

STEETON PRIMARY SCHOOL

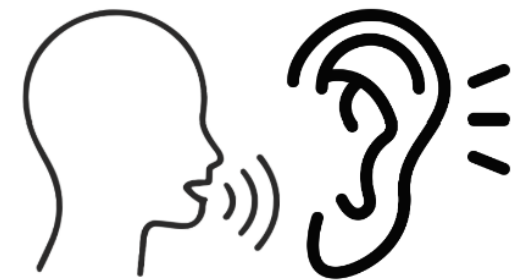
ENGLISH



WRITING



READING



SPOKEN LANGUAGE

ENGLISH CURRICULUM AT STEETON PRIMARY SCHOOL

INTENT		
At Steeton Primary School, it is our intention that pupils develop a love of English and become confident, enthusiastic readers, writers and communicators. Our bespoke English curriculum is carefully designed by teachers, using engaging, handpicked texts and stimuli that inspire curiosity, creativity and a love of language. It covers the National Curriculum progressively from Early Years to Year 6, ensuring that knowledge and skills are taught systematically and build upon prior learning. Our whole-school English overview and progression documents clearly outline the knowledge and skills pupils should acquire at each stage, ensuring that teachers understand what children have learnt previously and what they will learn next. Reading, writing, speaking and listening are woven throughout our curriculum, providing opportunities for pupils to develop their vocabulary, comprehension, imagination and ability to communicate effectively. Through high-quality teaching and engaging learning experiences, we aim to ensure that all pupils make progress, develop confidence and acquire the essential skills needed to succeed in English and across the wider curriculum.		
IMPLEMENTATION		
At Steeton Primary School, English is implemented through a carefully sequenced and engaging curriculum that develops pupils' knowledge and skills progressively across each phase. In EYFS, children develop early literacy skills through Drawing Club, using high-quality stories, picture books and animations to develop vocabulary, creativity, mark-making and early writing. Year 1 continues with Drawing Club during the first half-term before moving to Curious Quests, which is used across Years 1–3. Curious Quests builds on the foundations of Drawing Club, encouraging children to explore their imaginations through open-ended adventures, storytelling and imaginative play. Through engaging discussions, collaborative activities, role play and creative exploration, children develop their oracy, vocabulary and confidence, whilst discovering the joy of writing for themselves. This approach nurtures creativity and gives children the freedom to invent, imagine and communicate their ideas in meaningful ways. Phonics in KS1 is taught through Read Write Inc., providing a systematic approach to developing early reading skills. Years 4–6 follow a structured approach in which each unit begins with an engaging stimulus, such as a book, film clip, image, poem or text extract. Learning is planned backwards from a purposeful final writing outcome, with carefully sequenced lessons that develop the knowledge and skills needed to succeed. Reading is woven throughout English lessons, alongside opportunities for speaking and listening, vocabulary development, grammar and editing. Spelling and handwriting follow a consistent whole-school approach using Read Write Inc., ensuring that pupils develop accuracy, fluency and confidence as they progress through the school. This approach ensures that pupils are actively engaged in their learning and have regular opportunities to practise, apply and build upon their skills.		
		
IMPACT		
Children at Steeton Primary School develop a genuine love of reading, writing and language. They know more and remember more as they progress through their primary education, building on prior learning and developing the knowledge and skills needed to become confident, independent readers, writers and communicators. The progression of knowledge and skills is clearly outlined, ensuring that there are clear end points for each phase and that teachers understand what children have previously learnt and what they will learn next. Children develop a rich vocabulary and the ability to write effectively for a range of purposes and audiences. They can discuss texts, retrieve and interpret information, make inferences and articulate their ideas confidently. Through our engaging, bespoke curriculum, children develop creativity, imagination and a genuine enjoyment of English. Teachers assess children's learning throughout lessons, providing feedback, support and challenge where appropriate and give children opportunities to edit their writing. Children's contributions during discussions, reading comprehension activities and written outcomes provide teachers with a clear understanding of their progress over time. Mind the GaP Tracker (Grammar and Punctuation) is used by teachers across school when marking children's work to track the application of grammatical and punctuation skills and identify areas that need revisiting. Internal writing moderation takes place termly to ensure consistency in teacher judgements, a shared understanding of national curriculum expectations and accurate assessment of pupils' writing across year groups. Parents are kept informed of their child's progress through parents' evenings and school reports, and children's achievements are celebrated through opportunities to share and showcase their work.		

EYFS STATUTORY FRAMEWORK

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The framework also emphasises conversations, developing vocabulary, listening to stories and non-fiction, rhymes and poems, storytelling, role play and opportunities for children to express their ideas.

