

The background of the slide features a repeating watermark of the school's logo. The logo consists of a blue four-pointed star with a yellow circle in the center containing the letters 'W' and 'P' in purple. The words 'WALBOTTLE VILLAGE' are written in a semi-circle around the star.

English Curriculum

Walbottle Village Primary School

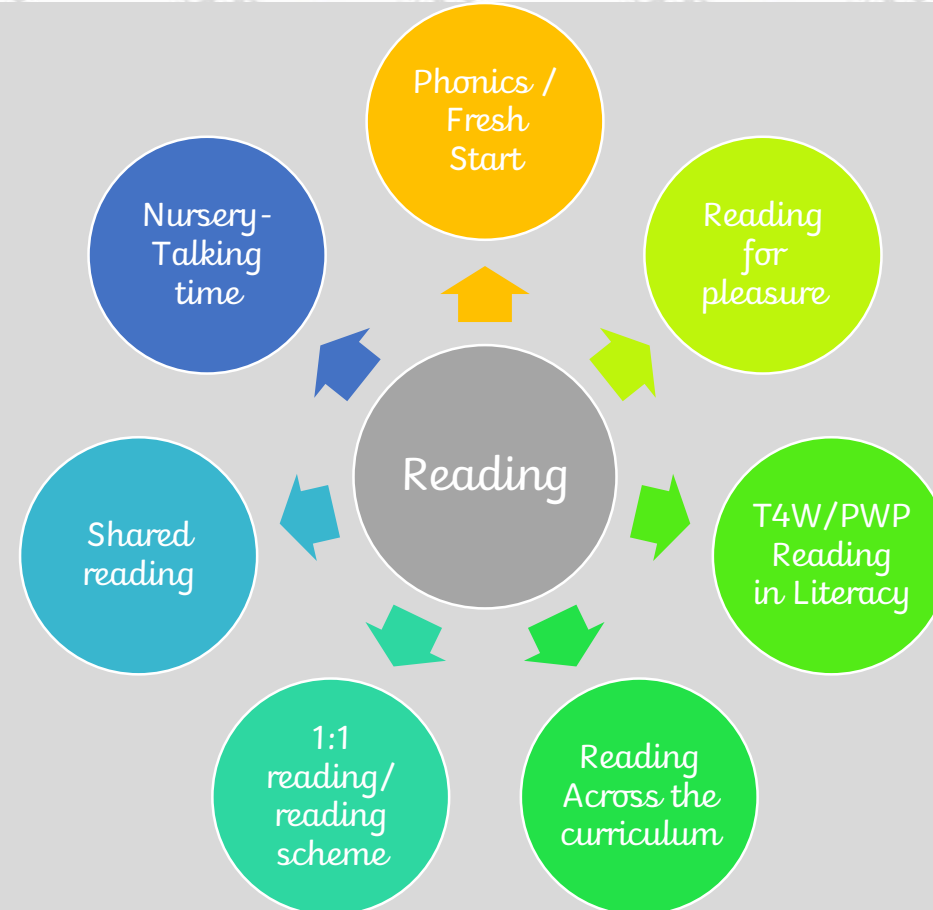
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Vision

The English curriculum at Walbottle Village seeks to illuminate poverty of language and experience to develop effective communicators and confident learners. The programme of study is progressive and purposeful with an embedded ethos and approach across school which includes talk4writing (PWP) and shared reading. The focus on engaging, high quality texts, language and vocabulary is central to our English curriculum. Through our talk4writing approach to English teaching, the children are given the tools to be independent, creative and critical thinkers. Our use of literature across the curriculum promotes a love of reading and development of knowledge and transferable skills to ensure all children become Primary Literature Pupils.

Approaches to Reading



Phonics- Progression

Read, Write, Inc. Progression Document

	End of Year Expectations
Nursery	By the end of Nursery, all children should have completed Phase One to develop speaking and listening skills. They should learn Set 1 (single sounds only) with a focus on initial sounds and oral blending. Beginning to form some letters.
Reception	By the end of Reception, children should know RWI Set 1 sounds (including digraphs) and be able to read and write using these sounds (forming most letters correctly). They should also show awareness of Set 2 sounds with evidence of using these within their independent writing.
Year One	By the end of Year 1 children should have recapped Set 2 and know their Set 3 sounds in order to successfully pass the Phonics screening test. They should be able to both read and write using most of these sounds.
Year Two	Children to be able to read most alien and all words from Set 2 and Set 3 speedily (no Fred Talk). Children should be reading fluently at a good pace and demonstrate using most sounds within their writing. Once they can demonstrate these skills they should move onto RWI spelling.
Year Three and Year Four.	Children who are not yet working on RWI Spelling scheme should be appropriately grouped and placed on an action plan to ensure gaps are filled.

