



English Curriculum

Intent

At Downholland Haskayne primary school, we aim to instill a lifelong love for reading, writing, and effective communication through a rich and varied English curriculum designed to meet the expectations of the National Curriculum.

Acorns Class - EYFS/KS1: For our youngest learners, our focus is on developing foundational skills in speaking, listening, phonics, reading, and writing. We foster an immersive and engaging environment where children can explore language and literacy creatively and confidently from an early age.

Oak Class - In KS2, we build on these foundations by deepening comprehension, broadening vocabulary, and enhancing writing skills across various genres. We aim to develop our pupils' abilities to express themselves clearly and persuasively, ensuring they leave us with the proficiency and enthusiasm to continue their literacy journey.

Our overarching goal is to ensure that all children become effective communicators, keen readers, and confident writers who are able to utilise their English skills across the curriculum and in their everyday lives.

The National Curriculum sets out the teaching and learning requirements in English for each year group from one to Six. Units are chosen by class teachers to meet the requirements of the national curriculum for their class. These can be selected/adapted from a range of sources (such as Hamilton Trust, Lancashire Planning units, Oak Academy) or written by class teachers themselves.

For Reception, the planning is built from the guidance in the Statutory Framework for The Early Years Foundation Stage. The nature of the mixed age classes at Downholland Haskayne means that units will be selected from across the Key Stage(s) in each class and then work is adapted to meet the needs of the children according to their prior attainment and age.

Class Time Allocated to Subject

There is no strict requirement on the exact amount of time that English needs to be taught. Most classes teach a discrete English lesson for approximately an hour a day and this may be supplemented with additional reading in other subjects, whole class reading of a shared text, discrete lessons on GPS, assessments or enrichment activities. Each class will usually have a directed input from the teacher and then move on to more independent or adult led group activities, but lessons will be adapted according to the needs of the pupils, the unit and the phase being taught. Throughout the school, lessons are planned to be enjoyable, engaging and effective.

As English is a core subject, skills taught are reinforced through other subjects and children are encouraged to apply their English learning across the curriculum. This may take the form of writing an extended piece in another subject, expectations on the correct use of GPS or performing in role as part of a history topic for example. Where these strategies are used it is important that the English recording/delivery does not impede upon the learning in that subject. For example, writing a recount in History should use embedded English skills to complement the demonstration of historical knowledge.

Reading

At school, reading is taught through shared class or group activities such as guided reading. Reading takes place across the curriculum and children are taught and encouraged to read independently in all subjects.

Adults in school read with children as often as possible. This takes place more frequently in the infants but some children in the juniors will be heard on a daily basis by an adult in school in order to help accelerate their reading progress.

When a teacher reads a book with a child on a one-to-one basis they are:

- carrying out an assessment of the strategies they are using to read,
- assessing their understanding of the content they have read,
- assessing their understanding of the sentence structure and organisation of the text,
- assessing their understanding of language,

- reinforcing the application of the child's phonic knowledge,
- teaching new ideas such as the use of punctuation to add expression or re-reading for meaning,
- discussing the child's next steps,
- writing a comment, when appropriate, for the child's parent/carer so that they know their child's next step and can follow this up at home

This approach involves questioning deeply; it takes time and differs greatly from teachers 'hearing children read.'

Reading to children

We recognise the importance of reading to children, for enjoyment, for building a shared passion for favourite books and as a way of introducing new vocabulary and developing an understanding of story structure. Teachers regularly read books to the children to encourage their love of reading and allow them to access more challenging texts than their current reading level. When reading with children, staff will teach them strategies to support their fluency and comprehension such as skimming and scanning, and 'Point, Evidence, Explanation' (a useful strategy to demonstrate understanding of the text being read). They will also reinforce phonic strategies to develop their word reading ability.

Learning to read is not a race through 'levels' of books. Re-reading familiar books is an essential part of developing a passion for reading. These books can provide contexts for story writing, drama and play and are essential in developing an understanding of how stories 'work'.

Children are expected to practice their reading at home at least three times a week to a parent, carer or trusted adult. Teachers will check this is happening by looking through the home reading records.

