

The English Curriculum at Sandiway Primary School

Aims

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 love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.




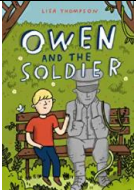
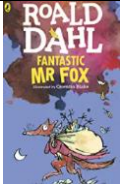

Teaching of Reading

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

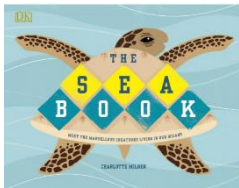
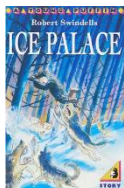
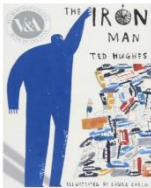
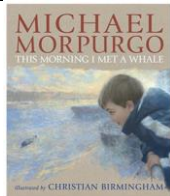

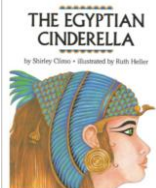
The children in Key Stage 1 read a range of high quality scheme books, including Bug Club and Big Cat books. These books are carefully levelled to match the child's phonic skills. Children should be able to read these quite easily, gaining confidence and fluency and aiding comprehension.

As the children progress into Year 2 and on through the school they become more confident at decoding. The books we provide are still levelled for the children, this ensures the books are of a suitable challenge. At this point we are fostering a love of reading and children will have more flexibility in what they can choose.

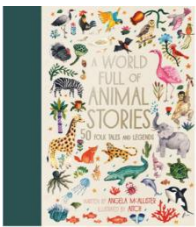
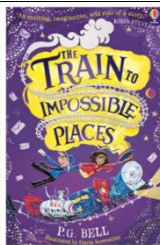
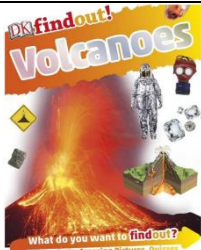



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers (Fiction)	Nibbles by Emma Yarlett (Non-fiction)	The Lion Inside by Rachel Bright (Fiction)	The Curious Case of the Missing Mammoth by Ellie Hattie (Fiction)	Toys in Space by Mini Grey (Fiction)	Goldilocks and just the one bear by Leigh Hodgkinson (Fiction)
	Additional Texts: <ul style="list-style-type: none"> Salina Yoon's Penguin Stories Be Brave Little Penguin by Giles Andreae The Emperor's Egg by Martin Jenkins 	Additional Texts: <ul style="list-style-type: none"> Goldilocks and The Three Bears By Emma Chichester Clark Little Red Riding Hood and Jack And The Beanstalk Texts The Gruffalo by Julia Donaldson 	Additional Texts: <ul style="list-style-type: none"> How to be a Lion By Ed Vere The Tiger Who Came to Tea By Judith Kerr Mog The Forgetful Cat By Judith Kerr 	Additional Texts: <ul style="list-style-type: none"> Lost in The Toy Museum by David Lucas Woolly Mammoth by Mick Manning How To Wash A Woolly Mammoth By Michelle Robinson and Kate Hindley 	Additional Texts: <ul style="list-style-type: none"> Space Dog By Mini Grey It Was a Dark and Stormy Night By Janet And Allan Ahlberg One True Bear By Ted Dewan 	Additional Texts: <ul style="list-style-type: none"> Old Bear Stories by Jane Hissey Dogger by Shirley Hughes Scaredy Bear By Steve Smallman
Statutory requirements Reading	<ul style="list-style-type: none"> Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict and discuss what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them 	<ul style="list-style-type: none"> Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings Draw on what they already know Discuss the significance of the title and events Use prediction and make inferences on the basis of what is being said and done Explain clearly understanding of what is read to them 	<ul style="list-style-type: none"> Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Learn to recite and appreciate rhymes and poems Make inferences on the basis of what is being said and done Discuss word meanings, linking new meanings Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Explain clearly understanding of what is read to them 	<ul style="list-style-type: none"> Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them
Essential Letters and Sounds	<ul style="list-style-type: none"> Children in Year 1 follow Essential Letters and Sounds to develop their decoding. See Phonics Policy 					

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<ul style="list-style-type: none"> Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin 	<ul style="list-style-type: none"> Above and Below by Patricia Hegarty 	<ul style="list-style-type: none"> The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series) 	<ul style="list-style-type: none"> Owen and the Soldier by Lisa Thompson 	<ul style="list-style-type: none"> Fantastic Mr Fox by Roald Dahl 	<ul style="list-style-type: none"> Grimm's Fairytales (Usborne Books)
Fiction: fantasy Fiction: fairy-tale	Information	Recount: emails Information	Fiction: story with a familiar setting	Fiction: adventure	Fiction: fairy-tale
Ongoing skills: <ul style="list-style-type: none"> Listen to, discuss and express 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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales 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 Recognise simple recurring literary language in stories and poetry Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Recognise simple recurring literary language in stories and poetry 					
Predict: Predict what might happen on the basis of what has been read so far					
Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary					
Retrieve: Answer and ask questions					
Mastery focus: <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Answer and ask questions Introduce non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Discuss their favourite words and phrases Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Discuss their favourite words and phrases Answer and ask questions

