English
At Fawkham CEP School

Intent:-

At Fawkham, all of our children speak English as their first language so their starting points are broadly good; particularly in Spoken English however their higher-level vocabulary is limited, due to lack of exposure. Therefore, we immerse children in a language rich environment through the use of a whole school approach in the teaching of all lessons (through key vocabulary lists) which is reflected through our classroom displays and environment as the silent teacher.

We provide children at Fawkham with a high-quality education in English stemming from high quality texts, carefully chosen to expose children to a range of authors including female authors and those from other cultures. We have chosen to use aspects of the Power of Reading approach to ensure all children are fully immersed in texts through active and creative learning, including drama, which feeds in to quality writing outcomes.

Learning journeys are carefully planned using a 'planning backwards' approach that reflects the needs of our children, identified through ongoing assessment. Throughout our school learning journeys are structured in the same way:

Immersion- Skills and Vocabulary- Write- Edit- Celebrate

We use a range of strategies to teach spelling discretely as it has been identified as a key area for development for Fawkham children. In EYFS and KS1, phonics is taught rigorously using Letters and Sounds progression. Punctuation and Grammar are predominantly taught within the English learning journey to ensure engagement and purpose, relating to the impact on the reader.

Speaking and listening is central to all teaching and incorporated in all lessons. Here at Fawkham, we use Kagan methods in order to ensure all children fully participate and actively contribute. Appropriate speaking frames are used throughout the school to support children in structuring effective, higher level sentences. Multiple opportunities are provided within each year group for children to use their spoken language to present and perform to a range of audiences for example in church services, class assemblies, pupil voice in leadership groups, performance poetry and school productions.

Reading is embedded throughout our curriculum at Fawkham, giving children numerous opportunities to acquire knowledge and to build on what they already know. The skills of reading are taught through weekly guided reading lessons. We use quality children books alongside the Oxford Reading Tree scheme to ensure children foster a love of reading while also developing their phonic skills.

Children at Fawkham, through their learning journeys, are taught to write through identifying and discussing the Purpose, Audience and Viewpoint of their writing. Where possible, writing outcomes link to class topics to ensure maximum engagement and immersion in the piece. Our 'planning backwards' approach incorporates the teaching of writing skills, linked to the different genres.

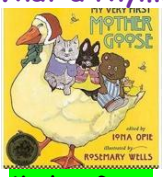
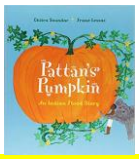
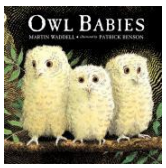
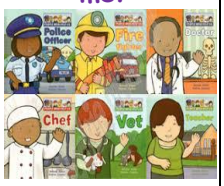
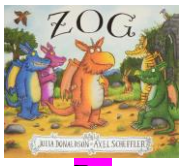
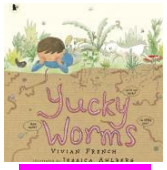
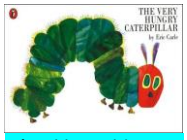
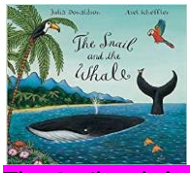
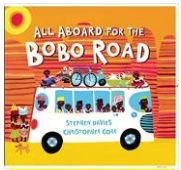
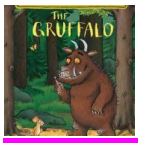
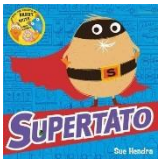
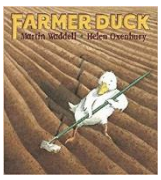
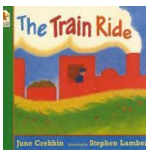
Here at Fawkham we have very high expectations of presentation in all written work. Cursive handwriting is taught and modelled from EYFS onwards as we know that it supports children's spelling, which is identified as an area for development, fluency and presentation.

KEY

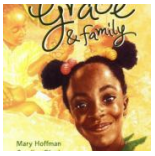
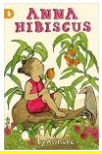
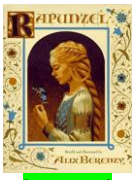
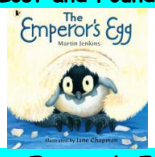
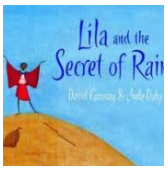
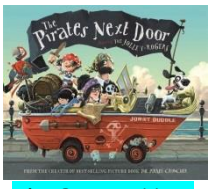
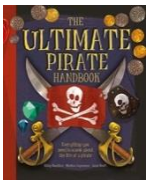
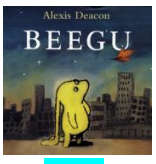
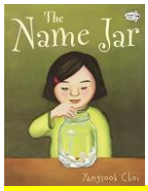
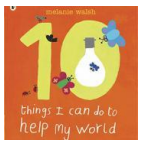
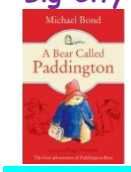
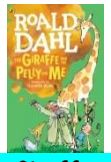
Male Author Female Author