STEETON'S ENGLISH PROGRESSION: WRITING

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Capital letters; full stops; question marks; exclamation marks. Capital letters for names, places, days and I.	Commas in lists; apostrophes for contracted forms and singular possession. Secure sentence punctuation.	Inverted commas for direct speech; commas after fronted adverbials; possessive apostrophes for plural nouns.	Accurate direct speech punctuation; commas after fronted adverbials; punctuation used to support meaning.	Commas to clarify meaning / avoid ambiguity; parenthesis with brackets, dashes or commas; hyphens.	Semicolons, colons and dashes between independent clauses; colons for lists; consistent bullet-point punctuation; hyphens and parenthesis used accurately.
Sentence Structure	Oral sentences; join words/clauses using 'and'; statements, questions, commands and exclamations.	Coordination and subordination: and, but, or, when, if, that, because. Present/past tense and progressive form.	Wider subordinating conjunctions: when, if, because, although. Present perfect. Fronted adverbials.	Varied sentence structures; present perfect; conjunctions, adverbs and prepositions to express time/cause.	Relative clauses; modal verbs/adverbs; expanded noun phrases for concise information; active/passive choices.	Relative clauses with varied relative pronouns/omissions; passive verbs; perfect forms; subjunctive/formal structures.
Coherence & Cohesion	Sequence sentences to form short narratives; use simple links between ideas.	Link ideas within and across sentences; use consistent tense; begin to organise ideas logically.	Organise paragraphs around a theme; use pronouns, conjunctions, adverbs and prepositions to link ideas.	Use paragraphs appropriately; choose pronouns/nouns for clarity and cohesion; link ideas across paragraphs.	Use a wide range of cohesive devices within and across paragraphs; use adverbials, pronouns and repetition purposefully.	Cohesion across the whole text; varied cohesive devices; repetition/key phrases, pronouns and adverbials used deliberately for effect.
Composition & Effect	Write short narratives and real events; write for different purposes; develop positive writing stamina.	Write narratives, real events and poetry; write for different purposes; begin to make deliberate vocabulary choices.	Create settings, characters and plot; write for real purposes/audiences; use dialogue; select vocabulary for effect.	Develop characters/settings/plot; write narrative and non-fiction forms; choose vocabulary and grammar for purpose/audience.	Select appropriate form for audience/purpose; develop atmosphere; integrate dialogue; précis longer passages; use organisational/presentational devices.	Write effectively for a wide range of purposes/audiences; describe atmosphere; integrate dialogue; précis; adapt register and form; select language and structure for impact.
Planning & Drafting	Say aloud what will be written; orally rehearse sentences; discuss ideas; draft and reread.	Plan/say what to write; record ideas/key words/new vocabulary; encapsulate ideas sentence by sentence.	Discuss similar writing; record ideas; orally rehearse sentences; draft paragraphs around a theme.	Plan using models; discuss structure/vocabulary/grammar; draft and organise paragraphs.	Identify audience/purpose/form; use similar writing as models; develop initial ideas using reading/research.	Plan from audience/purpose; select appropriate form; draw on reading/research; develop ideas before drafting.
Vocabulary, Purpose & Register	Build vocabulary through talk/reading; choose words to describe people, places and actions; begin to use Standard English.	Use new vocabulary from reading/discussion; expanded noun phrases; begin to understand writing can differ from speech.	Build rich vocabulary; use word families and precise word choices; begin to recognise Standard/non-Standard English.	Choose vocabulary for precision and effect; understand differences between spoken and written language; begin to adapt register.	Select vocabulary and grammar to change/enhance meaning; recognise formal/informal register; choose appropriate register.	Recognise formal vocabulary/structures; distinguish speech and writing; choose register appropriate to audience, purpose and context; use Standard English appropriately.
Proof-reading & Editing	Reread to check meaning; discuss writing with teacher/peers; read aloud clearly.	Reread for sense and tense; evaluate with others; make simple revisions/corrections; proofread grammar, punctuation and spelling.	Assess own/others' writing; suggest improvements; revise grammar/vocabulary for consistency; proofread.	Assess effectiveness; propose changes to grammar/vocabulary; check pronoun use, tense, punctuation and spelling.	Assess effectiveness; improve vocabulary, grammar and punctuation; check tense and subject-verb agreement; proofread.	Evaluate effectiveness; refine vocabulary, grammar, punctuation, coherence and register; check tense and subject-verb agreement; perform polished compositions.
Word Classes & Terminology	Word, sentence, letter, capital letter, full stop, punctuation, singular/plural, noun, adjective, verb.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, tense, apostrophe, comma.	Word family, conjunction, adverb, preposition, direct speech, inverted commas, clause, subordinate clause, present perfect.	Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, conjunction, preposition; direct speech terminology.	Modal verb, relative pronoun/clause, parenthesis, bracket, dash, cohesion, ambiguity.	Subject, object, active/passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet point, subjunctive, register.

STEETON'S ENGLISH PROGRESSION: READING

Reading strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading / fluency	Apply phonics to decode unfamiliar words; respond to taught grapheme-phoneme correspondences; read common exception words and words with taught endings; read matched books aloud and reread to build accuracy and confidence.	Use phonics to decode unfamiliar words until decoding is automatic; read common exception words accurately; build fluency and confidence, reading familiar words without sounding out every time.	Use knowledge of root words, prefixes and suffixes to read unfamiliar words; read further exception words; read accurately and at a pace that supports understanding.	Use knowledge of root words, prefixes and suffixes to read unfamiliar words; read further exception words; develop fluent, expressive reading aloud.	Read aloud a wider range of age-appropriate books and poetry accurately at a reasonable pace; pronounce unfamiliar words with increasing automaticity.	Read aloud a wider range of age-appropriate books and poetry accurately and fluently; use intonation to convey meaning and independently tackle unfamiliar words.
Reading range and habits	Listen to and discuss stories, poems and non-fiction beyond independent reading level; link texts to own experiences; become familiar with traditional tales; join in with repeated phrases.	Listen to and discuss a wide range of stories, poems, plays and non-fiction; retell a growing range of stories; explore different non-fiction structures and build a repertoire of poems by heart.	Read and discuss fiction, poetry, plays, non-fiction and reference books; read for different purposes; explore myths, legends and fairy stories; develop positive reading habits.	Read and discuss a broad range of fiction, poetry, plays, non-fiction and reference books; read for different purposes and across a range of structures; build familiarity with genres and traditions.	Read widely and often, including fiction, poetry, plays, non-fiction and reference books; read independently for pleasure and information.	Read widely and frequently, including books from literary heritage and other cultures; choose books independently and recommend them to others with reasons.
Understanding and vocabulary	Discuss word meanings; predict what might happen; explain understanding; discuss favourite words and phrases; retell stories and identify key events.	Discuss sequence and how information is related; clarify word meanings and link new meanings to known vocabulary; discuss favourite words and phrases; answer questions about what is read.	Use dictionaries to check meanings; identify themes and conventions; discuss words and phrases; draw inferences about characters' feelings and motives and justify with clues from the text.	Identify themes and conventions; discuss words and phrases that capture interest; draw inferences and justify them with evidence; predict using details stated and implied; retrieve and record information and summarise.	Discuss and compare texts; identify how language, structure and presentation contribute to meaning; make inferences and justify them with evidence; summarise main ideas across paragraphs; retrieve, record and present information.	Compare themes, characters, settings and language within and across texts; explain how meaning is enhanced through word choice and structure; make reasoned inferences supported by evidence; summarise and distinguish fact from opinion.
Authorial choices and text structure	Recognise and join in with predictable language; notice repeated language and patterns in stories and poems.	Recognise simple recurring literary language; discuss how words and phrases create meaning; notice how information is organised in non-fiction.	Identify how language, structure and presentation contribute to meaning; recognise some different forms of poetry; prepare poems and play scripts for performance.	Identify how language, structure and presentation contribute to meaning; discuss words and phrases that interest the reader; prepare poems and scripts to perform.	Discuss how authors use language, including figurative language; identify and discuss themes and conventions across texts; compare texts and their structures.	Discuss and evaluate how authors use language, including figurative language; explain how language, structure and presentation contribute to meaning and impact; make comparisons across books.
Performance and response	Recite poems and perform stories using actions and expression; listen to others and share simple responses.	Recite poems with appropriate intonation; express views about books and explain preferences.	Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action to show understanding.	Prepare poems and play scripts for performance; use intonation, tone, volume and action to communicate meaning clearly.	Prepare poems and plays for performance; explain and discuss understanding of what has been read.	Perform poems and plays with intonation, tone and volume suited to the audience; explain and justify interpretations using textual evidence.