Writing

Writing begins in our reception classes. The teaching team in reception use a range of techniques to inspire children to write. Children are given many opportunities throughout the day to practice their writing and develop their writing skills. Some of this will be supported by a teacher or teaching assistant and some will be independent.

In years 1 – 6 we use a range of texts as stimuli for teaching writing. Each term, each pupil will produce some independent writing that can then be used to assess their progress against set criteria for their age

During some terms there will be a poetry outcome as well. In the build up to these main writing outcomes children are given the grammar skills and vocabulary necessary to write their extended piece. Short burst writing opportunities are incorporated into the planning cycle so that children have time to practice applying the skills learned. We pride ourselves on teaching children how to write for a variety of audiences and a range of different purposes. This allows children to understand the different sentence types and word choices needed for different purposes and audiences.

Teachers give guidance and instruction to children to improve writing skills. This includes grammatical accuracy and correct use of punctuation. Children are expected to edit their own work based on their teachers' guidance and recommendations. We involve pupils in their own learning by feeding back to them at the point of writing or as soon as possible afterwards. The school's marking and feedback policy is designed to help children reflect upon their work and make improvements to it after they have received feedback from a teacher.

Spelling patterns are taught weekly and the children practice and improve handwriting regularly in class.

How do we monitor and ensure your child is making progress?

Formative or ongoing assessment takes place throughout the teaching process and teachers will use the evidence of observations, marking books and discussion with the children to inform their feedback. Subsequent planning will ensure that lessons are pitched appropriately for the level of the children. This type of assessment is often seen as informal but it is crucial to the development of the pupils' understanding of English and ensuring that knowledge, skills and understanding are appropriately embedded.

Summative assessments are usually more formal. Each cohort of pupils will be assessed periodically in Reading, Writing and GPS. This can take the form of assessing and recording against end of year expectations using criteria appropriate for the year group the child is in,

Assessment in early years foundation stage (EYFS) is initially done using the government baseline documents and our

own baseline assessments. These assess against three 'prime areas' (Personal Social Development, Physical Development and Communication and Language) and four 'specific areas' (Literacy, Mathematics, Understanding of the World, and Expressive Arts and Design). Assessment is ongoing in the EYFS with the professionals in the classroom constantly observing and recording progress towards the Early Learning Goals from the baseline assessments.

Reporting

The achievement of pupils against national/school determined expectations for English are reported to parents and carers on the end of year report given out in July. Parents also have the opportunity to discuss their child's progress with class teachers at regular parents evenings held at least three times a year.

How can you help your child further?

Parents play a vital role in the academic success of their children. Downholland Haskayne CE Primary School encourages an open dialogue between parents/carers and professionals within the school and we recognise the important and challenging role adults at home play in supporting the academic progress of our pupils.

There are a number of ways that parents and carers can help with their child's learning in English:

- **Talk with the children as often as possible.** Question them, ask them to justify responses, share and revisit memorable moments and model the language we want them to use. Children will soak it all up like sponges and it will have a dramatic effect on their ability to learn.
- **Ensure that reading is done regularly, and diaries are signed for the teacher to see.** As well as reading, decoding and learning new words, it is valuable to take the time to discuss the stories you read with them. Ask questions about what has happened and what might happen next, look up any unfamiliar words with the children and discuss synonyms and alternatives. Try to be enthusiastic about sharing books – children will pick up on this and it will stoke their passion for reading.
- **Find opportunities for writing.** Postcards, match reports, diaries, stories... there are lots of opportunities for children to practice their writing skills in an engaging and purposeful way. Sitting down alongside your child, whatever their age, and writing together will embed the ideas and skills as well as providing a scaffold to support their learning.
- **If you are not sure, please ask.** We like to work in partnership with parents and carers as much as possible and your support is invaluable when it comes to helping your children make progress.



