

English Curriculum 2023-24



INTENT

The English national curriculum (2014) states that: ***'The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'***

At Corpus Christi Catholic Primary School, our collective intent is to deliver an English curriculum that is ambitious, accessible to all and designed to maximise the outcomes for every child so that their knowledge and skills develop and grow with them, giving them the cultural capital they need to succeed in life. We believe the exposure of children's literature within our setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. By using a literature-led approach, with high quality texts that create a rich context for learning, we are able to create authentic and meaningful opportunities for writing. We place emphasis on ensuring the texts we choose are diverse and inclusive and enable the children to see themselves and their families reflected within.

As part of our literature-led approach, we aim for our children to become attentive listeners and thoughtful, clear speakers. We aim for each and every pupil to become fluent, intelligent and discerning readers. We recognise the quality of the NC programme of study and share its aspiration that pupils receive the gift of our shared cultural heritage, immersing themselves in the best of what has been thought and said. We intend that our pupils write clearly, accurately and expressively, to listen attentively and to speak appropriately in a range of situations.

At Corpus Christi Catholic Primary School, English plays a central role in our school mission to 'nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best they can. Following the example of Jesus, and upholding our school motto: To Learn, To Live, To Love - Discere Vivere Amare.



IMPLEMENTATION

The Reading Framework - teaching the foundations of Literacy, July 2021. Foreword by Rt Hon Nick Gibb MP, Minister of State for School Standards: ***'The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read, struggle in all subjects, and the wonders of a knowledge-rich curriculum passes them by unread.'***

At Corpus Christi Catholic Primary School, we understand that as educators we have a fundamental role in empowering our children to read and access the wider English curriculum, as such, English is taught daily. This involves a main English lesson of one hour taught each morning, as well as different elements taught throughout the day, and across other curriculum areas. Pupils are taught as a whole class, with planned support delivered to pupils individually, in pairs, in groups and according to outcome and need. We use the 'Literacy Tree' scheme of work as a basis for our literature-led approach, enabling our teachers to plan for reading and writing opportunities, including those for grammar, to have a purpose and be set in a meaningful context for learning. A systematic synthetic phonics (SSP) scheme is used to ensure children master the basic skills of using the alphabetic code for reading and spelling. The children in R and Y1 receive daily phonics sessions taught through a combination of 'Letters and Sounds' and the 'Letterland' scheme. From Reception onwards, children apply their decoding skills by reading decodable texts from the 'Big Cat - Letters and Sounds' reading scheme. In Key Stage 1 and 2 pupils learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Use of the reading schemes continues but children are also encouraged to choose books themselves and to read for pleasure. In Key Stage 2 children are engaged in whole-class reading of high quality, carefully chosen texts.

We encourage performance with drama, assemblies and class talks throughout the year. Reading for pleasure is continually promoted through Book Week, workshops, book fairs, trips, author visits, book swaps and our new school library. In writing, pupils become able to select and adapt what they say and write in different situations and for different audiences. Other aspects of English, such as spelling, handwriting, phonics and guided reading are taught within class and as discrete lessons during the week.

We cherish our homeschool-parish relationship and recognise the primary and essential role of parents/carers in the language and literacy development of their children. Parents are made aware of the great value of enabling a love of reading in their children and to read and share books with their children as often as possible. Parent/carers are invited to attend Reading and Phonic meetings in the Infants.



IMPACT

The English national curriculum (2014) states that: 'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them....All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

We will equip every child with the necessary skills and knowledge, needed in English, to enable them to access and further their learning. Ultimately, ensuring they have been given equal access to the opportunities and tools, to become their best selves, as they progress into the wider world.

Our children will be nurtured, motivated, educated and inspired to be lifelong learners; learning through the love and guidance of God's teachings. They will be skilled with the ability to express themselves and their views clearly and fluently through the spoken word and written form. They will have progressed from mastering the basic skills of using the alphabetic code for reading and spelling, to their becoming enthusiastic, responsive and discerning readers. They will have acquired a rich vocabulary with a strong awareness of etymology and grammar. They will be able to write and speak clearly and fluently, matching expression and style to audience and purpose. They will use punctuation to illuminate the meaning and expression of what they write, using grammar and syntax appropriately and correctly. They will have acquired attractive and efficient print and joined-up handwriting styles. They will have been exposed to ways that IT can support and enhance them, selecting when its use is most appropriate and beneficial.

Having been immersed in a high quality education, using a literature-led approach, our children will be able to engage in meaningful dialogue about the ideas and inspirations which good literature provides and demonstrate the knowledge and skills in speaking, reading and writing to enable them to participate fully as a member of society.