STEETON'S ENGLISH PROGRESSION: SPOKEN LANGUAGE

Spoken language strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and responding	Listen to adults and peers; respond appropriately; take turns in paired and class talk.	Listen carefully; respond to others' contributions; take turns and stay on topic in conversations.	Listen actively in group discussion; respond to and build on others' ideas; ask relevant questions.	Listen and respond thoughtfully; maintain focus and contribute constructively in a range of group situations.	Listen to different viewpoints; ask questions and build on contributions; help keep discussion purposeful.	Listen critically and respectfully; evaluate viewpoints and respond with relevant evidence and considered questions.
Questions, vocabulary and understanding	Ask simple relevant questions; use new words to describe experiences, people and events.	Ask questions to clarify understanding; use new vocabulary from reading and discussion.	Ask relevant questions; explain ideas using increasingly precise vocabulary; explore ideas through talk.	Use questions to deepen understanding; explain and justify ideas with relevant vocabulary.	Use a broad and precise vocabulary; ask probing questions and explain complex ideas clearly.	Use vocabulary precisely, including subject-specific and abstract language; question, clarify and deepen understanding.
Explaining and justifying ideas	Say ideas in complete sentences; give simple explanations and reasons; describe familiar events.	Explain ideas and opinions clearly; give reasons and describe events in sequence.	Articulate and justify answers, arguments and opinions; give structured descriptions and explanations.	Explain thinking clearly and in sequence; justify opinions with reasons and examples.	Develop well-structured explanations and arguments; support opinions with relevant reasons and evidence.	Present coherent, well-structured explanations and arguments; justify ideas and respond to challenge.
Discussion and collaboration	Participate in paired and group talk; take turns and contribute relevant comments.	Join collaborative conversations; stay on topic and respond to comments from others.	Participate actively in discussion; initiate and respond to comments; explore ideas collaboratively.	Contribute to discussions, building on others' contributions and helping the group stay focused.	Collaborate in discussions; consider alternative viewpoints and build on contributions to develop ideas.	Lead and contribute effectively to discussion and debate; evaluate viewpoints and synthesise others' ideas.
Presentation, performance and debate	Speak audibly; retell stories and describe events; take part in role play and performance.	Speak clearly and audibly; recite poems with expression; take part in role play and presentations.	Use drama, role play and improvisation; read poems and scripts aloud using tone, volume and action.	Give structured descriptions and presentations; perform scripts and poetry with expression.	Adapt presentations and performances for audience; participate in debate and explain viewpoints clearly.	Give well-structured presentations and speeches; participate in formal debate; adapt delivery and register for audience and purpose.
Fluency, Standard English and register	Speak audibly and clearly; begin to use Standard English where appropriate.	Speak with increasing confidence and fluency; recognise that language can differ between speech and writing.	Speak fluently with increasing command of Standard English; begin to recognise formal and informal language.	Adapt language to audience and purpose; understand differences between spoken and written language.	Choose formal or informal language appropriately; speak clearly and confidently for different audiences.	Select an appropriate register; use Standard English confidently when suitable; monitor speech for clarity and impact.

Statutory spoken language expectations across Years 1-6: listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives; participate actively in collaborative conversations; explore ideas through speculation and imagination; speak audibly and fluently with increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain and maintain listeners' interest; consider and evaluate viewpoints; and select an appropriate register. The National Curriculum does not set separate statutory spoken-language bullet points for each individual year.

ENGLISH IN KSI



WRITING



READING



SPOKEN LANGUAGE

DRAWING CLUB AND CURIOUS QUESTS IN KSI

Our KS1 English curriculum uses high-quality, engaging texts to inspire a love of reading and provide meaningful opportunities for children to develop their vocabulary, talk, create and write.

In Year 1, children begin the year with Drawing Club, building directly on the approach they have experienced in the Early Years Foundation Stage. Each week, Drawing Club is centred around one carefully chosen book, with lessons following different themes to develop children's understanding of characters, settings and imaginative adventures. This provides a familiar and creative transition into Key Stage 1, developing children's imagination, oral language and confidence with writing. Through drawing, junk modelling, storytelling and playful exploration of characters and settings, children begin to develop the foundations for successful composition and written expression.

Following this initial transition period, both Year 1 and Year 2 follow Curious Quests. This approach uses high-quality core texts to inspire curiosity and deeper engagement with stories, characters, language and ideas. Children develop their reading skills through predicting, questioning, exploring characters and settings, making connections and responding creatively to what they read. Within Curious Quests, Gadabout sessions support comprehension through structured questioning, discussion and modelling, encouraging children to think more deeply about texts and explain their understanding. Vocabulary is developed through Word Bathing and Get Up, Stand Up activities, which help children explore and remember new words linked to their core texts.

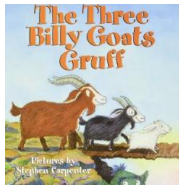
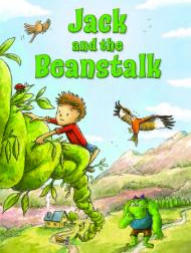
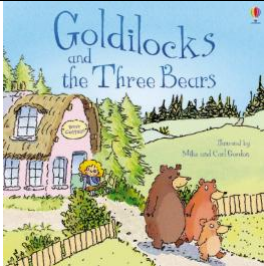
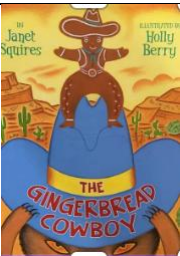
Spoken language is an integral part of the KS1 English curriculum. Through storytelling, paired and group discussions, questioning, role play and performance, children learn to listen and respond to others, take turns in conversations, express their ideas clearly and explain their thoughts and opinions. Get Up, Stand Up vocabulary activities also encourage children to explore new words through actions and gestures, helping them develop confidence in using increasingly varied vocabulary in their speaking and writing.

Alongside these approaches, children develop their early reading skills through the Read Write Inc. phonics programme, which provides systematic teaching of phonics to develop sound recognition, blending, decoding and reading fluency. Read Write Inc. Spelling and handwriting are also taught through dedicated, standalone lessons, providing explicit teaching and regular practice to develop spelling accuracy, secure letter formation and fluent handwriting.