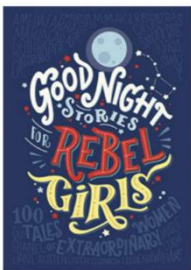

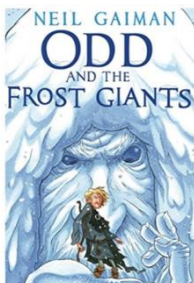

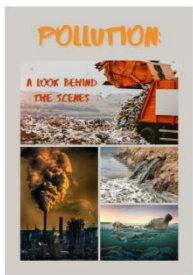
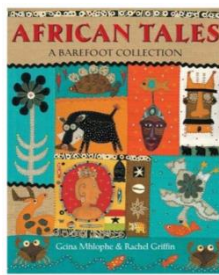
Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<ul style="list-style-type: none"> The Sea Book by Charlotte Milner 	<ul style="list-style-type: none"> Ice Palace by Robert Swindells 	<ul style="list-style-type: none"> The Iron Man by Ted Hughes The Iron Giant (film, 1999) 	<ul style="list-style-type: none"> This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company 	<ul style="list-style-type: none"> Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney) 	<ul style="list-style-type: none"> Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company
Information	Fiction: adventure	Fiction: fantasy	Fiction: adventure Information	Information	Fiction: historical/traditional tale
Ongoing skills: <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Check that the text makes sense to them and discuss their understanding Participate in discussion about books 					
Predict: Predict what might happen from details stated and implied					
Clarify vocabulary: Explain meaning of words in context					
Retrieve: Retrieve and record information					
Mastery focus: <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from nonfiction 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from nonfiction


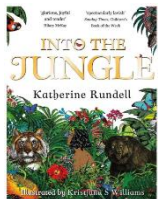

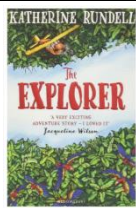

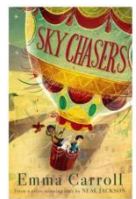
Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<ul style="list-style-type: none"> A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister 	<ul style="list-style-type: none"> The Train to Impossible Places by P.G. Bell 	<ul style="list-style-type: none"> DK Findout! Volcanoes by Maria Gill 	<ul style="list-style-type: none"> Ariki and the Island of Wonders by Nicola Davies 	<ul style="list-style-type: none"> Fantastically Great Women who Saved the Planet by Kate Pankhurst 	<ul style="list-style-type: none"> A Myth-Hunter's Travel Guide by The Literacy Company
Fiction: traditional tales	Fiction: fantasy	Information	Fiction: adventure	Recount: biography Information	Information
Ongoing skills: <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Check that the text makes sense to them and discuss their understanding Participate in discussion about books 					
Predict: Predict what might happen from details stated and implied					
Clarify vocabulary: Give/explain meaning of words in context					
Retrieve: Retrieve and record information					
Mastery focus: <ul style="list-style-type: none"> Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from nonfiction 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from nonfiction

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<ul style="list-style-type: none"> Goodnight Stories for Rebel Girls by Elena Favilli 	<ul style="list-style-type: none"> Hansel and Gretel by Neil Gaiman 	<ul style="list-style-type: none"> Odd and the Frost Giants by Neil Gaiman 	<ul style="list-style-type: none"> Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film) 	<ul style="list-style-type: none"> Pollution - a look behind the scenes by The Literacy Company The Last Wild by Piers Torday 	<ul style="list-style-type: none"> African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
Ongoing skills: <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase 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 Participate in discussion about books Ask questions to improve understanding Explain and discuss understanding of reading Provide reasoned justifications for views Recommend books to peers 					
Predict: Predict what might happen from details stated and implied					
Clarify vocabulary: Give/explain meaning of words in context					
Retrieve: Retrieve and record information					
Mastery focus: <ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books 	<ul style="list-style-type: none"> Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details 	<ul style="list-style-type: none"> Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<ul style="list-style-type: none"> When we were Warriors by Emma Carroll 	<ul style="list-style-type: none"> Into the Jungle by Katherine Rundell Martha's Suitcase by The Literacy Company 	<ul style="list-style-type: none"> The Happy Prince and Other Tales by Oscar Wilde 	<ul style="list-style-type: none"> The Explorer by Katherine Rundell Exploring the Amazon by The Literacy Company 	<ul style="list-style-type: none"> Great Adventurers by Alastair Humphreys 	<ul style="list-style-type: none"> Sky Chasers by Emma Carroll
Ongoing skills: <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase 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 Participate in discussion about books Ask questions to improve understanding Explain and discuss understanding of reading Provide reasoned justifications for views Recommend books to peers 					
Predict: Predict what might happen from details stated and implied					
Clarify vocabulary: Give/explain meaning of words in context					
Retrieve: Retrieve and record information					
Mastery focus: <ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language 	<ul style="list-style-type: none"> Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion 	<ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language Make comparisons within and across books 	<ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice, including figurative language 	<ul style="list-style-type: none"> Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion 	<ul style="list-style-type: none"> Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language