* Previous set of sounds included to be recapped at the beginning of each academic year.

** Letter formation should be demonstrated in the cursive formation.

*** Children who are not working at age related expectations should be placed on an action plan to ensure they are targeted. Action plans to be discussed in Pupil Progress Meetings.

RWI Sound Progression



Set 1	Set 2	Set 3
m a s d t i n p g o c k u b f e l h s h r j v y w th z ch qu x ng nk	ay ee igh ow oo oo ar or air ir ou oy	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/clous

Read, Write, Inc.

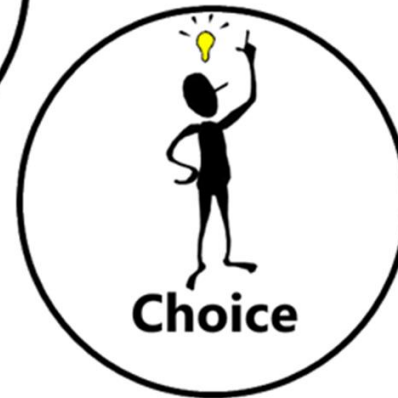
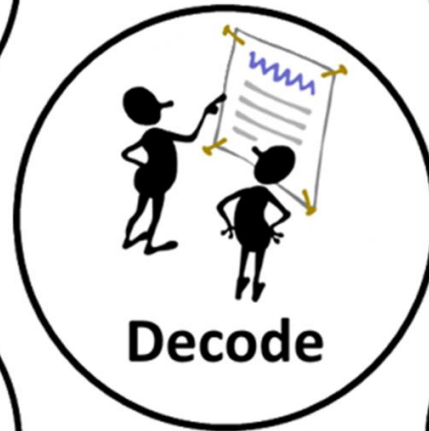
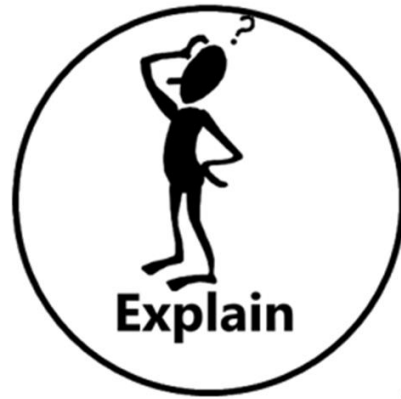
On the completion of the phonics scheme, children begin the RWI spelling programme which continues the systems in place during the phonics scheme to teach spelling rules and conventions.

Shared reading texts (taken from school reading spine- see document for full list of texts)

Shared reading overview:

EYFS	Various end of day stories and a focus text for literacy teaching (See literacy LT plan)							
Year 1	Beegu	Burglar Bill	Can't you sleep little bear?	Cops and robbers	Elmer	Peace at Last	Stick Man	Tiddler
Year 2	Dr Xargle's book of Earthlets	Amazing Grace	Pumpkin Soup	The Owl who was afraid of the dark		Frog and Toad together		
Year 3	Stig of the Dump		Iron Man		Sheep Pig		Billionaire Boy	
Year 4	Bill's new frock		Charlotte's Web		Why the whales came		The firework-makers daughter	
Year 5	Varjak Paw		The Midnight Fox		Tom's midnight garden			
Year 6	Clockwork		The Arrival		Holes		The Hobbit	

Shared Reading- DERIC



DERIC stands for; Decode, Explain, Retrieve, Interpret and Choice. These are all closely linked to the assessed strands in the end of key stage assessments.

DERIC:

D for decode - this is the sounding out and blending of words and then becoming more confident with reading words on sight.
E for explain - asking the children to explain the meaning of words and being able to explain what is happening in the text they have read.

R - for retrieve - asking the children questions where the answer can be found in the text or pictures. For example: How many cups are on the table? What colour is the bear's hat?

I - for interpret - the children are to use their inference skills to use clues in the text and what they already know to make suggestions about what they have read. (Using 'because' in their responses). For example: Why do you think the bear was crying?