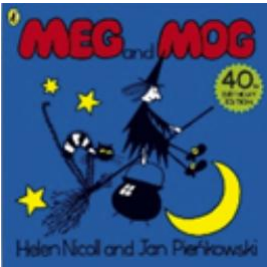
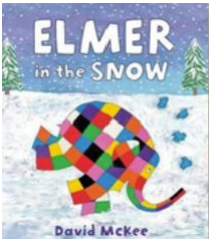
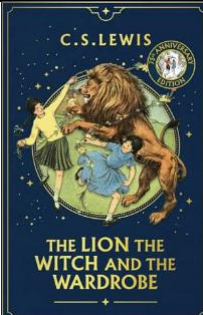
As children progress from Year 1 into Year 2, the level of challenge and independence increases. Children develop increasingly sophisticated vocabulary, sentence construction, reading fluency, comprehension and written composition. They also become more confident communicators, explaining ideas in greater detail, giving reasons for their opinions and contributing more independently to collaborative discussions.



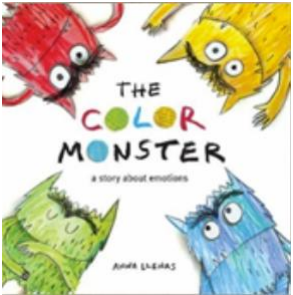
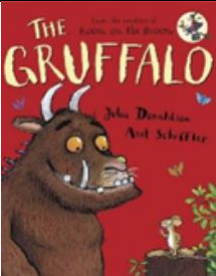
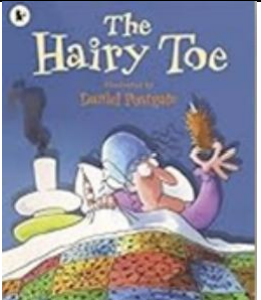
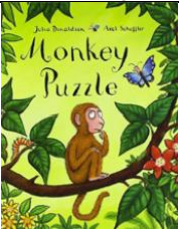
KSI - YEAR A - AUTUMN I

Book	Character	Setting	Adventure time	Adventure time
 Hansel & Gretel	The witch	The witch's house of sweets	Trick or treat? What did the witch put in her cauldron?	What will their teacher turn into?
 The Three Billy Goats Gruff	The troll	The bridge	How do we save the troll?	The bridge has been washed away, how will the goats get to the other side?
 Little Red	The wolf	Forest	What is in the wolf's belly?	How does the woodcutter trap the wolf?
 Jack and the Beanstalk	The giant	The giant's castle	New treasure	What is Jack going to buy with his money?
 Goldilocks and the Three Bears	Goldilocks	The bears' house	Making a map!	A present to apologise
 The Gingerbread Cowboy	The cowboy	The desert	What will the old man and woman make next?	A map of the gingerbread's journey.

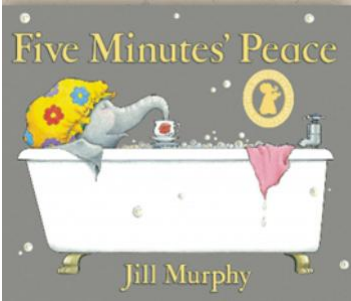
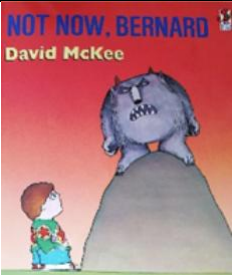
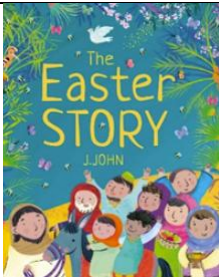
KSI - YEAR A - AUTUMN 2

Book	Character	Setting	Adventure time	Adventure time
 Meg and Mog	The witch	The witch's house	Cheese-mobile	Mouse-munching-monster
 Elmer in the Snow	Elmer	The icy lake	Elephants playing a trick on Elmer	How do they save the elephant?
 The lion, the witch and the wardrobe. (The scene leaving the wardrobe)	Lucy	Lamp post in the forest	Who's speaking?	What happens next?
 Polar Express	Santa	Train carriage	The train's breaks are broken	What would you take from Santa's snack?

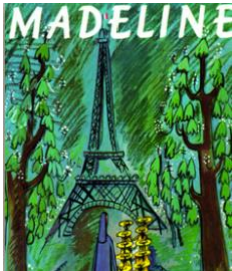
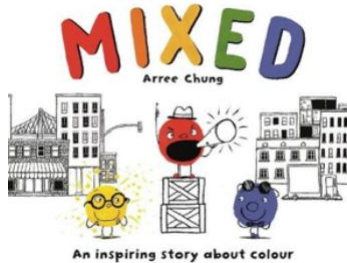
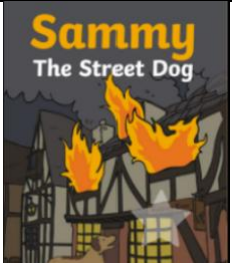
KSI - YEAR A - SPRING I

Book	Character	Setting	Adventure time	Adventure time
 A dark, dark tale.	The mouse	Old, spooky house	Light invention	Something is hiding upstairs.
 The Colour Monster	The colour monster	Home for the jars	The emotion thief is coming!	Draw a map.
 The Gruffalo	The Gruffalo	The deep, dark woods	Deadly animal	Eat something else instead.
 The Hairy Toe	The Monster	The old woman's house	The woman wants to trap the monster – what should she build?	Where will the monster put his hairy toe?
 Monkey Puzzle	Monkey	Lake	How can we make sure he doesn't lose his mum?	How can the butterfly help?

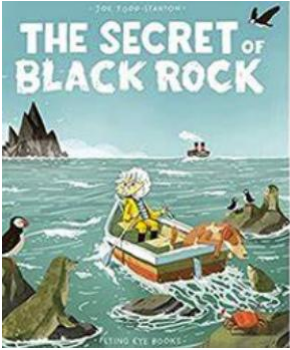
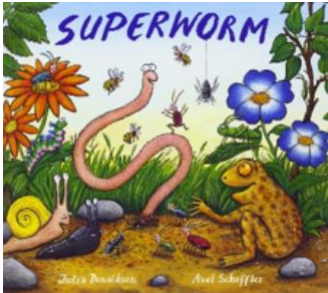
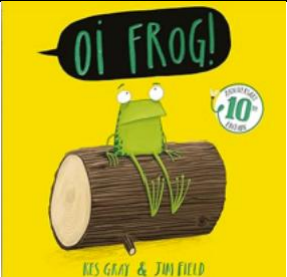
KSI - YEAR A - SPRING 2

Book	Character	Setting	Adventure time	Adventure time
 Diesel 10	Diesel 10	Steel works	Break something with the claw	Brick up the tunnel!
 Five Minutes Peace	Mrs Large	The Large House	The built a big bath in her garden.	A baddie in the bath water!
 Not now, Bernard	Monster	Bernard's living room	What will the monster eat to take away the taste of Bernard?	Where did the monster come from?
 The Easter Story	Jesus		Why do we give eggs at Easter?	Where does the Easter bunny hide their eggs?

