



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.

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.



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.

Long Term Plan - English Writing Purposes




Purposes may be taught in any order.

Please see Medium Term planning (below) for intended teaching sequences.

Long Term Plan - English 'Teach through a Text' Overview



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Cave Baby Action Poems	Firework poetry I Want My Hat Back	Naughty Bus Astro Girl	The Odd Egg Beegu	Jim and the Beanstalk Iggy Peck	Julian is a Mermaid
YEAR 2	Willy the Wimp Word collector Mary Seacole	Remembrance poetry Nativity Story	Goldilocks Project	Great Fire of London The Owl and the Pussy Cat	Lights on Cotton Rock Yeti and the Bird	Africa Dinosaurs and all that Rubbish
YEAR 3	I'll take you to Mrs Cole	A Walk in London	The Pied Piper of Hamelin	The Day I Swapped My Dad for Two Goldfish	Jim - A Cautionary Tale/ Stone Age Boy	Varmints
YEAR 4	Selfish Giant	Shackleton's Journey	Tar Beach	Cinnamon	The Iron Man	The Heart and the Bottle
YEAR 5	The Lost Thing	The Magic Box (and other poems)	Hidden Figures	The Story of Tutankhamun	The Lost Happy Endings	The Lost Happy Endings
YEAR 6	The Boy in the Tower	Romeo and Juliet	Night Mail	The Man Who Walked Between the Towers	Grimm Tales	Go Big - The secondary School Survival Guide.

Entertain

Inform

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Transition period from EYFS (2-3 weeks) Cross curricular opportunities for English.</p>	<p>Teaching text: Firework Poetry Main Outcome: Performance poetry. Other outcomes: performing poems, forming letters correctly</p>	<p>Teaching Text: Naughty Bus Main outcome: writing a narrative based on character from the story. 'Naughty Night Bus' story Other outcomes: write a letter; sentences with conjunctions and/but; sequence story; story planning; SPaG : and/but conjunctions; adjectives; CL and fs; alternate graphemes; Purpose: Entertain</p>	<p>Teaching Text: The Odd Egg Main Outcome: Egg spotters guide (non fiction report) Other outcomes: Thought and speech bubbles, diary entry, letter, certificate SPAG: prefixes, words spaces, apostrophes, CL, fs, exclamation marks, question marks Purpose: Inform</p>	<p>Teaching Text: Beegu Main Outcome: Alien narrative Other outcomes: description, commands, nonsense word dictionary, poem, non-fiction report SPAG: CL, fs, exclamation marks, question marks, expanded noun phrases,</p>	<p>Teaching Text: Julian is a Mermaid Main Outcome: three verse poem Other outcomes: instructions, writing in role, advertisements, SPAG: words spaces, CL, fs, and to join clauses, exclamation marks, question marks, CL for pronouns, Purpose: Entertain</p>
<p>Teaching text: Cave Baby Main Outcome: Narrative story based on retelling events of 'Cave Baby' Other outcomes: exploring character; oral retelling; SPaG: conjunctions, f/s, CL, adjectives Purpose: Entertain</p>	<p>Teaching Text: I want my hat back – Jon Klassen Main Outcome: Narrative based on changing elements of original story to 'i want my friend back' sequel. Other outcomes: writing a letter to rabbit SPAG: capital letters, full stops, 'and' Purpose: Entertain</p>	<p>Teaching Text: Astrogirl Main Outcome: Writing a fact file about space, using Q&A style Other outcomes: writing questions, command and; statements; identifying features of non-fiction texts; SPAG: capital letters, full stops, and/but conjunctions; imperative verbs, question marks; homophones; Purpose: Inform</p>	<p>Purpose: Entertain Teaching Text: Jim and the Beanstalk Main Outcome: writing a sequel to 'Jim and the Beanstalk' Other outcomes: writing a letter, thought bubbles, narrative retelling, SPAG: capital letters, full stops, 'and', suffix 'ed', 'ly' subordination, coordination, consistent tense, Purpose: Entertain</p>	<p>Teaching Text: Iggy Peck Architect Main Outcome: Fact file Other outcomes: labels, captions, character comparisons, thought and speech bubbles, SPAG: words spaces, CL, fs, and to join clauses, exclamation marks, question marks, CL for pronouns,</p>	

