

English Curriculum

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Journeys ■ Bear Hunt ■ Whatever Next POEM: Dark - C Duffy	Toys ■ Nothing (+ ■ instructions)	Heroes & villains ■ SuperWorm (+ ■ Invention)	Big Blue Sea ■ A New Home for a Pirate (+ ■ instructions)	Growing ■ The Very Hungry Caterpillar (+ ■ information)	Creatures Big & Small ■ Recounts (+ ■ Three Billy Goats Gruff)
YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Journey stories (+ ■ simple recounts) The Cat's Breakfast The Magic Bojabi Tree	■ Quest stories Stick Man (+ ■ instructions)	■ Portal stories Jack & the Beanstalk (descript. 'kit) (+ ■ recounts) Ravi's Roar - Tom Percival	■ Quest stories The Way Back Home (descript. 'kit) (+ ■ instructions) POEM: The Dark - Carol Ann D; After Dark, M Rosen)	■ Defeating the monster stories Rama & Sita (action) (+ ■ recounts) How the Stars Came to Be	■ Warning stories Peter Rabbit (character 'kit) ■ Information Leaf - Sandra Dieckmann
YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Instructions (+ ■ defeating villain) George's Marvellous Medicine POEM: Instructions for Growing Poetry	■ Warning (Kassim) (descript 'kit) (+ ■ recounts) The Selfish Giant Dragon Post POEM: Choc. Cake	■ Information (+ ■ warning stories) Hodgeheg	■ Quest (LRRH) (setting 'kit) (+ ■ instructions) Jack & Baked Beanstalk; Journey, Quest, Return; Once Upon a Tune	■ Recounts (+ ■ quest stories) Fantastic Mr Fox The Lost Thing POEM: The Orange - W Cope	■ Defeating villain (Hansel) (character. 'kit) (+ ■ Information) Hansel & Gretl True Story 3 Little Pigs
YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Suspense (suspense 'kit) (+ ■ instructions) The Iron Man Tin Forest	■ Information (+ ■ defeating villain character. 'kit) Grace Darling: The Heroine of the Farne Islands; Featherlight P: Firebird Lighthouse	■ Portal stories (open & end 'kit) (+ ■ recounts) Stig of the Dump POEM: The Magic Box	■ Persuasion (+ ■ suspense; suspense 'kit) Legend of Podkin One-Ear; Great Realisation POEM: Breakfast Time	■ Quest stories (dialogue 'kit) (+ ■ persuasion) Firework M's Daught; A River. POEM: On the Ning Nang Nong	■ Explanation (+ ■ quest stories setting 'kit) James & the Giant Peach
YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Portal stories (setting 'kit) (+ ■ persuasion) Aquila	■ Recounts (Newspaper) (+ ■ quest stories character. 'kit) Charlotte's Web	■ Suspense (suspense 'kit) (+ ■ Information) Floodland; Tuesday	■ Explanation (+ ■ portal stories descript 'kit) Charlie & Chocolate Factory; Forests: Save our Planet	■ Meeting (dialogue) (+ ■ recounts) Kensuke's Kingdom Cicada - Shaun Tan	■ Discussion (+ ■ suspense [setting]) Beowulf POEM: Eastbourne
YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Lost & found (suspense 'kit) (+ ■ explanation) Skellig; How Colour Works	■ Information (+ ■ meeting [character]) Wolf Brother	■ Portal stories (description 'kit) (+ ■ Information) The Lost Magician POEM: Jabberwocky	■ Recounts (Newsp.) (+ ■ lost & found [action]) Cogheart POEM: Eletelephony	■ Meeting stories (open & endings) (+ ■ discussion) Midnight Fox Varmints	■ Persuasion (+ ■ meeting [dialogue]) Holes The Viewer - S Tan
YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ Warning (open & end 'kit) Private P; POEM: Tyger (+ ■ discussion)	■ Portal stories (setting 'kit) Hatchet (+ ■ recounts)	■ Persuasion (+ ■ meeting [character]) Leila & the Blue Fox	■ Mystery (suspense 'kit) (+ ■ information) Clockwork; The Arrival	Revision Units ■ Information ■ Persuasion ■ Quest stories	Revision Units ■ Discussion ■ Portal ■ Recounts

Curriculum Vision: English

The aim of the English curriculum at Sandgate Primary is to progressively build knowledge, such that all pupils are supported to know more and do more as they move through the school, on to secondary education and into later life. The curriculum is designed to benefit from the interconnected nature of reading and writing to ensure that all pupils successfully learn the discipline of English, along with the practical and theoretical knowledge comprising the subject. Both the reading and writing curriculums are supported by rigorous assessment approaches that accord all pupils the opportunity to demonstrate what they know and can do, whilst allowing gaps to be identified and addressed without impacting negatively on learning.

Curriculum Threads: English – Reading

The Reading curriculum at Sandgate, supported by Animaphonics, Accelerated Reader and Talk for Reading, is designed around the following:

- **Reading words (decoding):** developing rapid mastery of the English alphabetic code through the Animaphonics systematic synthetic phonic programme, supported by high reading mileage.
- **Reading more:** maintaining high reading mileage throughout the school to develop increased fluency with both word reading and comprehension, supported by Accelerated Reader.
- **Reading wider:** hearing, reading and learning texts that are pitched at a higher level of challenge than children would choose themselves. Texts include a wide range of authors, such as significant British authors but also from all around the world.
- **Reading deeper:** understanding at a deeper level by investigating concepts including language, structure/plot, character, setting, perspectives/viewpoints, main themes/ideas/messages/ information, and the disciplinary behaviours underpinning such investigation including activating prior knowledge, visualising and other sensory responses, questioning the text, predicting, empathising, clarifying & checking for clarity, scanning for specific detail, evaluating/critiquing, determining importance, summarising & drawing conclusions.
- **Reading as a habit:** learning to read words, read more, read wider and read deeper with fluency and as a habitual, positive behaviour.

Curriculum Threads: English – Writing

The Writing curriculum at Sandgate, supported by Talk for Writing and Animaphonics, is designed around the following:

- **Language:** knowing, understanding and using more words, but also the language of literature.
- **Structure/plot:** knowing, using and manipulating useful structures/plots.
- **Narrative concepts (or non-fiction purposes) & tools to express them:** knowing tools to develop character, setting, action, dialogue, description and suspense, but also tools to persuade, inform, explain, recount, instruct or discuss.
- **Transcriptional accuracy:** developing fluent joined handwriting, accurate grammatical patterns of language (and associated grammatical terminology), accurate use of punctuation and – building from the systematic synthetic phonics programme – learning to spell using the English alphabetic code.
- **Writerly behaviours:** knowing how writers think, act and behave, and learning to do this themselves as successful, independent and creative writers.