C - for choice - asking the children questions about why the author has chosen to lay out the text in a particular way or why certain vocabulary has been used/the effect this creates.



Talking Time- Nursery

- Programme with Newcastle University
- Promote and enhance speech and language through stories.
- The children take part in 2 small group sessions a week. During these sessions they share part of a story, focusing mainly on new vocabulary. They then do an activity to deepen their knowledge of new vocabulary.

1:1 Reading/ Home books

- EYS/ KS1- children read with 1:1 in school 3 times per week
- KS2- children working below age expected levels read with 3 times per week (all children heard read by an adult through shared reading or 1:1 reading a minimum of once per fortnight)
- We use Read, Write, Inc. book bag books to match our phonics scheme and ensure these run alongside the sounds taught (children are given the book at the end of the week of learning the sound to further consolidate learning)
- We have Project X book scheme. Children get these as their home book with their RWI book bag book (these are group to match sounds in RWI book). Once they have completed RWI books, the children will get Project X books.
- Children can have book changed as often as they need it- no set changing days.
- Reading is recorded in reading file and in home log to communicate with parents.
- Once children have completed the reading scheme, they can become a free reader and read texts and novels of their choice.

Progression

Y1 programme of study

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Progression

Y2 programme of study

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Progression

Y3 and Y4 programme of study

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Progression

Y5 and Y6 programme of study

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Literacy teaching- talk4writing/PWP

- Through a talk4writing approach to literacy teaching, there is a programme of learning which develops skills in reading and writing.
- Children learn and internalise a high quality model text using actions and story/text maps.
- The unit of learning takes the following 3is structure:
 - Imitation- cold write for assessment, children learn the model text, vocabulary and sentence level work, GPS teaching, reading as a reader (comprehension tasks based on model texts), reading as a writer (creating toolkits and identifying features in model text).
 - Innovation- boxing up and planning an innovation by changing an element of the model text, whole class shared writing, guided writing in groups, independent writing
 - Independent application- children apply learning of unit to complete an independent hot write for assessment.
- GPS is taught through t4w approaches and literacy units. It is also taught through 1 hour of discrete grammar and punctuation teaching per week which follows the place value of grammar and punctuation plan. Spelling is taught through RWI spelling programme.
- Children are given opportunities to write for different purposes across the curriculum.

Literacy unit overview- EYFS

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction
Nursery (2 year cycle due to Rising 3 children)	Year 1: We're going on a Bear Hunt Year 2:	-	Year 1: the enormous turnip Year 2:	-	Year 1: Billie the Brave knight Year 2: 3 little pigs	Year 1: information text-castles Year 2: instructions-snacks for the Big Bad Wolf	Year 1: The Hungry Caterpillar Year 2: Jasper's beanstalk	Year 1: information text-life cycle of a butterfly Year 2: instructions-how to grow a plant	Year 1: train ride Year 2: Hairy McClary	Year 1: Information: Road safety Year 2:Recount	Year 1: Dear Zoo Year 2: Charlie's story	Year 1: Instructions: how to care for a pet Year 2: Information text: people who help us
Reception	Moral story Focus: Characterisation	Information texts: Ourselves	Journey story Focus: settings	Information text: space facts	Fairy tales Focus: story language	Instructions- how to make porridge	Defeating the bad guy/ meeting tale Focus:	Fact file: mini-beasts	Meeting tale Focus: Opening and build up paragraphs	Recount: diary	Journey story Focus: problems, resolution and endings.	Recount: Trip
	Little Red Hen Model text: Information text		Whatever next Model letters		Goldilocks and the three bears Model instructions		The Gruffalo Model text- fact files		Mr Gumpy's outing Model diary		Handa's surprise Model recount	