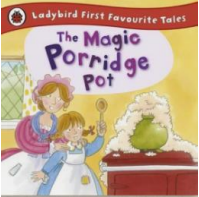
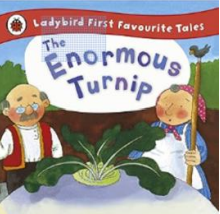
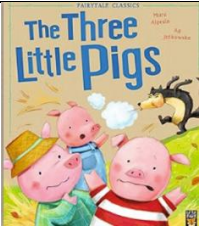
KSI - YEAR A - SUMMER I

Book	Character	Setting	Adventure time	Adventure time
 Madeline	Miss Clavel	Boarding School	There's another disaster. What happens?	Where did the girls go in Paris?
 Mixed	Yellow, red and blue	New neighbourhood	Something to stop the colours being washed away.	A way to get to the moon.
 Sammy The Street Dog	Sammy	Cathedral	What does the new cathedral look like?	Sammy has nowhere to go.

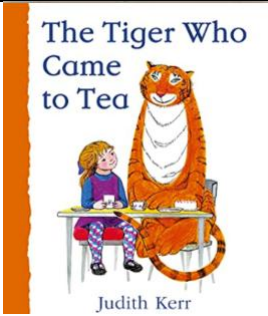
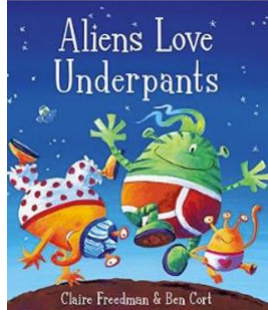
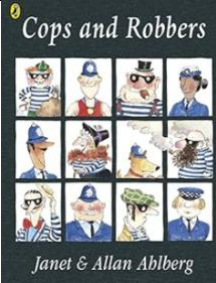
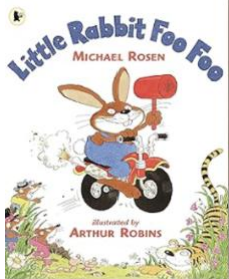
KSI - YEAR A - SUMMER 2

Book	Character	Setting	Adventure time	Adventure time
 The Secret of Black Rock	Black Rock	Fishing Town	What does he do on his day out?	What does Black Rock want for dinner?
 Superworm	Superworm	The garden	How to defend himself from a bird?	A vehicle to escape the wizard
 Oi Frog!	Frog	What do you want the frog to sit on?	Get the dog off the frog!	The wizard's spell.
 Supertato	Supertato	Supermarket	Time travel	Baby photos

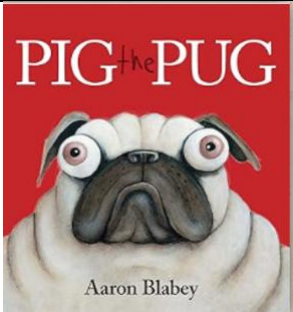
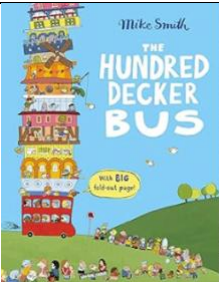
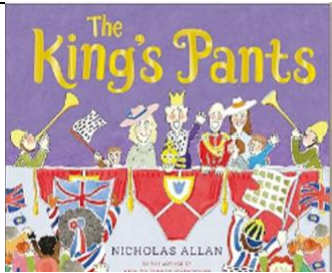
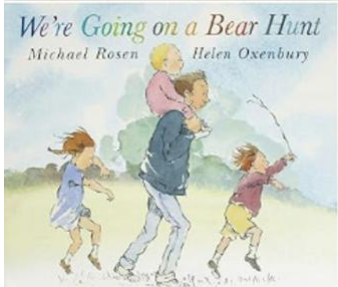
KSI - YEAR B - AUTUMN I

Book	Character	Setting	Adventure time	Adventure time
 The Little Red Hen	The Red Hen	The Farm	What disgusting thing might Little Red put on her bread?	The smell of bread has attracted a bad character – who is coming?
 The Magic Porridge Pot	The Wizard	Where does the wizard live?	What does the wizard put the potions in?	The wizard is having a party – who will he invite?
 The Gingerbread man	The Gingerbread Man	The river	What do you turn into if you touch Stinky Cheese Man?	What can you wear to protect yourself from the Stinky Cheese Man?
 The Enormous Turnip	The old man	The turnip field	What will he do with the turnip?	How to get a giant vegetable out of the ground?
 The Three Little Pigs	The wolf	The Brick House	The wolf has disguised himself as a pig.	The wolf catches the pig.
 Chicken Licken	Foxy Loxy	The Cave	Stop Foxy eating school children!	What does a shrinking machine look like?

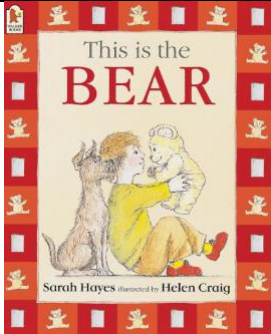
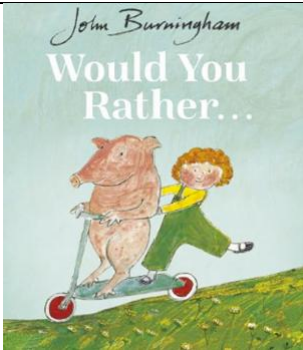
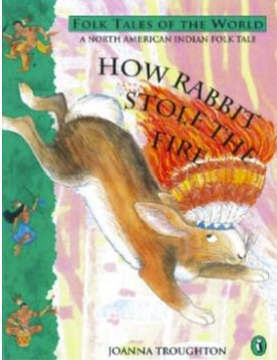
KSI - YEAR B - AUTUMN 2

Book	Character	Setting	Adventure time	Adventure time
 The Tiger Who Came to Tea	The Tiger	The kitchen	How can you stop the tiger from coming into your house?	What would you make the tiger for tea?
 Aliens Love Underpants	Alien	The Alien Planet	Design special alien pants	Oh no! The aliens have stolen your pants.
 Cops and Robbers	The Police Man	The Police Station	Catch the Robbers!	Where is Grandma hiding?
 Little Rabbit Foo Foo	Little Rabbit Foo Foo	Where do Goblins live?	The wolf has disguised himself as a pig.	The wolf catches the pig!