Entertain

Inform

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Teaching Text: Willy the Wimp Anthony Browne Main outcomes: To write a letter Other outcomes: To make predictions. To identify noun phrases. To write lists using commas. SPaG: to revisit capital letters, full stops, nouns, adjectives. To use tricky words and phonics in sentences, Purpose: Entertain</p>	<p>Teacher planned: Remembrance Day poetry Main purpose: To entertain write a an acrostic poem about Poppies. Other outcomes; Read non-fiction texts about Remembrance Day, comprehension activities, read a variety of poems. SPaG: -il and -y endings singular and plurals - ies Purpose: Entertain</p>	<p>Teacher planned: Holiday recount Main outcome: recount events from personal experience SPAG: capital letters, full stops, ‘and’ Purpose: Inform</p>	<p>Teaching Text: The Great Fire of London by Emma Lewis and James Western Main outcome: To write a diary. Other outcomes: Warning posters, newspaper articles. SPaG: spelling common exception words, contracted forms, suffix ‘ed’, ‘ly’ subordination, coordination, consistent tense, expanded noun phrase, Purpose: Inform</p>	<p>Teaching Text: Lights on Cotton Rock Main outcome: To write a story about an imaginary story. Other outcomes: SPaG Variety of sentences, Subordination and conjunctions., expanded noun phrases .tion, ure, sion and possessive apostrophes. Purpose: Entertain</p>	<p>Teaching Text Africa: continent by continent Main outcome: Other outcomes: SPaG: Exclamation sentences Compound words, homophones and contractions. Purpose: Inform</p>
<p>Teacher planned: The Word Collector’ by Peter H Reynold. Main purpose: To generate ideas and vocabulary for the class vocabulary board. SPaG Identify suffixes and prefixes Purpose: Inform</p>	<p>Teacher planned: Science investigation Main outcome: to predict and write observations. SPaG: past tense ed endings Purpose: Inform</p>	<p>Teaching Text: The Goldilocks Project by Lauren Child ‘A twist in the tale’. Main purpose: Rewrite stories from another point of view. Other outcomes:Write a letter, rewrite a familiar story in their own words, list of rules, wanted poster and character descriptions, to plan a story SPAG: plurals -es and –s rule; prefixes and suffixes; spell common frequency word;. contractions Purpose: Entertain</p>	<p>Teaching Text: ‘The Owl and the Pussycat’ Main outcome: rhyming poem Other outcomes: letters, interviews, lists, instructions SPaG commas for list, contracted forms, suffix ‘ful’ ‘less’; subordination, coordination, consistent tense, expanded noun phrase, homophones, Purpose: Entertain</p>	<p>Teaching Text: Yeti and the Bird by Nadia Shareen Main outcome: Narrative about unlikely friendship. Other outcomes: To write a postcard. To write descriptions. SPaG: expanded noun phrases to describe and specify, e.g. the blue butterfly; CL for pronoun; Suffixes that can be added to verbs; suffixes -er and -est in adjectives and the use of -ly i to turn adjectives into adverbs; Use subordination and coordination;-consistent use of present tense and past tense throughout writing; apostrophes for contraction and singular</p>	<p>Teaching Text: Dinosaurs and all that Rubbish Main outcome: Pamphlet Other outcomes: letters, setting description, narrative, pamphlet, poster SPaG: capital letters, full stops, variety of sentences types, apostrophes for contraction and singular possession in nouns; use of subordination and coordination; use of progressive form in present and past tense e.g. he is marching, she was shouting;</p>
<p>Teacher planned: Mary Seacole Main outcome: To write an information book about Mary Seacole. Other outcomes: To write questions. To read non fiction texts. to scan for facts. To make</p>	<p>Teacher planned: Science investigation Main outcome: write instructions for making a moving Christmas card. Other outcomes: Read non-fiction texts (instructions) comprehension activities</p>				

Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Teaching Text: I'll Take you to Mrs Cole Main outcome: Describing familiar settings story opening. Other outcomes: writing a story opening, answering comprehension questions. SPaG : adjectives and adjectival phrases, similes, nouns. Using? Using commas in a list of adjectives, noun phrases Purpose: Entertain</p>	<p>Teaching Text: A Walk In London Main outcome: Information leaflet Other outcomes: Features of fiction and non-fiction texts, non-narrative structures SPaG : prepositions of location and time, commas in a list, subheadings and headings, bullet points Purpose: Inform</p>	<p>Teaching Text: The Pied Piper of Hamelin Main outcome: Persuasive letter Other outcomes: Letter writing, organise paragraphs around a theme, story writing. SPaG : modal verbs, past tense including verb ending agreements, apostrophes for contraction, using subordinating conjunctions, synonyms for said, Purpose: Persuade</p>	<p>Teaching Text: The Day I Swapped My dad for two Goldfish. Main outcome: Play script. Other outcomes: Understanding of direct and indirect speech. SPaG : inverted commas for dialogue, identifying direct and indirect, features of a playscript, past and present tense, adverbs and fronted adverbials, apostrophe for contraction, apostrophe for possession, use of colon, use of hyphen Purpose: Entertain</p>	<p>Teaching Text: Jim – A Cautionary Tale/Stone Age Boy Main outcome: Poem/informative poster Other outcomes: Can identify rhyming couplets, use rhyming words, use similes to describe, to perform a poem, to understand rhythm. SPaG : Causal conjunctions, contrasting conjunctions, use of ! and commas for lists Purpose: Entertain</p>	<p>Teaching Text: Varmints Main outcome: Narrative Story Other outcomes: Identifying literary devices (personification), retelling a story using beginning, middle and end, using paragraphs correctly, using fronted adverbials. SPaG : causal conjunctions, contrasting conjunctions, writing in narrative in first and third person, expanded nouns phrase, identifying & using different sentence types with correct punctuation, noun plurals, irregular plurals, Purpose: Inform</p>

Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Teaching Text: Selfish Giant Main outcome: Persuasive Letter Other outcomes: Diary entry, letters, character and setting descriptions SPaG : determiners, apostrophe for contraction, prepositions, expressing time, place and cause using conjunctions, adverbs, or prepositions, use of pronouns Purpose: Persuade</p>	<p>Teaching Text: Shackleton's journey Main outcome: Newspaper report Other outcomes: Interviews, Diaries, Letters, Description of setting SPaG: Adverbials of time, Present perfect form of verbs, Expanded noun phrases, Inverted commas to punctuate direct speech Purpose: To inform</p>	<p>Teaching Text: Tar Beach Main outcome: Narrative Story; Other outcomes: Setting description, dialogue, retelling SPaG : Use of apostrophes for contractions, fronted adverbials and use of commas. Purpose: to Entertain</p>	<p>Teaching Text: Cinnamon Main outcome: non-chronological report Other outcomes: Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms SPaG: Adverbials of time, Present perfect form of verbs, Expanded noun phrases, to punctuate direct speech Purpose: To inform</p>	<p>Teaching Text: The Iron Man Main outcome: Mystery Narrative Other outcomes: Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry SPaG: fronted adverbials, expanded noun phrases and dialogue using inverted commas. Purpose: To entertain</p>	<p>Teaching Text: Heart in the Bottle Main outcome: Character description Other outcomes: narrative retelling, setting description SPaG : -ous spellings, mis-,dis-,un- prefixes, synonyms, extended sentences Purpose: To entertain</p>