Literacy unit overview- KS1

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction	Fiction/ poetry	Non-fiction
Year 1	Meeting tale FOCUS: Creating settings	Explanation: How to catch a tiger	Journey story FOCUS: Creating plots	Persuasion: letter	Warning story FOCUS: Characterisation (descriptions)	Information text: wotives	Transformation tale/ character flaw FOCUS: Dialogue	Instructions	Poetry Space poems	Discussion	Losing tale FOCUS: Problem, resolution and endings paragraphs	Recount
	The Tiger who came to tea Model explanation text		Stick Man Letter to Santa		Little Red Riding Hood Information texts - reports		Where the Wild Things Are Model instructions: How to catch an alien		Poetry Model text: discussion		The lighthouse Keeper's Lunch Model text: recount	
Year 2	Journey story Focus: Creating Plots	Instructions: Party recipes	Fairy tales Focus: Characterisation and dialogue	Persuasion: Letters	Adventure story Focus: Creating settings	Recount: Newspapers	Poetry Focus: poetry	Information text: non-chronological report	Defeating the bad guy Fantastic Mr Fox Focus: Opening and build up paragraphs	Discussion	Warning story/journey: Focus: problems, resolution and endings.	Explanation : what a bee does.
	Meerkat Mail Model instructions		Who's Afraid of the Big Bad Book?- Lauren Child And Cinderella Versions Model letters		Tuesday Model newspaper		'Yesterday I went into Space' , I saw an Alien and others (selection from Pie Corbett anthology) Report about 'The Lost Thing'		Fantastic Mr Fox Model discussions		The Mousehole Cat Model explanations	

Literacy unit overview- KS2

Year 3	Suspense story FOCUS: suspense/atmosphere/ action	Discussion: homelessness	Rags to riches story FOCUS: character description	Recounts: Diaries	Journey Story FOCUS: characterisation and dialogue	Persuasion: Letter	Moral story FOCUS: Plot	Explanation: Clever contraptions	Defeating the bad guy story/ Poetry FOCUS: figurative language	Recount: Newspaper report	Portal Stories FOCUS: Setting	Instructions:
	Zelda Claw and the Rain Cat Model discussion text		Rags to riches model story Model diary text		Little Red Riding Hood Model persuasive letters		Myths and Legends Model explanation text		The Iron Man [poetry version of chapter 1] Newspaper theme- The Iron Man battle		The Door Model instructions	
Year 4	Tale of fear FOCUS: Plot/ hooking in the reader	Discussion: gender stereotypes	Journey Story FOCUS: characterisation and dialogue	Recount: Newspaper article	Warning story FOCUS: setting	Information text: Narwhales	Suspense story FOCUS: atmosphere	Instructions	Wishing tale FOCUS: character	Explanation:	Poetry	Persuasion: Spy phone leaflet
	The Nightmare Man Model text- Discussion		Fairy tales (The 3 Billy Goats) Newspaper models- The 3 pigs		The Old Canal Model texts- Non-chronological reports		Adventure at Sandy Cove Model texts- Instructions		Wishing tale Model text explanation		Poetry- Pie Corbett Anthology Model text persuasion	
Year 5	Rags to Riches FOCUS: Character	Non-chronological Report:	Warning story FOCUS: settings	Recount: Newspaper article	Suspense story FOCUS: atmosphere and action	Explanation	Moral story FOCUS: character	Persuasion: adverts	Portal story FOCUS: time slips	Instructions	Poetry	Discussion
	Oliver Twist Model text- report		The Caravan Model newspaper article		The Old Mill Model text-Explanation		Myths and Legends [Midas] Model advert		The Scarb Model text instructions		The Highway Man Model text- discussion	
Year 6	Time freezes/ shifts FOCUS: settings	Instructions: How to capture a x	Suspense FOCUS: Atmosphere	Newspapers: The Lighthouse	Quest story FOCUS: characterisation and dialogue	Persuasion letters: Refugees	Mystery story FOCUS: Plot and action	Discussion	Non-chronological Report:		Poetry FOCUS: Poetry	Explanation: Pandora
	The Clocktower- writing stimulus (Literacy shed) Instructions: how to capture a cacus		Francis (Literacy shed and text by Dave Eggers) Model text newspaper		Quest model story Lady Astrid adapted by AI Model persuasion text: deforestation		Cave of Requirement Model discussion texts		Model text: Werewolves. Writing focus- what is a Hobbit		The Tyger- William Blake Model text: explanation	

The Place value of punctuation and grammar

Year1	Year2	Year3	Year4	Year5	Year6
Nouns and Verbs	Nouns and Verbs	Nouns and Verbs	Nouns and Verbs	Nouns and Verbs	Nouns and Verbs
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice
Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions
Prepositions	Prepositions	Prepositions	Prepositions	Prepositions	Prepositions
Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)
Subordinating conjunctions (because)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)
			Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses
				Relative clauses	Relative clauses
				Punctuation for parenthesis (commas, dashes and brackets)	Punctuation for parenthesis (commas, dashes and brackets)