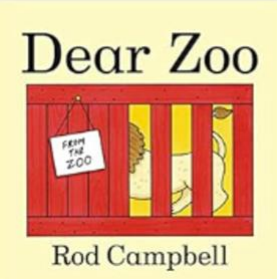
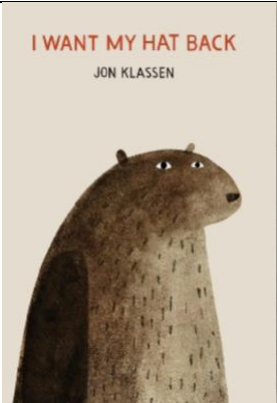
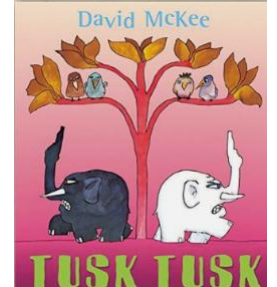
KSI - YEAR B - SPRING I

Book	Character	Setting	Adventure time	Adventure time
 Pig the Pug	Pig	Pig's Pile	What is Trevor going to do to pig?	How can Pig get more food?
 The Hundred Decker Bus	The bus driver	The bus	Where does the new road go?	How will the bus get over the obstacle?
 The King's Pants	The King	The breakfast table	Design the King's pants.	Design a special lock that can never be opened.
 We're Going on a Bear Hunt	The bear	The bear's cave	How will the bear get through the window?	How will they get over the flooded river?

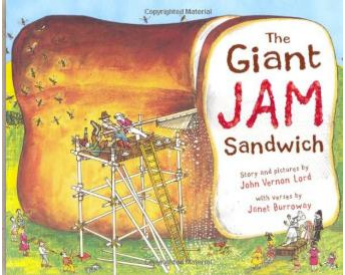
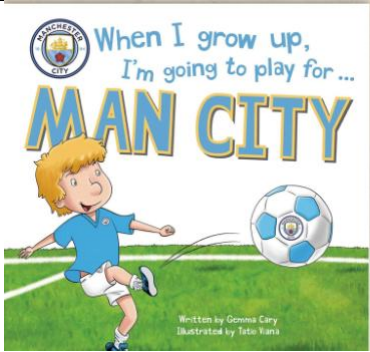
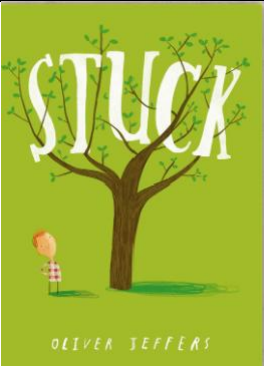
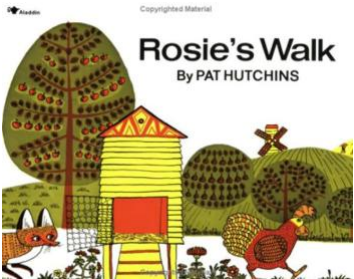
KSI - YEAR B - SPRING 2

Book	Character	Setting	Adventure time	Adventure time
 This is the Bear	The Bear	The bin	Draw a map to find the teddy.	Where has Ted gone missing?
 Would You Rather...	The Crocodile	The trip	Inside the spooky house	Draw your own 'Would You Rather...'
 How the Rabbit Stole the Fire	The Sky Man	The village	Where can the animals hide the fire?	Which other animals has the fire detected?

KSI - YEAR B - SUMMER I

Book	Character	Setting	Adventure time	Adventure time
 Dear Zoo Rod Campbell	The fierce lion	The cage	What shall we give the crocodile to eat?	You are a zookeeper – which animal would you like to look after most?
 I want my hat back	The bear with a hat	The dense forest	The rabbit has taken the hat. How can we get it back?	What animal do you like the most and what would you make them wear?
 Tusk Tusk	The elephant tower	The lush jungle	How can you stop the elephants fighting?	Where have the grey elephants gone?

KSI - YEAR B - SUMMER 2

Book	Character	Setting	Adventure time	Adventure time
 The Giant Jam Sandwich	A worrisome wasp	The picnic	Pest control – how to get rid of wasps.	What can we feed the wasps to fill them up?
 When I grow up, I'm going to play for Man City	Jack	The football pitch	When you grow up, what would you like to do?	What is your favourite football team?
 Stuck	Floyd	The chaotic tree	Floyd has got his kite stuck again. Where is it stuck now?	If you are stuck in a tree, how do you get down?
 Rosie's Walk	Rosie	The Beehive	Where can the fox go to escape the bees?	Rosie goes on another walk – how else does she get followed?

ENGLISH IN UKS2



WRITING



READING



SPOKEN LANGUAGE

ENGLISH IN UKS2

All units of work in UKS2 begin with an engaging and exciting stimulus. This may be a book, audio clip, video clip, text extract, poem or image, carefully chosen to capture children's imagination and provide a rich context for developing reading, writing, vocabulary and spoken language.

Children are hooked in from the start, with opportunities to explore, predict, infer and deduce. Techniques such as gradual reveals, sound on/vision off and mystery images create intrigue and encourage children to think deeply about what they see, hear and read.

At the heart of our planning is the outcome: what we want children to produce and, importantly, why they are producing it. We work backwards from this outcome, identifying the knowledge, skills and language children will need to achieve it successfully. The outcome is broken down into its key elements and the ingredients needed for success, ensuring that teachers and children understand what makes good... and what success looks like.

Grammar is taught through short, purposeful bursts of learning, carefully selected to support the outcome. Children learn to write for four key purposes:

- Entertain – narrative and poetry
- Educate – reports and balanced arguments
- Explain – explanations and instructions
- Persuade – letters, essays and marketing

Children explore a range of high-quality texts and models, learning how effective writers use vocabulary, sentence structures, punctuation and organisation to achieve a particular purpose. Explicit teaching of sentence structures gives children opportunities to manipulate, combine and experiment with sentences, understanding not only how to write effectively but why particular choices have an impact on the reader.

Reading is integral to every English unit, a new engaging stimulus fortnightly provides opportunities to develop comprehension, vocabulary and understanding of how authors create meaning. Activities such as Draw the Phrase, Hidden Words and Emotion Graphs encourage children to engage deeply with texts and develop their inference, deduction and interpretation skills (see following page).

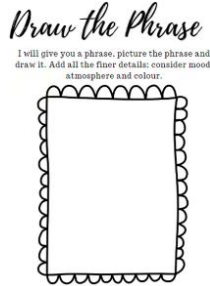
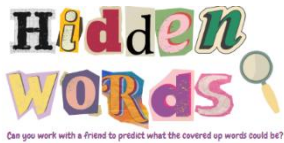
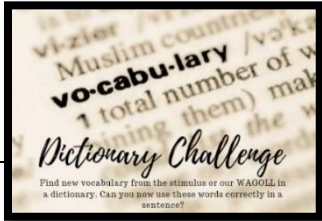
Children also use LBQ (Learning by Questions) to practise formal comprehension-style questions, developing their ability to retrieve information, interpret vocabulary, infer meaning and support their answers with evidence. Reading and writing are closely linked, enabling children to learn from authors and apply their understanding to their own work.