Curriculum Overviews

Acorn Class – KS1

Cycle	Autumn	Spring	Summer
A	<p>Harry the Happy Mouse Poetry, songs and rhymes</p> <p>Fire! Fire! Stories with repeating patterns</p> <p>Narrative Story with a familiar setting</p> <p>Poems on a theme</p>	<p>The Place Where I Live Stories with familiar settings</p> <p>The Queen's Hat Narrative</p> <p>Non-chronological reports linked with aspects of the local area, presented as a booklet</p> <p>Poems, songs and rhymes</p>	<p>The Great Outdoors Stories with a farm setting</p> <p>Buckets and Spades Story as a theme – Seaside</p> <p>Information Booklet on Camping</p> <p>Seaside poems Poems on a theme</p> <p>Instructions (Growth and Green fingers)</p>
B	<p>Family Album Traditional tales</p> <p>Recounts A family event</p> <p>The Highway Rat Poetry (Food poems)</p> <p>Non-fiction (Rat information)</p> <p>Narrative Story The Highway Rat</p>	<p>Explorers Stories by the same author</p> <p>Non- Chronological reports (Linked to History)</p> <p>Persuasion</p> <p>Riddles</p> <p>Story as a theme (Buckets and Spades)</p>	<p>Classic Text The tale of Peter Rabbit</p> <p>Instructions Growing a....</p> <p>Traditional Rhymes</p> <p>Robots Stories with familiar setting</p> <p>Poems By Heart Robot Poems</p> <p>Recounts A first person recount about making a model robot.</p>

Oak Class – KS2

Although KS2 operated on a 4 year rolling program, we plan for 2 years at a time. This is to give opportunity to adapt the curriculum for the changing needs of the cohort as the year groups in each class change. This way we can select the most appropriate units, pitch it at the most appropriate level for the class and then make use of adaptive teaching strategies to ensure that the coverage and challenge is suitable for all pupils.

Cycle	Autumn	Spring	Summer
A	<p>The Firework Maker’s Daughter Stories with Fantasy Settings</p> <p>Newspaper Reports Volcanic Eruption</p> <p>Romans Play Scripts</p> <p>Romans Non-Chronological Reports</p> <p>States of Matter Poetry/Rap</p>	<p>The Art of Food Persuasive Adverts</p> <p>Stories with Issues and Dilemmas</p> <p>Food, Glorious Food Classic Poetry</p> <p>The Iron Man Novel as A Theme</p> <p>Recount: Diaries</p>	<p>Water, Water, Everywhere Stories with a theme: The Mousehole Cat</p> <p>Poems with a Structure Kenning or Haiku</p> <p>Macavity Classic Narrative Poetry</p> <p>The Great Plague Fairy Tales</p> <p>Recount - Newspapers</p>
B	<p>Loch Ness Monster – Bridging Unit Information Texts, Article for a Magazine. Infographics</p> <p>Story based on a plot pattern Poetry linked to theme</p> <p>Stig of the Dump Story as a Theme</p> <p>Poems on a Theme The Old Dry Stone Wall</p>	<p>Healthy Humans Fables Legends</p> <p>Poetry Shape Pomes/Calligrams</p> <p>Sparks Might Fly Explanations – Cracking Contraptions</p> <p>Biographies Little People Big Dreams</p>	<p>Gulliver’s Travels Novel as a Theme</p> <p>Non-Chronological Reports Linked to Geography Topic</p> <p>Percy Jackson Greek Myths</p> <p>Reports Faster, Higher, Stronger</p> <p>Poetry Figurative Language</p>

