



## Our English Curriculum at Brighstone

<p>Ensure coverage of the specified reading and writing objectives in the curriculum, including:</p> <ul style="list-style-type: none"> <li>- a range of text types and genres;</li> <li>- a range of text based drivers (linked to the topics where possible);               <ul style="list-style-type: none"> <li>- apprentice writes;</li> <li>- drop-in writes;</li> <li>- and outcomes in place.</li> </ul> </li> </ul>	<p>Ensure the purpose, audience and form is real and relevant where appropriate. However, sometimes the intended reader may be a fictional character!</p>	<p>Provide a hook at the beginning of each unit of work; e.g.:</p> <ul style="list-style-type: none"> <li>- experience;</li> <li>- immersion;</li> <li>- objects;</li> <li>- mini pics;</li> <li>- slow reveal;</li> <li>- tiny texts (extracts);</li> <li>- drama</li> </ul>
<p>Ensure there is a broad and rich use of multi-media to stimulate and inspire thinking and writing, including film clips, photos and music – remember there are lots of excellent resources on The Literacy Shed website.</p>	<p>Plan opportunities to learn poems by heart, and to read for pleasure. Ensure there are some poetry units planned throughout the year.</p>	<p>Embed spoken language, including drama. Drama is a great way for children to explore and practise the ‘feel’ of a text. Talk for writing enables children to practise, explore, discuss, play with and develop language.</p>
<p>‘Language as putty’</p> <p>Plan opportunities for children to emulate, imitate and innovate (inc. Killgallon’s sentences). Vocabulary and grammar teaching provides good opportunities for this as well. Change words / ideas / moods. Play with and explore the structure of sentences. Move them around. Which sounds better? Why?</p>	<p>Ensure children are aware of the reader all the time, when reading texts and writing their own. What does the author (or themselves) want the reader to feel / do? Is it effective? Does it achieve this?</p>	<p>The English learning journey will include the three parts:</p> <p>Stimulate and generate Capture, sift and sort (exploring and practising objectives linked to the text) Plan, draft and edit/publish</p> <p><b>Read as a reader.</b></p> <p><b>Read as a writer.</b></p> <p><b>Write as a reader.</b></p>
<p>Lots of different writing opportunities based on one text type / context can be planned for, such as letters, instructions, posters, stories, recounts, reports.</p> <p>The Sue Palmer skeleton frames are still very useful and relevant (the big books are in various classrooms around the school).</p>	<p>Use and study high quality texts, exploring how authors use language to link sentences, sections or paragraphs and expand meaning and description. Model this in shared writing – create own WAGOLs (I and why) and WABOLs (or different levels of WAGOLs). Engage children in co-operative writing to develop ideas, skills and writing style within the security of a large group and to maintain momentum for writing.</p>	<p>Change the form and style according the intended audience; e.g. a persuasive letter to a company would be formal with the correct layout, but a persuasive poster to Reception children to wash their hands would be colourful, fun and eye-catching. More able children can make choices about the forms in which they write, considering the impact such choices have on their readers.</p>
<p>Link and embed GPS where possible to make it meaningful and relevant, and to enable children to apply their skills and understanding.</p>	<p>Ensure there is enough time to plan, draft and edit, with self-, peer- and teacher-assessment throughout, linked to the success criteria.</p>	<p>Provide opportunities for children to present and distribute their written work through bookmaking, wall displays, posters, blogs, emails, web publishing, reading aloud, performance and multimodal design.</p>



## Expectations in English



<p style="text-align: center;"><b><u>Grammar</u></b></p> <p>Embedded (and explicit) grammar</p>	<p style="text-align: center;"><b><u>No Nonsense Spellings</u></b></p> <p>Y2: daily</p> <p>Y3 – Y6: at least five sessions over 10 days, but this may be more if and when needed</p> <p>Children to have A4 spelling journals to use in class, and small spelling books informing parents of the weekly focus. These aren't just spelling lists, but investigative activities linked to the spelling focus</p>	<p style="text-align: center;"><b><u>Read Write Inc</u></b></p> <p>Rec and Y1</p> <p>(and for children in Y2 and KS2 who require it)</p> <p style="text-align: center;"><b><u>Fresh Start</u></b></p> <p>For Y5 and Y6 children who require it</p>
<p style="text-align: center;"><b><u>Handwriting</u></b></p> <p>Scholastic Handwriting</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Reading to, reading by, reading with</p> <p>(e.g. teacher reading, children listening; teacher reading, children following with own copies; all reading with own copies; audio books)</p> <p>To include whole class text or small groups with a carousel of activities with pre-reading and follow-up reading activities planned. Children to record activities in their reading journals.</p>	<p style="text-align: center;"><b><u>Supportive learning environment</u></b></p> <p>Learning walls showing the learning journey</p> <p>Common exception words/high frequency words</p> <p>Common spelling mistakes / 'oops' wall</p> <p>Spelling patterns/rules</p> <p>Phonemes</p> <p>Grammar</p> <p>Useful words/magpie words/topic words</p> <p>Dictionaries and thesauruses</p>
<p style="text-align: center;"><b><u>Texts</u></b></p> <p>Main text drivers and parallel texts</p> <p>Five challenges of reading: heritage texts/archaic texts; non-linear time sequence; complexity of narrator; complexity of story; resistant text</p>		
<p style="text-align: center;"><b><u>Books</u></b></p> <p>A book area with a range of fiction, non-fiction and poetry</p> <p>Parallel texts</p> <p>Quality topic books linked to the current topic</p>	<p style="text-align: center;"><b><u>Learning Journey</u></b></p> <p>To be clear in books and on learning walls. The activities undertaken provide opportunities for children to learn, practise and apply the skills required for the outcome, as well as close gaps that may be present</p>	