



English

At Fawkham CEP School



Intent:-

At Fawkham, we aim to promote high standards of communication and literacy, developing essential and life-long skills of speaking, listening, reading and writing. Our Christian Vision John Ch 10 vs 10 'I came that you may have life, life in all its fullness' is at the heart of all we do and we therefore aim to make learning exciting, enriching and inspiring while ensuring all children make excellent progress to enable them to be able to access the whole curriculum and to leave us with excellent literacy and oracy skills

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in progress further. We believe that a secure basis in literacy skills is crucial to a high quality education across the curriculum. We whole-heartedly 'promote high standards of 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.' (National Curriculum 2014).

Implementation

Speaking and Listening

We believe that the skills of speaking and listening are essential in developing effective, curious and resilient learners. Therefore, speaking and listening opportunities are embedded not only in the English curriculum but also across the wider curriculum for all learners. Opportunities for developing speaking and listening skills are explicitly planned by teachers wherever possible such as through discussions, debates, performances and presentations and Kagan methods, including speaking frames are used in class to support children in becoming confident and mature communicators. Children practise speaking for a variety of purposes and audiences, adapting their language appropriately as well as their intonation, tone, volume and actions, and are able to work individually or in small or larger groups with peers or older or younger children.

Reading

At Fawkham, we believe that reading is an essential, life-long skill. We believe that all children should learn to read to enable them to develop a life-long love of books and reading. We aim to enable this by immersing our pupils in high quality texts that we hope will excite them, challenge them, develop their imagination and open them up to worlds of possibilities.

We believe that every child has the right to learn to read and our aim is for them to also develop a love of reading too. We promote enjoyment through the creative use of high quality texts and a range of engaging activities at the heart of learning. Teachers aim to be reading role models in the way that they discuss and promote books as well as modelling reading for pleasure. They make careful selections both in the texts that they choose to use in the teaching of English and in those that they read aloud to pupils. Children are read aloud to daily for fifteen minutes which allows them to access more demanding texts in a supportive environment and also aids their vocabulary growth. To further aid this, all children receive daily explicit instruction of challenging vocabulary (with a focus on academic "Tier 2 words") both through texts and related to different curriculum areas. Alongside this, pupils are taught strategies to independently deduce the meaning of new words they encounter such as through considering context cues and exploring the morphology of words which allows for direct links to be made with spelling and grammar.

In the early stages of reading, children's phonic knowledge is systemically developed through discrete daily phonics sessions that follow the "Little Wandle Letters and Sounds" programme. Children continue to have daily phonics lessons until they have secure knowledge phase 5 sounds. Reading Practice sessions are also part of the Little Wandle Letters and Sounds programme. These are taught three times a week and allow the children to embed their phonics knowledge through fully decodable reading books. Children are also taught the skills of prosody and comprehension through these reading practise sessions.

When moving on from decodable readers children in Year 2 access the Little Wandle fluency scheme where they are able to move through purposefully created books to ensure they become fluent readers so that they can access all books at the level required to comprehend them accurately.

Pupils in key stage 2 take part in whole class guided reading lessons each week where a combination of high quality whole texts, as well as extracts are used to engage the children and teach them the skills they need to fully understand the texts such as understanding vocabulary, retrieval of information and how to infer meaning from the text.

We strive for every pupil to leave us with the necessary skills to access the reading and vocabulary demands of the secondary curriculum and for them to be successful communicators throughout their lives. We believe that no child should be left behind or become a disenchanting reader so targeted interventions – both group and individual – are deployed appropriately, including using Rapid Keep Up resources aligned with the Little Wandle scheme and other specific interventions where needed.

Writing

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

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.

We develop our pupils writing skills so that they have the stamina and ability to write at length, applying the skills set out in the English National Curriculum. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, ICT, drama, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience.

Initially, pupils need to be able to form the letters needed and then be able to express one's ideas using these letters. Through shared and guided writing opportunities, we equip children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they work towards being able to write with a greater sense of purpose and learn to organize their writing according to this purpose. Children are equipped with the necessary tools to do this, being given daily opportunities to focus on spelling and/or grammatical structures.

Spelling, Punctuation and Grammar

At Fawkham, we aim for our pupils to become fluent and effective writers. Accurate use of spelling, punctuation and grammar is essential to this. We use the National Curriculum 2014 as a basis for teaching Spelling, Punctuation and Grammar by introducing patterns or conventions and continually practising those already introduced.

