



## OUR ENGLISH CURRICULUM

### AIMS

The English curriculum at Uplands Manor is intended to give all children a command of the spoken and written word and a love of reading and literature. The curriculum aims to support children in becoming:

- **Fluent** readers and writers by embedding the basics and giving them plenty of time to practise.
- **Articulate** when talking and writing because they have a broad vocabulary, understanding of language structures, including grammar, and are aware of the impact their language choices have on their audience.
- **Engaged** in the power and pleasure of language and communication and how it can and will enrich their lives.

Structure and implementation

### PROGRESSION IN TEXTS

The curriculum is delivered through a progression of high-quality texts from EYFS to year 6. These include:

- Classics stories and traditional tales
- Highly regarded contemporary fiction and non-fiction, some of which is award winning
- Books that reflect the children's lived experiences, interests and diverse backgrounds and cultures
- Poetry, both poems that have stood the test of time as well as modern poets
- Books that link to the knowledge learnt in both the broader curriculum, the children's interests and the wider world.

### Purpose, audience, form and impact

The Progression in texts document also includes:

PURPOSE – why are we writing?

AUDIENCE – who are we writing for?

FORM – how are we writing it?

IMPACT – what impact do we want our writing to have?

In knowing the above, children are empowered to understand what they are reading and how the text has been crafted with PAFI in mind. This in turn allows them to utilise this knowledge when discussing texts they read and when writing their own texts. As a result, children become more curious about how language works and more critical of the words they hear and read. This leads to independent, critical thinkers who can reflect on their reading with knowledge and purpose and express themselves confidently and competently when reading and writing.

### Linked texts

Alongside the core texts chosen for each half term, there are a set of linked texts which share similar themes but are presented in a variety of forms e.g. poetry, picture books. They may also be written in similar contexts (e.g. similar settings and cultures) or be written or illustrated by the same

authors. This is so that children are exposed to a wide range of high-quality literature supporting them to develop their own reading knowledge and preferences.

### **Reading opportunities**

Each new unit will commence with opportunities for all children to access the text through reading, whether this is through teacher lead reading, chorus/echo reading or reading independently. As there is no expectation for all children to read these texts independently, all children will be able to access the same text and therefore contribute to and benefit from whole-class discussions and activities related to the text and enjoy and experience age-related topics, themes and content.

While reading the text, we will look for opportunities to identify and discuss authorial choices over things like structure and presentation, grammar and punctuation, and vocabulary. The purpose of this, is to show children how professional authors make choices for a reason and with an intended impact in mind, so that they do the same when it is their turn to write.

During this reading phase, children will also have opportunities to answer comprehension style questions in order to better understanding the text and again we will be discussing the choices made by the authors in order to convey this information to the reader.

As an addition to the English journey, children will also be given 20-30 minutes per day in order to read independently in order to improve reading fluency. More detail about this is provided later in this document.

### **Writing opportunities**

Each unit outlined on the Progression in texts document will have a final independent written outcome that is directly linked to the PAFI. This independent writing will be used for assessment purposes in order to determine a student's writing level and to gauge how well the content covered up to this point has been understood and retained. There will also be additional suggested writing opportunities built into the unit of work that will provide children with an opportunity to practice the knowledge that they have discovered through reading and discussing the text. These are shorter pieces of writing that do not need to be crafted over time, but will act as opportunities for children to implement what they have learnt and for teachers to assess students' understanding before progressing.