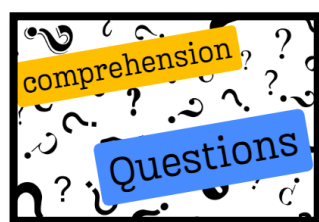
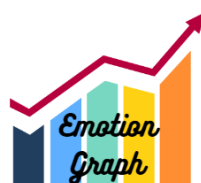
Spoken language is woven throughout our English curriculum. Children regularly discuss ideas, rehearse sentences orally, explore vocabulary and respond to texts before committing their ideas to paper. Through collaborative discussion, debate, role-play, presentations and performance, they develop confidence in expressing their ideas clearly, listening and responding to others, justifying opinions and adapting their language for different audiences and purposes.

Throughout each unit, every activity has a clear purpose. Whether exploring a text, developing comprehension, learning grammar, collecting vocabulary or experimenting with sentences, children are building towards the final outcome.

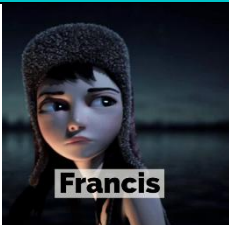
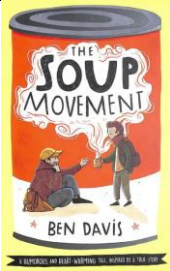
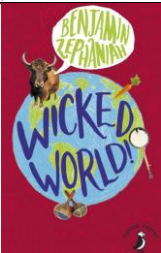
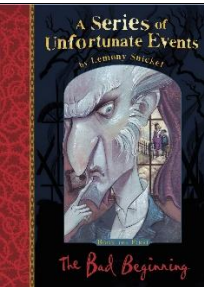
Our UKS2 English curriculum brings reading, writing, grammar and spoken language together to develop confident, independent communicators who understand what they are writing, who they are writing for and why their choices matter.

READING ACTIVITIES FOR YEAR 4-6

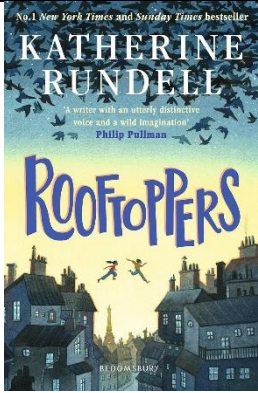
Name of activity	National Curriculum Objective Met LKS2	National Curriculum Objective Met UKS2
Inside/outside 	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Draw the Phrase 	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - identifying how language contributes to meaning	- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (UKS2) - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - identifying how language contributes to meaning
Fact vs opinion 	N/A	distinguish between statements of fact and opinion
Hidden Words 	- checking that the text makes sense to them, discussing their understanding - explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Making comparisons 	identifying themes and conventions in a wide range of books	- identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books
Forming opinions 	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views. - recommending books that they have read to their peers, giving reasons for their choices
Dictionary Challenge 	using dictionaries to check the meaning of words that they have read	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Prediction Questions		predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Summarise		identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Comprehension Questions		- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - retrieve, record and present information from non-fiction - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - provide reasoned justifications for their views.
Fact Finder		retrieve and record information from non-fiction	retrieve, record and present information from non-fiction
Curious Questions		asking questions to improve their understanding of a text	asking questions to improve their understanding of a text
Emotion Graph		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Conscience Alley		- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - predicting what might happen from details stated and implied	- predicting what might happen from details stated and implied - provide reasoned justifications for their views - predicting what might happen from details stated and implied
Hot Seating		- asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	- asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

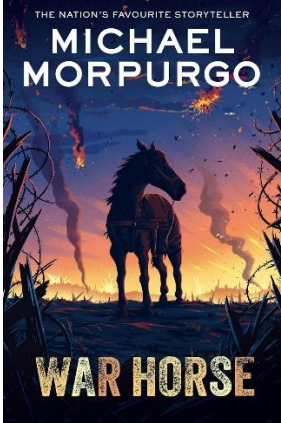
UKS2 - YEAR A - AUTUMN TERM

Stimulus	Outcome	Details
 Francis (a video clip)	To entertain: narrative	The short film Francis provides an engaging stimulus for children to develop inference, explore character and setting, and build suspense through descriptive language. It inspires children to use ambitious vocabulary and a range of writing techniques to create their own atmospheric narratives.
 The Soup Movement - novel	To entertain: narrative diary entry	Soup Movement is used to explore themes of kindness, friendship, community and social responsibility. It provides opportunities for children to develop characterisation, dialogue and descriptive writing, while exploring emotions, building empathy and writing for a range of purposes and audiences.
 Benjamin Zephaniah - I Luv Me Mudder (poetry)	To entertain: poetry	I Love Me Mudder is used in UKS2 to explore poetry, rhythm, rhyme and repetition. Children analyse the structure and language of the poem before adapting the lyrics to create their own versions, developing their creativity, vocabulary and understanding of poetic devices.
 A Series of Unfortunate Events (novel)	To explain: a letter	The Bad Beginning from A Series of Unfortunate Events is used to develop letter writing, with children writing in role as the Baudelaire children to explain the events unfolding in their lives to their mother. Children explore tone, emotive language and first-person perspective to create engaging letters that convey the characters' experiences and feelings.
 Wise witch (picture)	To entertain: narrative	A still image of a witch is used as a stimulus for narrative writing in UKS2. Children develop their descriptive language, build atmosphere and suspense, and create imaginative narratives in which the witch offers a character the chance to live forever.