Spelling, Punctuation and Grammar strategies are taught explicitly in short interactive and investigative sessions in English using a range of resources. Pupils are taught key rules and strategies with opportunities to analyse how other writers have applied these skills to model texts and extracts in order for our pupils to apply these skills independently and effectively to their own writing. Pupils are taught to recognise which strategies they can use to improve their own spelling. They are encouraged to apply learnt strategies to their independent writing.

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 Little Wandle Letters and Sounds progression. The spelling of 'tricky words' is embedded in the scheme so children are taught these explicitly. Children in KS2 follow the Grammarsaurus










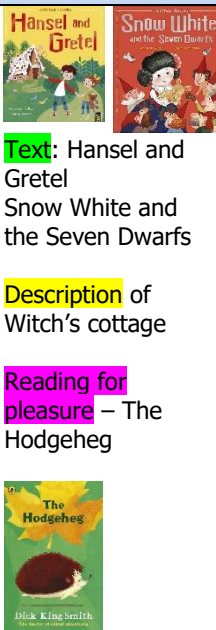


spelling programme to ensure that they are taught particular spelling rules and are taught to apply these as well as learning exceptions to each rule.



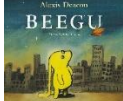


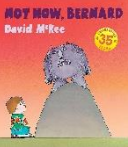
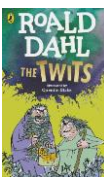

Punctuation and Grammar are taught discretely to ensure children acquire the skills they need. These skills are then embedded within the writing units so that children have opportunities to apply and practise the knowledge and skills in context.

Handwriting




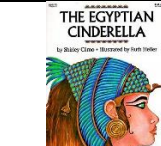
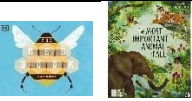
Here at Fawkham we have very high expectations of presentation in all written work. As directed by our SSP, children in Reception and Year 1 learn to form letters using the Little Wandle formation patters. Children from Year 2 upwards are taught handwriting using the 'Letter Join' scheme enabling them to develop and then practise an effective joined style. We believe that children's self-esteem and pride in their work can be raised by good quality presentation Where pupils are off-track, extra handwriting practice opportunities will be given. Resources such as handwriting slopes and pencil grips are provided when needed. We strive for our children to correctly form their letters, joining with a cursive style with pupils having good handwriting habits so that they can write fluently and legibly by the end of KS2.




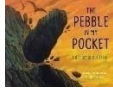

Text Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	 <p>Key Texts- The Colour Monster/ The Colour Monster Goes to School So Much A Superhero Like you Little Red Hen</p>	 <p>Key Texts- The Best Diwali Ever Little Glow Owl Babies The Gruffalo Astrogirl One Snowy Night</p>	 <p>Key Texts- Here we are Naughty Bus The Train Ride Mr Gumpy's Outing The Magic Paintbrush</p>	 <p>Key Texts The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears Little Red Riding Hood</p>	 <p>Key Texts- The Tiny Seed The Very Hungry Caterpillar What the Ladybird Heard The Giant Jam Sandwich</p>	 <p>Key Texts- The Rainbow Fish Handa's Surprise The Girl and the Dinosaur The Lighthouse Keeper's Lunch Clean Up</p>
KS1 Cycle A	 <p>Text: Julia Donaldson Author Study Grace and Family</p> <p>Writing Outcome: Lists and captions (Term 1 mainly focuses on pencil grip and letter formation as well as place value of punctuation and grammar)</p> <p>Description Description of their family</p>	 <p>Text: Traction Man is Here Toys in Space</p> <p>Writing Outcome: Non-Chronological report (Traction Man)</p> <p>Recount – Letters/postcards (Toys in Space)</p> <p>Reading for pleasure – Man on the Moon</p>	 <p>Text: The Gingerbread Man The Knight who wouldn't fight</p> <p>Narrative – Repetitive story (The Gingerbread Man)</p> <p>Non-Chronological report about dragons (The Knight who Couldn't Fight)</p>	 <p>Text: Hansel and Gretel Snow White and the Seven Dwarfs</p> <p>Description of Witch's cottage</p> <p>Reading for pleasure – The Hodgeheg</p>	 <p>Text: Rapunzel Sleeping Beauty</p> <p>Diary entry as Rapunzel – Description of what they have done in a day (past tense)</p> <p>Reading for pleasure – The day the crayons quit</p>	 <p>Text: The Wooley Bear caterpillar</p> <p>Vlad and the Great fire of London</p> <p>Explanation – How do butterflies change? (The Woolly Bear Caterpillar)</p> <p>Recount – Diary (Vlad and The Great Fire of London)</p>

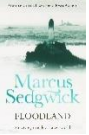
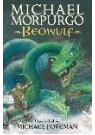
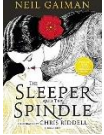
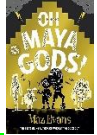