### **Themes**

Each term, every year group will follow the same 'Power of Language' theme that ensure that overtime children are able to see how language is used with purpose and impact in school, and beyond. i.e. children will be able to use the power of language to:

- Express their individuality (Autumn 1)
- Imagine new worlds (Autumn 2)
- Impart information (Spring 1)
- Tell a tale (Spring 2)
- Persuade (Summer 1)
- Perform (Summer 2)

## **KNOWLEDGE ORGANISERS**

The knowledge that children learn by studying their core texts is mapped out across all years 1-6 to ensure that there is a progressive curriculum that builds successfully on what the children have already learnt. These are written by the English team but adapted by class teachers to include additional vocabulary, contextual knowledge and any specific gaps in pre-requisite knowledge that is pertinent to the unit of work. This information is contained within the knowledge organisers under the following headings:

### **Substantive knowledge**

This is the knowledge and related vocabulary underpinning English e.g. spelling rules, grammar knowledge, knowledge of language structures and conventions

### **Disciplinary knowledge**

Procedural knowledge i.e. how to rather than what. For example, you can know what parenthesis is but not be able to use it effectively. Teachers need to teach the appropriate application of grammar, vocabulary and literary devices for children to begin to develop as writers.

### **Contextual knowledge**

If children do not have a good enough understanding of the context of a text, they will find it difficult to comprehend its meaning.

### **Vocabulary**

A lack of understanding tier 2 words and unusual or idiomatic phrases can be the biggest impediment to fluent comprehension. It is important that these words are identified and taught systematically

### **Knowledge to revisit**

This is identified by teachers and is based on their assessments of gaps in prior knowledge.

## UNIT PLANNING

Before planning a unit of work, it is essential that teachers have read the book and are familiar with the knowledge organisers. Each unit will consist of seven separate phases of study known as the Seven R's. Each unit will begin with a Relate phase before moving through a sequence of Read, Rip, Rehearse before Writing, Reviewing our writing and finally Revisiting areas not fully consolidated. An explanation for each of the Rs is provided below.

### The Seven Rs

<b>Relate</b>	Before children access the text, teachers will need to assess their current understanding of: genre, theme, contextual language, author, similar texts ... The purpose of this is to ensure students are prepared to read the text and are in an optimal position to do so. This is also an opportunity to engage and excite the students, so could be an opportunity for a creative piece of work.
<b>Read</b>	This is an opportunity for the teachers to read the book to the children and allow them to read it for themselves (choral/echo reading). These reading sessions could be linked to a writing focus or used to assess/improve student understanding.
<b>Rip</b>	This is an opportunity for students to discuss authorial choices. What has the author done? How? And why? This can be linked to PAFI and show how professional authors make choices to create an impact on the reader.
<b>Rehearse</b>	Students will need to be given opportunities to practice using knowledge/skills identified in the rip phase. Always link back to PAFI – most importantly did their use of this knowledge/skill create the impact intended? The purpose of the Rip and Rehearse phase is to provide students with the knowledge of how, when and why to apply writerly knowledge for a given purpose/audience/impact.
<b>Write</b>	Once students have explored, understood and practiced relevant knowledge/skills, they will be given an opportunity to draft, edit and publish a piece of independent writing. Keeping PAFI at the forefront of students minds should help them make their own decisions as to what knowledge and skills they wish to apply to their writing in a given purpose/audience/impact.
<b>Review</b>	Once students have completed their writing, they will be given an opportunity to evaluate the effectiveness of their writing and if it meets the PAFI. Should it not, students will be given an opportunity to edit/improve where appropriate.
<b>Revisit</b>	To maximise the impact of teacher assessment, the revisit phase is an opportunity for teachers to address any misconceptions and gaps in student understanding identified from this piece of work. This is also an opportunity to push GD children and allow them to overlearn.

**It is important to note that the Read, Rip and Rehearse phases can be taught independently or in combination with one another. These phases will be continually revisited throughout the unit of work until all of the content from the knowledge organisers have been covered and taught. Students will then have an opportunity to apply their knowledge in their own writing during the Write phases.**

Furthermore, in relation to the Review phase, as children progress through school, we use 'editing stations' to develop their editing and improving skills. Children will learn to use dictionaries and thesauruses, how to check their spelling, grammar and punctuation and how to make amendments to their language choices in order to improve the effectiveness of their work with increasing independence.