Key Stage 1 Grammar Progression



Autumn	SPAG Y1	<p>Punctuate simple sentences with capital letters and full stops.</p> <p>Spell words containing each of the phonemes already taught</p>	<p>Use capital letters for names of people</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense</p> <p>Use their phonic knowledge when spelling unfamiliar words</p>	<p>Reread every sentence to check it makes sense.</p> <p>Use simple connectives to link ideas e.g. <i>and, but, or, so.</i></p> <p>Be able to encode the sounds they hear in words</p>	<p>Ed endings</p> <p>Identify and use question marks and exclamation marks</p> <p>Spell common exception words</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Discuss their writing with adults and peers.</p> <p>Apply simple spelling rules and guidelines,</p>	<p>Pluralise nouns using es</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind</p>
	SPAG Y2	<p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i></p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Use suffixes 'er' and 'est' to create adjectives e.g. faster, fastest, smaller, smallest</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p>	<p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Learn to spell common exception words</p>	<p>Use commas to separate items in a list</p> <p>Use suffix 'ly' to turn adjectives into adverbs e.g. slowly, gently, carefully</p> <p>Write about fictional events</p>	<p>Add suffixes <i>ness</i> and 'er' to create nouns e.g. happiness, sadness, teacher, baker</p> <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas</p>	<p>Add suffixes 'ful' or less to create adjectives</p> <p>Select, generate and effectively use adjectives.</p>
Spring	SPAG Y1	<p>Write simple sentences that can be read by themselves and others.</p> <p>Be able to read back words they have spelt</p>	<p>Write information texts with simple text type features.</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Write information texts with simple text type features.</p> <p>Use capital letters for people, places and days of the week.</p>	<p>Sequence ideas in order.</p> <p>Write in different forms with simple text features e.g. instructions.</p>	<p>Write information texts with simple text type features.</p> <p>Use question marks</p>	<p>Write in different forms with simple text features e.g. <i>recounts</i>.</p> <p>Use capital letter for the personal pronoun <i>I</i>.</p>
	SPAG Y2	<p>Use present tense for non chronological reports</p> <p>Learn some words with each spelling, including a few common homophones</p> <p>Select, generate and effectively use verbs</p>	<p>Select, generate and effectively use nouns</p> <p>Use specific text type features to write for a range of audiences and purposes</p> <p>Write about real events</p>	<p>Use connectives "and" and "but"</p> <p>Use suffix <i>-est</i></p> <p>Use present tense for non-chronological reports</p> <p>Write about real events</p>	<p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Use past tense for recount</p> <p>Write about real events</p>	<p>Use sentences with different forms: statement, question, command, exclamation</p> <p>Edit and improve their own writing in relation to audience and purpose</p>	<p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll</p> <p>Use subordination for reason</p>
Summer	SPAG Y1		<p>Plurals – adding <i>s</i> to nouns.</p>		<p>Orally plan and rehearse ideas</p> <p>Separate words with finger spaces.</p> <p>Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words</p>	<p>Use their phonic knowledge when spelling any unfamiliar words.</p> <p>Read aloud their writing to adults and peers.</p>	<p>Use their phonic knowledge when spelling any unfamiliar words.</p> <p>Read aloud their writing to adults and peers</p>
	SPAG Y2	<p>Learn to spell common exception words</p>	<p>Learn to spell common exception words</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Evaluate their writing with adults and peers</p> <p>Read aloud their writing with intonation to make the meaning clear</p>	<p>Evaluate their writing with adults and peers</p> <p>Read aloud their writing with intonation to make the meaning clear</p>

Lower Key Stage 2 Grammar Progression

Autumn	SPAG Y3	Identify clauses in sentences. Homophones and near homophones.	Use inverted commas for direct speech. Ou- young, double, touch.	Use commas to separate clauses when subordinate clause appears first. Sure- treasure, enclosure, pleasure.	Use adverbs. Suffixes ly, ous.	Ture- creature, furniture, adventure.	Use perfect forms of verbs have and has. Prefixes super, anti.
	SPAG Y4	Use adverb starters for when. Use commas after fronted adverbials. Ch- scheme, chorus.	Use inverted commas and other punctuation for direct speech (The tour guide announced, "Be back here for 4 o'clock.") Ch- chalet, chef, machine	Use commas to mark clauses in complex sentences. y- myth, gym, Egypt.	Use noun phrases. Prefixes sub, inter.	Prefixes- in, im, ir.	Use standard English- were, was. Prefixes super, anti.
Spring	SPAG Y3	Irregular past tense- send/ sent, hear/ heard, think/thought.	<input type="checkbox"/> Create complex sentences using conjunctions- when, if, because, although, while, since, until, before, after, so. <input type="checkbox"/> Ei, eigh, ey.	Irregular plurals- goose/ geese, woman/ women. Identify main and subordinate clause.	Use prepositions for where. Prefix auto.	Use determiner a or an.	Prefixes dis, mis, re.
	SPAG Y4	Sc- science, scene. Change nouns and adjectives to verbs pollen=pollinate.	Use apostrophes for single and plural possession. Gue- que- tongue, antique.	Use fronted adverbials for where. Use commas after fronted adverbials.	Prefix auto, inter.	Use determiners- a/ an/ the, this/ that/ those/ these, my/ your/ his/ her/ its/ our. Suffixes- ation, tion	Suffixes ssion, cian.
Summer	SPAG Y3	Use prefixes such as super, anti, sub. Formation of nouns using a range of prefixes.	Spell and understand homophones and near-homophones. Use of 'a' or 'an.'	Use inverted commas for direct speech. Identify and use main and subordinate clauses.	Main and subordinate clauses, including commas. Use prepositions and noun phrases.	Use determiners (a/an/the). Use standard English forms for verb inflections (e.g., was/were).	Formation of adjectives using prefixes (dis-, mis-, in-)
	SPAG Y4	Correctly use and punctuate direct speech. Use commas after fronted adverbials.	Spelling patterns: ch, sure, ture. Use paragraphs to organise ideas.	Use apostrophes for plural possession. Expanded noun phrases.	Create complex sentences using conjunctions. Pronouns, including possessive pronouns.	Plural possessive apostrophe. Standard English forms for verb inflections.	Spelling patterns: ei, eigh, ey, sc, gue, que.