	<p>Reading for pleasure – My Funny Family</p>  <p>Bad Nana</p> 	 <p>Beegu</p> 	<p>Reading for pleasure – I want my hat back</p>  <p>Chocolate Cake</p>  <p>Not Now, Bernard</p> 	<p>Farmer Duck</p> 	 <p>Lila and the secret of rain</p>  <p>The Twits</p> 	<p>Reading for pleasure –We're all wonders</p>  <p>Yours sincerely, Giraffe</p> 
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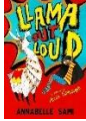
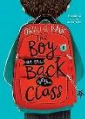
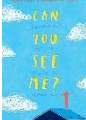

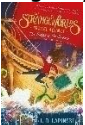
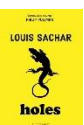
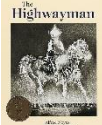











<p>KS1 Cycle B</p>	 <p>Text: The Hotel for Bugs, The Bug Collector, The Girl who Loves Bugs</p> <p>Writing Outcome: Place Value of Punctuation and Grammar</p> <p>Non-Chronological report about minibeasts</p> <p>Reading for pleasure – Avocado Baby Pumpkin Soup Gangsta Granny</p> 	 <p>Text: Jack and the Beanstalk The Gigantic Turnip</p> <p>Narrative (Jack and the Beanstalk)</p> <p>Instructions – How to plant a seed (The Gigantic Turnip)</p> <p>Reading for pleasure – Handa's Surprise The Snail and the Whale The Giving Tree</p> 	 <p>Text: Man on the Moon Lost and Found</p> <p>Diary entry as a character</p> <p>Instructions – How to be a mighty explorer</p> <p>Reading for pleasure – The Giant Jam Sandwich The Snowman Where the Wild Things Are Fantastic Mr Fox</p> 	 <p>Text: Little Red Riding Hood The Three Little Pigs</p> <p>Recount</p> <p>Postcard/letter (Little Red)</p> <p>Description - Wanted poster</p> <p>Narrative – (The Three Little Pigs)</p> <p>Reading for pleasure – The Enormous Crocodile Dave's Cave</p> 	 <p>Text: Supertato Series</p> <p>Narrative – Supervegetable story</p> <p>Persuasive – Join our Super Vegetable Crew!</p> <p>Reading for pleasure – Mama Panya's Pancakes The Jolly Rodgers and the Ghostly Galleon</p> 	 <p>Text: Benji Davis Focus</p> <p>(At the Beach, What I Found at the Seaside, Storm Whale)</p> <p>Recount – Postcard (Benji Davis)</p> <p>Persuasive advert – Visit the Seaside</p> <p>Reading for pleasure – Please Mr Panda The wishing chair</p> 
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>LKS2 Cycle A</p>	 <p>Text: How to wash a woolly mammoth,</p>	 <p>Text: Stone Age Boy, 24 Hours in the Stone Age</p>	 <p>Text: The Great Kapok Tree, Flotsam</p>	 <p>Text: The Egyptian Cinderella</p>	 <p>Text: The Lion, the witch and the wardrobe</p>	 <p>Text: The Bee Book, The most</p>

