All At Once</i> , Steven Camden
	Writing units	Problem Narrative Information Text	Diary Newspaper	Setting /Character Descriptions Persuasive Brochure	Poetry Diary	Newspaper Narrative Retelling	Poetry Letters