<p>AUTUMN TERM Activists (Hist/Art) Cold, Cold, Cold (Geog/DT)</p>	<p>SPRING TERM Artists (Hist/Art) Climate detectives (Geog/Art)</p>	<p>SUMMER TERM Monarchs (Hist/DT) Our Playground (Geog/Art)</p>
<p><u>Cave Baby</u> (F) Cave people, extinct animals, endangered animals, prehistoric, cave paintings, Outcomes: Labels and captions, informal letters Main Outcome: Narrative re-telling</p>	<p><u>Astro Girl</u> (NF) Y1 Scientist - Mae Jemison Outcomes: Writing in role, commands, 'how to' guides Main outcome: Fact file about being an astronaut - Mae Jemison.</p>	<p><u>Iggy Peck, Architect</u> (NF) London Locality Outcomes: Labels, captions, character comparisons, thought and speech bubbles Main outcome: Fact file</p>
<p><u>I Want My Hat Back</u> (F) PSHE: Friendship Outcomes: Questions, speech bubbles, letters, lists Main outcome: Story sequel</p>	<p><u>The See Saw</u> (F) Seaside Outcomes: Writing in role; notes of advice; missing posters; diary entries; letters of thanks Main Outcome: Own version narrative</p>	<p><u>Naughty Bus</u> (F) Transport/London Bus Outcomes: Letters, diaries, sequels, non-chronological reports Main outcome: Own adventure story</p>
<p><u>Billy and the Beast</u> (F) Hidden Figures heroes Outcomes: Wanted poster, summary, email, character description, recipe Main outcome: Own version 'defeat a monster' narrative</p>	<p><u>Yeti and the Bird</u> (F) Contrasting Seasons localities Outcomes: List of rules, letters, postcards, character descriptions Main outcome: Own version narrative about an unlikely friendship</p>	<p><u>Julian is a Mermaid</u> (P) PSHE celebrating difference Outcomes: Instructions, writing in role, advertisements Main outcome: Three-verse poem</p>
<p>Daily story time Phonics Phase 4-5</p>	<p>Daily story time Phonics Phase 4-5</p>	<p>Daily story time Phonics Phase 4-5</p>

<p>AUTUMN TERM</p> <p>Medical (History/DT) Extreme Weather (Geography/Art)</p>	<p>SPRING TERM</p> <p>Great Fire of London (History/Art) Carnival/Oceans and Seas (Geog/Art)</p>	<p>SUMMER TERM</p> <p>Transport (Hist/DT) Geog skills/The church (Geog/Art)</p>
<p>The Word Collector (NF) - word level focus Outcomes: word level work - word definitions (dictionary), noun phrases, book review Main outcome: word /vocabulary working wall</p>	<p><u>The Great Fire of London</u> (NF) - Fire/History Outcomes: Persuasive poster, waning posters (instructional writing), speech bubbles, letter of advice, certificates Main Outcome: Information booklet</p>	<p><u>Lights on Cotton Rock</u> (F) - Space, dreams, magic Outcomes: Labelling, Making Lists, Descriptions, Diary Entry, Giving Advice, Letters, Welcome Home Banner Main Outcome: Narrative (Extended)</p>
<p><u>The Goldilocks Project</u> (F) - Traditional Tales Outcomes: Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions Main Outcome: Sequel story</p>	<p><u>The Journey Home</u> (F) - Conservation, Environment Outcomes: Posters, lists, postcards, wanted posters, information report, short stories Main Outcome: Persuasive letter</p>	<p><u>If All the World Were</u> (P) - Poetry/PSHE - grief/loss Outcomes: Writing in role, optional diary, letter of advice, short explanation Main Outcome: Non-narrative read-aloud poem</p>
<p><u>We are the Water Protectors</u> (NF) - Extreme Weather Outcomes: Descriptive non-fiction, life-cycles, character description Main Outcome: Environmental campaign</p>	<p><u>Ocean Meets the Sky</u> (F) - PSHE: Journeys/loss Main Outcomes: Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative</p>	<p><u>A Walk in London</u> (NF) - London Local/UK Outcomes: Recounts of a trip around the local area, statements of information Main Outcome: 'A Walk in...' guidebook</p>
<p>Class reader: Phonics Phase 5-6</p>	<p>Class reader: Phonics Phase 6</p>	<p>Class reader: Phonics Phase 6</p>