	<p>Stig of the Dump</p> <p>Writing Outcome: Descriptive Setting + characterising speech- Describing Stig's dump</p> <p>Non-chronological report – prehistoric creature</p> <p>Reading for pleasure – Planet Omar-accidental trouble Magnet</p> 	<p>Writing Outcome: Recount -letter home to parents</p> <p>Poetry – Free Verse – the magic box Nonsense poem – the Jaberwocky</p> <p>Reading for pleasure – Owen and the Soldier</p> 	<p>Writing Outcome: Recount- Diary- from camera's point of view</p> <p>Story structure - 1st Person Narrative- Wood choppers perspective</p> <p>Reading for pleasure – Leon and the Place in Between</p> 	<p>Writing Outcome: Persuasive advert – visit Egypt</p> <p>Instruction text - How to mummify your dear friend</p> <p>Reading for pleasure – The Pebble in my Pocket</p> 	<p>Writing Outcome: Descriptive narrative – portal story – Lucy entering Narnia</p> <p>Motivational speech-The White Witch rallying her arm</p> <p>Reading for pleasure-Poetry</p>	<p>important animal of all</p> <p>Writing Outcome: Persuasive advert – save the bees Non-chronological report</p> <p>Reading for pleasure-Rhythm of the Rain</p> 
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<p>LKS2 Cycle B</p>	<p> Text: The Iron Man</p> <p>Writing Outcome: Newspaper article-Sightings of the Iron Man</p> <p>Discussion text- Is rubbish trash or treasure?</p> <p>Reading for pleasure Charlotte's Web</p> 	<p> Text: Charlie and the Chocolate Factory</p> <p>Writing Outcome: 3rd person narrative-Write a new chapter-a new room in the chocolate factory Setting- description –</p> <p>Explanation Text-a new chocolate machine – the process of how it works</p> <p>Reading for pleasure Varjak Paw</p> 	<p> Text: Leo and the Gorgan's Curse Theseus and the Minotaur/ Hercules</p> <p>Writing Outcome: Non-chronological report – Greek Monsters</p> <p>Instructions – How to defeat the Minotaur</p> <p>Reading for pleasure An Alien in the Jam Factory</p> 	<p> Text: The Firework Maker's Daughter</p> <p>Writing Outcome: Persuasive letter-Lila writes a letter to her father</p> <p>Playscript-Retell a section of the story</p> <p>Reading for pleasure Poetry</p>	<p> Text: Escape from Pompeii</p> <p>Writing Outcome: Narrative – characterising speech – escape from Pompeii</p> <p>Poetry</p> <p>Reading for pleasure The Last Bear</p> 	<p> Text: The Adventures of Robin Hood</p> <p>Writing Outcome: Recount diary – Robin Hood</p> <p>Narrative - legend</p> <p>Reading for pleasure Kay's Anatomy Amy gets Eaten</p>  
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>UKS 2 Cycle A</p>	<p> Text: Floodlands</p> <p>Writing Outcome: Newspaper Report- about the situation (Eel Island)</p>	<p> Text: Beowulf, Arthur and the Golden Rope</p> <p>Writing Outcome: Explanation text: How did Vikings Raid Anglo-Saxon settlements?</p>	<p> Text: Sleeper and Spindle, Hansel & Gretel</p> <p>Writing Outcome: Setting description – Dark fairy tale setting</p>	<p> Text: Oh Maya Gods!</p> <p>Writing Outcome: Persuasive Advert – Visit Mexico</p> <p>POETRY</p>	<p> Text: Macbeth</p> <p>Writing Outcome: Diary entry – Shakespeare character</p> <p>1st person narrative -</p>	<p> Text – Darwin's Dragons, Darwin & Hooker</p> <p>Writing Outcome: Non Chronological Report: Galapagos Islands/animals</p>

	<p>Discussion – which climate crisis worse: flood or drought?</p> <p>Reading for pleasure – poetry</p>	<p>WRITING OUTCOME NEEDED: speech</p> <p>Reading for pleasure – Llama out loud</p> 	<p>Text: The Wizard of Oz</p> <p>3rd person/split narrative – speech – Dorothy Vs. Wicked Witch</p> <p>Text: Alice in Wonderland Letter – in the role of Alice</p> <p>Reading for pleasure – Boy at the back of the class</p> 	<p>Reading for pleasure – Can you see me?</p> 	<p>Macbeth (see 3rd person narrative)</p> <p>Reading for pleasure - The Haunting of Aveline Jones</p> 	<p>End of Year Celebration & Head Boy/Girl speeches</p> <p>Reading for pleasure – The Strange World Travel Agency</p> 
<p>UKS 2 Cycle B</p>	<p>Texts – Holes The Highwayman</p>   <p>Writing Outcome: 1st person narrative – Bess from the Highwayman (use diary to help)</p> <p>Discussion: should children be sent to camp green lake?</p> <p>Reading for pleasure- Wonder</p> 	<p>Texts – Dracula and Room 13</p>   <p>Writing Outcome: Setting description: spooky</p> <p>Based on trip: Persuasive/promotional Leaflet – Kingswood</p> <p>Reading for pleasure – Poetry- Bright Bursts of Colour</p> 	<p>Text: Letters from the Lighthouse</p>  <p>Writing Outcome: Propaganda Speech-Churchill's speech rallying the troops Newspaper report – WW2 St. Pauls 3rd person narrative – WW2 pilot</p> <p>Reading for pleasure – The Last Wild</p> 	<p>Text - Romeo & Juliet</p>  <p>Writing Outcome: Letter-To Father about Paris</p> <p>Diary entry - Romeo</p> <p>Reading for pleasure – Cogheart</p> 	<p>Explanation – science based, music based on RE based</p> <p>POETRY</p> <p>Reading for pleasure – The Valley of Lost Secrets</p> 	<p>Text – Cosmic</p>  <p>Writing Outcome: Non-chronological report: planet</p> <p>End of Year Celebration & Head Boy/Girl speeches</p> <p>Reading for pleasure – The Boy who made everyone laugh</p> 

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

When we are successful, pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.