Upper Key Stage 2 Grammar Progression

Autumn	SPAG Y5	Convert nouns into verbs using –ate (e.g., activate). Use relative clauses beginning with who and which	Indicate possibility using modal verbs like might and should. Begin relative clauses with an omitted pronoun.	Convert adjectives into verbs using –ify (e.g., purify) Use relative clauses beginning with where and when.	Use commas to clarify list items. Use commas to clarify list items.	Indicate possibility using modal verbs such as will and must. Practice consistent tense use in writing	Indicate degrees of possibility using adverbs like perhaps. Explore ambiguous meanings without punctuation.
	SPAG Y6	Recognise the active and passive voice Use the passive voice for formal writing.	Identify and use subjunctive forms Begin sentences with modal verbs (e.g., should).	Use the colon to introduce lists Use semi-colons within lists.	Introduce the dash for emphasis in writing Use hyphens to avoid ambiguity.	Practice using commas for parenthesis Explore shifts in sentence structure.	Identify ambiguity in sentence meanings Consistently maintain tense in narrative.
Spring	SPAG Y5	Build cohesion with adverbials of time (e.g., later). Use brackets for additional information.	Use commas to clarify relational meaning. Practice cohesive writing with linking adverbials.	Build cohesion using adverbials of place (e.g., nearby). Identify and use dashes to indicate parenthesis.	Indicate parenthesis using commas. Standard verb inflections (e.g., ate, eaten).	Avoid ambiguity with consistent punctuation use. Explore dense texts for paragraph cohesion.	Recognise cohesive devices like repetition. Clear sentence structure in a paragraph.
	SPAG Y6	Link ideas using a range of cohesive devices Practice colons to separate independent clauses.	Use paragraphs to organise text structure Apply passive voice effectively in writing.	Recognise degrees of formality in language Use ellipsis for emphasis or omission.	Standard English consistency in discussion Accurately use punctuation for clarity.	Use semi-colons in complex lists Create cohesion in writing using adverbials.	Explore sentence variation for effect Avoid ambiguity with precise punctuation.
Summer	SPAG Y5	Review punctuation for complex lists. Explore cohesive devices like ellipsis.	Use adverbials to link ideas (e.g., however, meanwhile). Use adverbials for sequential writing.	Consistently use standard English verb forms. Practice verbal consistency in narrative.	Use cohesive devices to add emphasis. Apply cohesive development in essays.	Ensure tense consistency in storytelling. Critique writing for clarity and precision.	Apply cohesive writing to various text types. Advanced punctuation use in creative texts.
	SPAG Y6	Consolidate understanding of punctuation for clarity Emphasise shifts in formality through language choice.	Apply cohesive devices across different text types Assess writing for grammatical correctness.	Master advanced punctuation for complex ideas Use semi-colons for complex sentence connections.	Explore complex sentence construction Consistently apply formal and informal styles.	Critically review writing for cohesive flow Evaluate writing precision and coherence.	Apply the subjunctive mood for effect Experiment with sophisticated sentence structures.