Classic Text

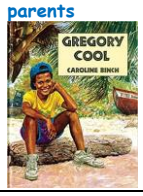
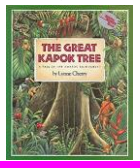
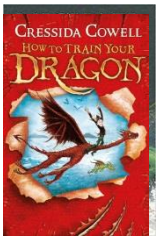
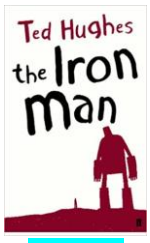
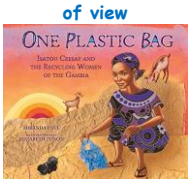
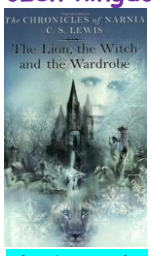
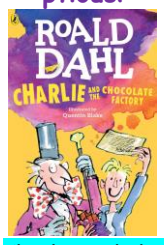
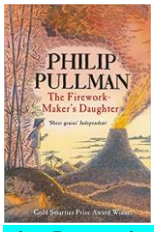
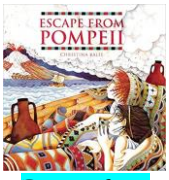
Multicultural Text

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R (Yr1)	About me So Much What a rhyme  Mother Goose **Multicultural Week** Stories from other cultures  Pattan's Pumpkin	When I go to sleep Bedtime for Monsters Owl Babies  	Who can help me?  	In the land of make believe The Bog Baby  Zog	In the Garden  Yucky worms  The Very Hungry Caterpillar	Under the Sea  The Snail and the Whale The Singing Mermaid
(Yr2)	About me So Much Bears, Bears, Bears The Everywhere Bear **Multicultural Week** Stories from other cultures  All Aboard for the Bobo Road	In to the woods Stanley's Stick  The Gruffalo	Once upon a time Traditional stories	Yum, yum Handa's Surprise  Supertato	Down on the Farm What the Ladybird Heard  Farmer Duck	Where shall we go today? Naughty Bus  The Train Ride

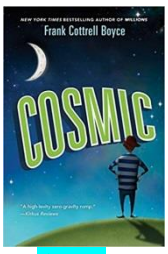
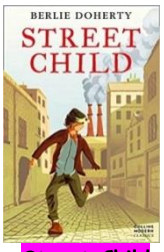
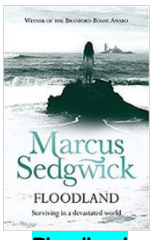
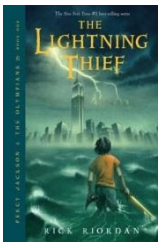
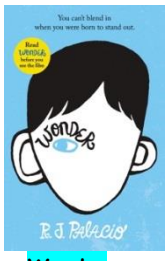
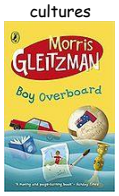
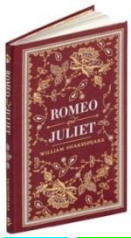
English

Year	Term 1	Term 2	Term 3 and 4		Term 5	Term 6
Year 1	**Where I live**  **Grace and Family** **On the Way Home** **Description**- writing about family **Explanation** - how to get to school **Multicultural Week** Stories from other cultures  Anna Hibiscus	**Once Upon a Time** **The Princess and the White Bear King**  **Rapunzel** **Narrative**-Writing own story with a traditional pattern **Description**-Character/ setting description	**Frozen Kingdom** **Lost and Found**  **The Emperor's Egg** **Description**-Description of Antarctica **Information text**-All about penguins	**Superheroes** **Traction Man** **Comic Strip**-Variation of Traction man story **Narrative**-Own superhero character adventure. BOOK WEEK- The Classics (opening doors)	**Africa/Safari**  **Lila and the Secret of Rain** **Meerkat Mail** **Diary**-In role as Lila from the mountain. **Postcard/letter**-From Sonny to his family.	**Pirates**  **The Pirates Next Door**  **The Ultimate Pirate Handbook** **Instructions**-How to be a pirate **Narrative**-Pirate story
Year 2	**Space** **Man in the Moon**  **Beegu** **Explantion leaflet**-To tell Beegu about our school **Postcard/letter**-From the man on the moon **Non-Chronological report**-Space **Multicultural Week** Stories from other cultures  The Name Jar		**Looking After Our World**  **The Robot and** **the Bluebird** **10 things I can do to help my world** **Egg Box Dragon** **Non-Chronological Report**-How to look after the environment. **Persuasive writing**- Why you should recycle/ use less plastic poster/leaflet. BOOK WEEK- The Classics (opening doors)		**Big City**  **A Bear Called Paddington** **Katie in London** **Descriptive writing**-Tourist guide for Paddington (describing landmarks) **Diary/ newspaper**-Recount of the Great fire	**Paws, claws and whiskers**  **The Giraffe, the Pelly and Me** **Information leaflet**-Leaflet about an animal **Narrative**- Write a story about another animal with magical abilities.