<p>AUTUMN TERM</p> <p>Rivers & Settlements (Geog/DT) Stone Age to Iron Age (Hist/Art)</p>	<p>SPRING TERM</p> <p>Coasts & Oceans (Geog/Art) Invaders & Settlers - Romans (Hist/DT)</p>	<p>SUMMER TERM</p> <p>Map Skills (Geog/Art) Anglo Saxons (Hist/DT)</p>
<p><u>Black Dog (F)</u> - PSHE fear/bravery/transition Outcomes: Postcard, dialogue, retelling, description Main Outcome: Own version 'suspense' narrative</p>	<p><u>The Cloud Tea Monkeys</u> (NF) Fair trade/plantation Outcomes: Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion Main Outcome: Non-chronological report</p>	<p><u>The Last Garden</u> (F) refugees, migration Outcomes: Own version extended narrative Main Outcomes: Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue</p>
<p><u>First Drawing</u> (F) Stone Age, prehistory, prehistoric Outcomes: Character description, diary entry, recount Main Outcome: Own historical narrative</p>	<p><u>Escape from Pompeii</u> (NF) - migration, Ancient Rome Outcomes: Setting descriptions, diaries, letters, thought bubbles Main Outcome: Newspaper report</p>	<p><u>Tin Forest</u> (NF) environment, habitats Outcomes: Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions Main Outcome: Persuasive information poster</p>
<p><u>Flotsam</u> (F) London Past and Present Outcomes: Setting descriptions, narrative retelling, non-chronological reports, letters (informal) Main Outcome: Sequel (mystery narrative - London)</p>		<p><u>Jim, A Cautionary Tale</u> (P) Narrative Poetry Or Our Tower (new) Outcomes: Warning poster, alternative endings, performance poetry Main Outcome: Narrative poem</p>
<p>Class reader: The Bolds, by Julian Clary Reading lessons: Year 3</p>	<p>Class reader: Fortunately the Milk Neil Gaiman Reading lessons: Year 3</p>	<p>Class reader: Kaspar, Prince of Cats Michael Morpurgo Reading lessons: Year 3</p>

<p>AUTUMN TERM Mountains (Geog/Art) Viking & British Kings (Hist/DT)</p>	<p>SPRING TERM Rainforest (Geog/DT) Ancient Egypt (Hist/Art)</p>	<p>SUMMER TERM Map skills (Geog/DT) WW2 (Hist/Art)</p>
<p><u>The Selfish Giant</u> (F) - PSHE: friendship, kindness Outcomes: Letters, first person recount, diaries, letters, posters, reports Main Outcome: Persuasive letter</p>	<p><u>Shackleton's Journey</u> (NF) - Local explorers, Shackleton - Dulwich, expeditions, famous people Outcomes: Packing lists (justifications), letters (formal and informal), interviews, diaries Main Outcome: Newspaper report</p>	<p><u>Lion and the Unicorn</u> (F) - WW2 Outcomes: Letters, diary entries, character and setting descriptions, non-chronological reports Main Outcome: Own version historical narrative</p>
<p><u>Tar Beach</u> (F) - Dreams, New York, America, African-American, Outcomes: Character descriptions, formal letter, book review, dialogue (direct speech), retellings Main Outcome: Own version narrative (Brixton Beach)</p>	<p><u>The Iron Man</u> (F) - Hope, environment, nature, aliens, Outcomes: Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry Main Outcome: Mystery narrative</p>	<p><u>Odd and the Frost Giants</u> (F) - Vikings, Norse mythology, Thor Outcomes: Narrative recount, character and setting descriptions, letters, short explanations Main Outcome: Retelling - alternative perspective</p>
<p><u>Until I Met Dudley</u> (NF) Inventions, inventors, explanations (D&T focus - Viking link) Outcomes: Letter, short explanatory paragraph Main Outcome: Two explanation texts - formal and informal (Viking invention link)</p>	<p><u>The Story of Tutankhamun</u> (NF) - Ancient Egypt Outcomes: Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters Main Outcome: Biography of Tutankhamun</p>	<p><u>Jabberwocky</u> (P) - Nonsense Poetry Outcomes: Performance poetry, explanatory descriptions Main Outcome: Nonsense poem</p>
<p>Class reader: Fizzlebert Stump, A.F. Harrold Reading lessons: Year 4</p>	<p>Class reader: Polar Bears Explorers Club, Alex Bell Reading lessons: Year 4</p>	<p>Class reader: The Magician's Elephant, Kate Dicamillo Reading lessons: Year 4</p>