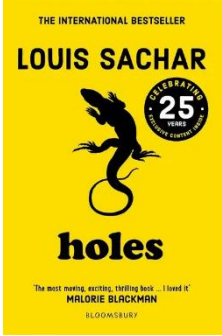
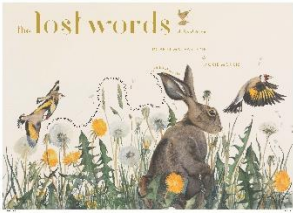
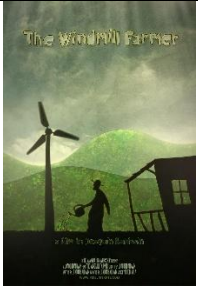
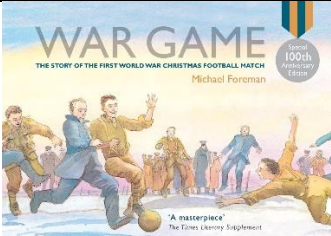
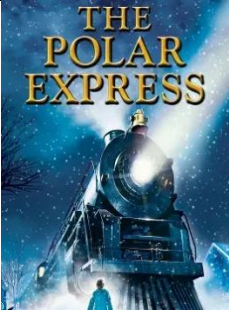
UKS2 - YEAR A - SPRING

Stimulus	Outcome	Details
 Alma (video clip)	To entertain: narrative	Alma is used as a stimulus for creepy narrative writing. Children explore how suspense is created through visual clues, atmosphere and the gradual revelation of unsettling events, applying these techniques to craft their own eerie and suspenseful stories.
 Mingma David Sherpa (information page)	To educate: a report	Children research the life and achievements of Sherpa mountaineer Geljen Sherpa, using information to write a non-chronological report. They organise information into clear sections, using headings, technical vocabulary and formal language to inform the reader about his mountaineering experiences and contributions to high-altitude expeditions.
 Rooftoppers (narrative)	To educate: setting description	Rooftoppers is used in UKS2 to inspire descriptive writing, with children imagining the sea crashing violently into the shore. They develop their use of ambitious vocabulary, figurative language and sensory description to create vivid imagery and convey the power and movement of the waves. Rooftoppers is also used to inspire descriptive writing about Paris, encouraging children to explore the setting through all five senses. Children use ambitious vocabulary, figurative language and sensory details to describe the sights, sounds, smells, tastes and textures of the city, creating vivid descriptions that bring the setting to life.

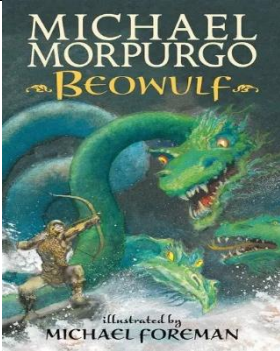
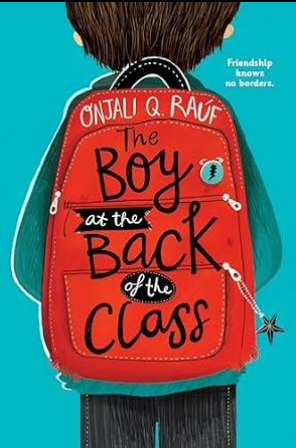
UKS2 - YEAR A - SUMMER

Stimulus	Outcome	Details
 Steeton Park (picture)	To persuade: a letter	Children write a persuasive letter to the local council, arguing for improvements to their local park. They use persuasive language, rhetorical questions, emotive vocabulary and evidence to present their ideas clearly and convince the reader that changes are needed to make the park a safer, more enjoyable space for the community.
 War Horse	To entertain: narrative	War Horse is used to inspire powerful battle scene narratives set during the First World War. Children explore how to create tension and atmosphere through vivid description, emotive language, sensory details and varied sentence structures, bringing the sights, sounds and emotions of battle to life.

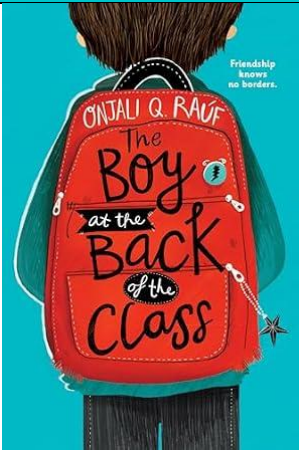
UKS2 - YEAR B - AUTUMN

Stimulus	Outcome	Details
 Holes (novel)	To entertain: narrative letter	Holes is used to inspire letter writing, with children writing home in role as Stanley Yelnats to describe his experiences at Camp Green Lake. Children develop their use of first-person perspective, informal language, emotive vocabulary and descriptive detail to convey their thoughts and feelings about life at the camp.
 The Lost Words	To entertain: poetry	The Lost Words is used to inspire children to write their own nature-inspired poetry, celebrating the beauty of the natural world. Children explore rich vocabulary, imagery, personification and poetic structure to create vivid poems that capture the sights, sounds and wonders of nature.
 The Windmill Farmer (video clip)	To entertain: narrative	The Windmill Farmer is used to inspire narrative writing through a wordless film, allowing children to interpret events and develop their own version of the story. Children explore characterisation, setting, atmosphere and plot development, using descriptive language, dialogue and varied sentence structures to bring their narratives to life.
 War Game (narrative)	To entertain: narrative	War Game and the Sainsbury's Christmas advert are used to inspire narrative writing based on the Christmas Truce football match of 1914. Children explore how to convey the emotions of soldiers, build atmosphere and tension, and use vivid description, dialogue and sensory details to bring this historic moment of peace and humanity to life.
 The Polar Express (video clip)	To entertain: narrative	The Polar Express is used in UKS2 to inspire narrative writing, focusing on the dramatic opening as the train arrives outside the child's bedroom. Children explore the contrast between the initial quiet and stillness and the sudden excitement and noise of the train, using sensory description, varied sentence structures and figurative language to build atmosphere and engage the reader.

UKS2 - YEAR B - SPRING

Stimulus	Outcome	Details
 Beowulf (novel)	To educate: report	Beowulf is used to inspire non-fiction report writing about the beast, Grendel. Children explore the creature's appearance, characteristics and behaviour, organising information into clear sections using headings, formal language and technical vocabulary to create an informative report.
 Mega City (video clip)	To entertain: narrative	Mega City is used as a wordless film to inspire first-person narrative writing. Children write in role as a man busking alongside his dog, exploring his hopes of escaping the city to build a better life, using emotive language, sensory description and first-person perspective to convey his experiences and aspirations.
 The Boy at the Back of the Class (narrative)	To entertain: narrative	The Boy at the Back of the Class is used to explore the experiences and emotions of a refugee arriving at a new school. Children write an internal monologue incorporating dialogue to convey the character's thoughts, fears and hopes, developing their use of emotive language, first-person perspective and characterisation.

UKS2 - YEAR B - SUMMER

Stimulus	Outcome	Details
 The Boy at the Back of the Class (narrative)	To persuade: a letter	The Boy at the Back of the Class is also used to inspire persuasive letter writing, with children writing to the government to urge them to help Ahmed reunite with his family. Children use emotive language, rhetorical questions, persuasive techniques and well-developed arguments to convey the importance of reuniting families and securing a safe future for refugees.
 Pigeon Impossible (video clip)	To entertain: setting description	Pigeon Impossible is used to inspire setting description, with children exploring the busy city environment shown in the animation. They use sensory details, ambitious vocabulary, figurative language and personification to bring the urban setting to life and create vivid descriptions for the reader.