

English



It is the intent of the curriculum to:

- build confident and capable readers to aid in current and future learning in all areas
- build skills in comprehension including retrieval, sequencing, inference and authorial intent
- create articulate writers in an array of text types which will stem from articulate speakers

English, as a core subject, will be taught daily. We recognise the need for English to maintain a core time every morning as learning to read will be the basis for all future learning.

Phonics will build a large part of the focus in the EYFS and KS1. We believe that excellent phonics teaching is the foundation to reading and future learning for all children. Daily phonics lessons will be taught using a consistent approach throughout the school. Phonics lessons will provide an opportunity to:

- Revisit past learning
- Teach new phoneme/grapheme
- Practise
- Apply

Ongoing monitoring of phonics will be completed through Phonics Tracker. Spelling rules will be expected to be integrated into phonics and then extend beyond phonics. Children will be provided timely intervention to allow them the opportunity to keep up rather than catch up at a later time.

Spelling lessons throughout the week should include:

- Revisit (daily)
- Spelling rule (Introduction and revisit daily)
- Definitions (including word origins, root words, meaning of suffixes or prefixes)
- Syllabification
- Short Dictations

Spelling will be assessed through PiXL diagnostic and termly assessments.

Reading is built upon the CUSP curriculum which provides a literacy spine for reading with additional texts and extracts to aid in a range of reading opportunities. Staff are adapting the reading with scaffolded resources for children that may require this support (e.g., SEND or EAL). In KS1, the reading is planned for 5 days of 45 minute lessons over a two week period. In KS2, the planned curriculum has a 30 minute reading lesson daily. This structure is new to the school and will be monitored carefully to assure that there is continued progress in reading skills. Assessment of reading will be completed with fluency/prosody termly assessment and reading comprehension (PiXL resources).

Writing in years 1 - 4 is planned using the CUSP curriculum. In KS1, writing is taught for 5 sessions of 45 minutes over a 2 week period. Writing in KS2 is taught for 45 minutes daily. Grammar lessons will be taught explicitly through the carefully planned writing lessons of CLUSP. The sequence of writing has been carefully planned and mapped out in the CLUSP curriculum to assure there are opportunities to revisit key text types and skills. At Tollgate Primary, the teachers have the flexibility to change the context of the writing to assure that children can develop their skills. (If a context in a pre-planned and resource lesson is out of reach of the children and there are no opportunities to help develop this context, then teachers will be allowed and expected to alter the lessons.) Writing will be assessed against national curriculum expectations for each year and at least one time a year, No More Marking will be utilised for a comparison judgement.

Phonics/Spelling						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Reception	Phase 2	Phase 2	Phase 2	Phase 2/3	Phase 2/3	Phase 3 Introduce Phase 4
Year 1	Phase 3/4/5A	Phase 5A/B	Phase 5B/C	Phase 5C	Phase 5C	Phase 5A/B/C
Year 2	Phase 5A	Phase 5B	Phase 5C	Phase 6	TBD	TBD
Year 3	Spelling Shed List 1 - 5	Spelling Shed List 6 - 11	Spelling Shed List 12 - 17	Spelling Shed List 18 - 22	Spelling Shed List 23 - 26	Spelling Shed List 27 - 31
Year 4	Spelling Shed List 1 - 5	Spelling Shed List 6 - 11	Spelling Shed List 12 - 18	Spelling Shed List 19 - 23	Spelling Shed List 24 - 28	Spelling Shed List 29 - 32

Phonics lesson structure (daily):

Revisit
Teach
Practise
Apply

Spelling lesson structure (weekly):

Revisit past rule (flashback)
Spelling rule
Definitions (including origin, morphology and word class)
Syllabification
Dictation

Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Speaking and Listening Vocabulary	Speaking and Listening Vocabulary	Speaking and Listening Vocabulary	Speaking and Listening Vocabulary	Speaking and Listening Vocabulary	Speaking and Listening Vocabulary
Reception	Name recognition Rhyme and alliteration Segmenting and blending Comprehension Reading CVC words	Rhyme and alliteration Oral segmentation and blending Comprehension Reading CVC words	Segmenting and blending Linking grapheme to phoneme Comprehension Reading captions and short sentences	Segmenting and blending Linking grapheme to phoneme Comprehension Reading captions and short sentences	Reading captions and sentences Read back what they have written Comprehension Reading captions and short sentences	Reading captions and sentences Read back what they have written Comprehension Reading captions and short sentences
Year 1	Beegu Where the Wild Things Are	The Storm Whale The Owl and the Pussycat The Boy Who Cried Wolf	The Tale of Peter Rabbit Look Up!	Here We Are Chocolate Cake	There's a Rantan in my Bedroom And Tango Makes Three	The Lion Within The Hare and the Tortoise The Proudest Blue
Year 2	The Street Beneath My Feet Grandad's Island The Goose that laid the Gold Egg	Paddington The Christmas Pine	The Quangle Wangle's Hat Coming to England Mrs Noah's Pockets	Rhythm of the Rain Little People Big Dreams	Great Women Who Changed the World The Sun and the Wind	Fantastic Mr Fox
Year 3	Greta and the Giant Pebble in my Pocket	Leon and the Place Between 'Twas the Night before Christmas	Sam Wu is Not Afraid of the Dark My Shadow	Operation Gadgetman	Dancing Bear	The Magician's Nephew
Year 4	The Queen's Nose The Raven	The Boy at the Back of the Class	Young, Gifted and Black Caged Bird	Wind in the Willows The Walrus and the Carpenter	Varjak Paw	The Girl Who Stole an Elephant The Jabberwocky

Reading lesson structures:

KS1 lesson structure:

Focused book

2 week cycle (3 days/2 days)

Interspersed with extracts

Week 1 Retrieval, Summary

Week 2 Inference

KS2 lesson structure:

Focused book

2 week cycle (30 minutes per day)

Interspersed with extracts

Week 1 Retrieval, summarise

Week 2 Inference, authorial intent

Daily lessons:

Vocabulary

modelled reading, reading speed, echo read, choral read, pair read

Explain/Example

Attempt

Apply

Challenge

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Print in the environment Mark making	Print in the environment Mark making	Print in the environment Mark making Beginning letter formation	Print in the environment Mark making Beginning letter formation	Print in the environment Mark making Letter formation	Print in the environment Mark making Letter formation
Reception	Talk for writing Using initial sounds	Talk for writing Using initial sounds	Develop letter formation Writing CVC words Name writing Caption writing	Develop letter formation Writing CVC words Name writing Caption writing	Write simple sentences linking phonics to writing for lowercase and uppercase letters	Write simple sentences linking phonics to writing for lowercase and uppercase letters
Year 1	Poetry: pattern and rhyme Setting descriptions Instructional writing	Shape Poems and calligrams Stories with familiar settings	Shape poems and calligrams Informal letters Recount from a personal experience Poetry on a theme	Instructional writing Stories with a familiar setting	Informal letters Poetry on a theme Setting descriptions	Poetry: patterns and rhyme Recount from personal experience
Year 2	Character Descriptions Simple retelling of a narrative Poems developing vocabulary	Stories from other cultures Formal invitation	Poetry on a theme Recount from personal experience Formal invitations	Stories from other cultures Non-chronological report	Character description Non-chronological report	Simple retelling of a narrative Recount from personal experience Poetry on a theme
Year 3	Poetry on a theme Non Chronological Report First person narrative descriptions Performance Poetry	Dialogue through narrative Formal letters to complain	Non-chronological reports Third person narrative	Performance poetry Advanced instructional writing First person narrative descriptions	Dialogue through narrative Formal letters to complain	Poetry on a theme Third person narrative Advanced instructional writing
Year 4	Third person adventure story Newspaper report Poems which explore form	First person diary entries Persuasive writing Stories from other cultures	Poems which explore form Explanatory texts Critical analysis of narrative	Stories from other cultures Persuasive writing	Explanatory Texts Third person adventure story	Newspaper reports First person diary entry Critical analysis of narrative poetry

KS1 lesson structure:

Focused text type

2 week cycle (2 days; 3 days)

Week 1 focus on grammar structure

Week 2 focus on application

KS2 lesson structure:

Focused text type

2 week cycle (45 minutes per day)

Week 1 text type and grammatical focus that is needed for writing

Week 2 plan, draft, edit

Daily lesson structure:

Vocabulary

Explain/Example

Model

Attempt

Apply

Firm Foundations, Broad Horizons, Transforming the community together

kindness | happiness | resilience | independence | motivation | respect