Year 5 Corpus Christi Medium Term Plan - English Teach through a Text

Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Teaching Text: The Lost Thing Main outcome: Narrative Story Other outcomes: Letter writing SPaG : modal verbs, noun phrases, subordinate and main clauses, relative clauses Purpose: Entertain</p>	<p>Teacher planned: The Magic Box (and various other poems) Main outcome: Poem using a range of poetic devices SPaG: poetic devices. Purpose: Entertain.</p>	<p>Teaching Text: Hidden Figures: Main outcome: To write a newspaper opinion piece Other outcomes: Persuasive letter to judge Informal letter to children Two character descriptions Informal diary entry SPaG: Parenthesis (brackets, dashes and commas), relative clauses, informal and formal language, using adverbials to link themes across paragraphs Purpose: Persuade</p>	<p>Teaching Text: The Story of Tutankhamun Main Outcome: Biography of Howard Carter Other outcomes: Character description SPaG: cohesive devices (clauses, commas, relative clauses, semicolons) Purpose: Inform</p>	<p>Teaching Text: The Lost Happy Endings Main outcome: Narrative story Other outcomes: Character description, themes in a text (discussion) SPaG: Purpose: Entertain</p>	<p>Teaching Text: The Lost Happy Endings Main outcome: Balanced argument Other outcomes: explore themes in a text e.g. 'the witch got a taste of her own medicine, themes in a text (discussion) SPaG: contrasting conjunctions, formal language, structured paragraphs Purpose: Discuss</p>

Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Teaching Text: The Boy in the Tower Main outcome: Information brochure Other outcomes: Letter writing, Newspaper articles, building tension SPaG : fronted adverbials, word classes, clauses, determiners, synonyms and antonyms Purpose: To inform</p>	<p>Teaching Text: Romeo and Juliet Main outcome: Balance Argument Other outcomes: Features of playscript, significant authors (Shakespeare) SPaG : modal verbs, noun phrases, past progressive, imperative verbs, formal/informal Purpose: To Discuss</p>	<p>Teaching Text: Night Mail - WH Auden Main outcome: Poem writing Other outcomes: biography significant authors (WH Auden) poetic techniques SPaG: active/passive, subject/object use a range of punctuation accurately Purpose: Entertain</p>	<p>Teaching Text: The Man who walked between the Towers Main outcome: Newspaper article Other outcomes: Letter of persuasion, interview transcript, biography, non-fiction information poster fact and opinion SPaG : quotations, conditional sentences, colons, varying sentence structure, Purpose: Persuade</p>	<p>Teaching Text: Grimm Tales Main outcome: own version traditional tale Other outcomes: retelling from a particular viewpoint, analyses, dialogue SPaG : degrees of possibility using adverbs and modal verbs; formal/informal speech structures; linking ideas across paragraphs using cohesive devices. Purpose: Entertain</p>	<p>Teacher planned: Go Big - The secondary School Survival Guide. Transition focus. Main outcome: Letter of persuasion to their new secondary school Other outcomes: letter to myself; transition booklet; discussion; information poster SPaG: imperative/modal; subordination; colons, varying sentence structure, active/passive, expanded noun phrases; Purpose: Inform</p>

Corpus Christi - Class readers



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Topic related books BHM: Hidden Figures	Topic related books The Moon	Topic related books Seasons	Topic related books Seasons	Topic related books Local History: TFL	Topic related books Local History: Ponds & Minibeasts
YEAR 2	Topic related books BHM: Amazing Africa	Topic related books The UK and Kenya	Topic related books Extreme Weather	Topic related books Extreme Weather	Topic related books Local History: Carnival	Topic related books Local History: Carnival
YEAR 3	Topic books - BHM: Civil Rights The Bolds Julian Clary		Topic books - World War II Fortunately the Milk Neil Gaiman		Topic books - Local History- London Past and Present Kaspar, Prince of Cats Michael Morpurgo	
YEAR 4	Topic books - BHM: Afro- Latin America Holes Louis Sacher		Topic books - The Vikings Polar Bears Explorers Club Alex Bell		Topic books - Local History - Family The Magician's Elephant Kate Dicamillo	
YEAR 5	Topic books - BHM: Africa Past & Present Son of the Circus: A Victoria Story E. L. Norry		Topic books - The Shang Dynasty of China The Girl of Ink and Stars Kiran Millwood Hargrave		Topic books - Local History - Churches Deadman's Cove Lauren St John	
YEAR 6	Topic books - BHM: Black Britain The Boy in the Tower Polly Ho-Yen		Topic books - The Ancient Maya Because of Mr Terupt Rob Buyea		Topic books - Loughborough Histories Goodnight Mr Tom Michelle Magorian	