<h2>AUTUMN TERM</h2> <p>Mexico - contrasting locality (Geog/Art) Ancient Mayans (Hist/DT)</p>	<h2>SPRING TERM</h2> <p>Biomes - Amazon (Geog/DT) Shang Dynasty (Hist/Art)</p>	<h2>SUMMER TERM</h2> <p>Map skills: UK & World (Geog/DT) Local study: Victorians (Hist/Art)</p>
<p>The Lost Thing (F) PSHE: Belonging, unusual friendship Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Main Outcome: Own version fantasy narrative</p>	<p>The Island (F) Migration, refugees, asylum, prejudice, Outcomes: A welcome guide; description; letter of advice; analysis; comparison; diary entry in role; imagined conversation Main Outcome: Narrative sequel from a different character's perspective</p>	<p>High Rise Mystery (F) Mystery, London, whodunnit Outcomes: Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Main Outcome: Extended Narrative</p>
<p>Freedom Bird (NF) Slavery, freedom, bird, hopes, dreams, Outcomes: Writing in role, thought bubbles, dialogue, postcard, recount, poem Main Outcome: Biography Consider Rain Player</p>	<p>The Strange Case of Origami Yoda (NF) PSHE: friendships Outcomes: Instructions, persuasion, recount (diary entry) Main Outcome: Discussion text</p>	<p>Anne Frank (NF) WW2, Holocaust, occupation, Outcomes: Letters, short descriptions, extended diary entries, obituary, optional opinion piece Main Outcome: Newspaper article</p>
<p>Hidden Figures (NF) Space, space-travel, space race, African-American, feminism, women in science, NASA Outcomes: Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece) Main Outcome: Memoir of Dorothy Vaughan</p>	<p>Lost Happy Endings (F) Dreams, fantasy, fairytales, Outcomes: Newspaper report, an extended response to a text Main Outcome: Prequels - alternative perspectives</p>	<p>The Magic Box (P) Outcomes: Main Outcome:</p>
<p>Class reader: Son of the Circus: A Victoria Story, E. L. Norry Reading lessons: Year 5</p>	<p>Class reader: The Girl of Ink and Stars, Kiran Millwood Hargrave Reading lessons: Year 5</p>	<p>Class reader: Deadman's Cove, Lauren St John Reading lessons: Year 5</p>

<p>AUTUMN TERM Benin AD 900-1300 (Hist/DT) Earthquakes and Volcanoes (Geog/DT)</p>	<p>SPRING TERM Crime and Punishment (Hist/Art) Climate Change: The Alps (Geog/DT)</p>	<p>SUMMER TERM Ancient Greeks (Hist/Art) Map skills: Local area OS (Geog/DT)</p>
<p>Boy in the Tower (F) Dystopia, post-apocalyptic, survival Outcomes: journalistic writing, formal letters, non-chronological reports Main Outcome: Own version narrative (past and present tense)</p>	<p>Romeo and Juliet (F) historical text, classic literature. Outcomes: Diaries, letters, narratives, character descriptions, Main Outcome:Balanced argument (not playscript)</p>	<p>Grimm Tales (F) Outcomes: Retelling from a particular viewpoint, analyses, dialogue Main Outcome: Own version traditional tale</p>
<p>Windrush Child (N/F) Windrush, Caribbean, BHM, journeys, migration Outcomes:Thought bubble, informal letter, poem, diary entry, advice Main Outcome: Persuasive pitch to the local council</p>	<p>The Wind in the Wall (F) (SATs prep text) Outcomes: Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue Main Outcome: Extended Gothic narrative</p>	<p>Suffragette - the battle for equality (N/F) Outcomes: Formal letters, diary entries, balanced arguments, speeches, short news report Main Outcome: Persuasive campaign</p>
<p>Children of Benin Kingdom (NF) Kingdom of Benin, West Africa, Nigeria, Outcomes: Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries Main Outcome: Non-chronological report</p>	<p>Night Mail (P) Use of railways, film, trains, Outcomes: Summaries, analysis and performances Main Outcome: Poem with similar structure</p>	<p>Some Places More than Others (P) (Good for Y6 transition) Outcomes: Letters, diaries, information leaflets, instructions Main Outcome: Poetry</p>
<p>Class reader: The Boy in the Tower, Polly Ho-Yen Reading lessons: Year 6</p>	<p>Class reader: Because of Mr Terupt, Rob Buyea Reading lessons: Year 6</p>	<p>Class reader: Goodnight Mr Tom, Michelle Magorian Reading lessons: Year 6</p>