English

Year	Term 1	Term 2	Term 3	Term 4	Term 5 and 6	
Year 3	**Make a Splash!** **Flotsam** Diary-from camera's point of view Fact file report- for mythical underwater creature **Multicultural Week** Stories from other cultures (Tobago) Letters home to parents  	**Rainforest**  **The Great Kapok Tree** Playscript-from animals point of view 1st Person Narrative- Wood choppers perspective Persuasive Letter- Why the rainforest should be protected	**Pre-historic world** **Stig of the Dump** Descriptive Setting- Describing Stig's dump Persuasive argument- Should we be allowed to hunt? (linkedto Ch 4- Barney and Stig go hunting)	**Poetry** Performance Poetry BOOK WEEK- The Classics (opening doors)	**Dragons**  **Beowulf How to Train Your Dragon** Recount Letter- Beowulf writes a letter to father 3rd person narrative- Write an alternative ending Balanced argument-Should dragons be kept in captivity? Instruction text-How to train a dragon?	
Year 4	**Trash or Treasure?**  **Iron Man** Newspaper article- Sightings of the Iron Man Discussion text-Is rubbish trash or treasure? **Multicultural Week** Stories from other cultures (Gambia) Recount- Goat's point of view  	**Frozen kingdom**  **The Lion, the Witch and the Wardrobe** Descriptive setting- description of Narnia 1st person narrative- White Witch's perspective Motivtional Speech- Aslan rallying his army against the White Witch.	**Scrumdiddlyumptious!**  **Charlie and the Chocolate Factory** 3rd person narrative- Write a new chapter-a new room in the chocolate factory Balanced argument- Should children be allowed to eat unlimited sweets?	**Poetry (food poetry)** BOOK WEEK- The Classics (opening doors)	**Extreme Earth**  **The Firework-Maker's Daughter** Persuasive letter- Father writes a persuasive letter to his daughter (Lila) Playscript-Retell a section of the story	**Rotton Romans**  **Escape from Pompeii** Adventure narrative- hero's escape from the volcano Report-Fact file on volcanoes

English

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	**Space**  **Cosmic** **First person narrative – Liam's adventure in space.** **Fact File** – about imaginary space creatures **Multicultural Week** Stories from other cultures **The Arrival** **Diary entry- in the role of a person arriving in a new country**	**Fawkham Child**  **Street Child** **Descriptive narrative** – focus on the setting of the work house **Discussion**-should children be used as child labour? **Poetry** Classical poetry (Twas the night before Christmas)	**Raging Rivers**  **Floodland** **Newspaper Report**- about the situation (Eel Island) **Recount** – recount of Zoe's experience	**Classics** Opening Doors Letter - ? BOOK WEEK- The Classics (opening doors)	**Ancient Greece**  **Percy Jackson and the Lightning Thief** **Explanation** – Explanation of the underworld **Instruction text** – how to fight mythical Greek monsters **Final week (5/6):** Percy Jackson trailer. Narrative of the fight seen (10 sessions).	**What a Performance** Promotional leaflet on Kingswood **Celebration**- 2/3 weeks Geography extended writing project
Year 6	**All about Me**  **Wonder** **Split narrative**- Auggie (child) and teacher (adult) **Report** – bullying (causes, effects, types, prevention) **Multicultural Week** Stories from other cultures  **Debate** – should people be allowed asylum?	**Shakespeare**  **Romeo & Juliet** **Diary**-Romeo- fight scene **Letter**-To Father about Paris **Poetry** Classical poetry (The Listeners)	**WWII** **Goodnight Mister Tom** **Promotional leaflet** – recruiting people to service **Propaganda Speech**- Churchill's speech rallying the troops **First person narrative** – in the role of William (young boy)	**Classics** Opening Doors Letter - ? BOOK WEEK- The Classics (opening doors)	**Egyptians** **Secrets of a Sun King** **Explanation**- mummification **First person narrative – focus on description of setting, in the role of Lilian** **Final week (5/6):** **Newspaper report – finding Tutankhamun's tomb**	**What a Performance** **Celebration**- 2/3 weeks **Theatre programme** **Extended write linked to different topic**