

## **English at St. Margaret's**

Our school is committed to delivering a creative, engaging, and purposeful English curriculum that reflects the diverse needs of our learners. We aim to foster a lifelong love of reading and writing by exposing pupils to a broad range of high-quality texts and meaningful writing opportunities. Through this, we seek to develop confident, articulate individuals who can express themselves effectively and access the full curriculum.

### **Reading**

We prioritise the development of reading for both pleasure and comprehension. Pupils are introduced to a wide variety of stimulating texts that feature rich vocabulary, diverse themes, and literary merit. Our goal is to cultivate enthusiastic readers who are equipped to interpret, analyse, and enjoy literature throughout their academic journey and beyond.

### **Writing**

Our curriculum provides pupils with regular opportunities to write for a range of audiences and purposes. We encourage creativity, clarity, and technical accuracy, ensuring that children develop the skills to communicate effectively in both fictional and non-fictional contexts. Writing is taught as a craft, with emphasis on planning, drafting, editing, and publishing.

### **Inclusion and Equity**

We are committed to ensuring that all pupils—regardless of background, ability, or need—develop the literacy skills required to achieve their aspirations. Targeted support and differentiated instruction are embedded within our provision to ensure equitable access to the curriculum and sustained progress for every learner.

### **Application Across the Curriculum**

Literacy is a cross-curricular priority. Pupils are encouraged to apply their reading and writing skills in all subjects, enabling them to engage critically with content, articulate ideas clearly, and participate fully in their learning.

### **Outcomes**

By the end of their time at our school, pupils will be equipped with the literacy skills necessary to succeed academically, socially, and professionally. They will leave as confident communicators, thoughtful readers, and creative writers, ready to navigate the demands of secondary education and wider life.

## Grammar and Punctuation

Grammar and punctuation are taught through a combination of discrete instruction and integrated practice. When introducing new concepts, children receive focused lessons that explicitly teach the relevant skills. These skills are then embedded within broader units of work, allowing pupils to apply their understanding in meaningful contexts.

Teaching follows a progressive structure aligned with the expectations set out in the National Curriculum for English. While progression is carefully mapped, grammar and punctuation skills are revisited regularly to consolidate learning and respond to individual pupil needs. This ensures that all children develop a secure grasp of grammatical concepts and can use them confidently in their writing.

## Spelling

Spelling is taught systematically and progressively across all year groups, in alignment with the expectations of the National Curriculum for English. From Year 1 onwards, we use the *Spelling Shed* scheme to support the structured teaching of spelling. This programme provides a consistent and engaging framework for introducing spelling patterns, rules, and exceptions, and is designed to meet the needs of all learners.

Pupils are taught through discrete spelling sessions as well as through integration within reading and writing activities, allowing them to apply their knowledge in meaningful contexts. Our approach supports the development of phonics, morphology, and etymology, helping children understand the structure and origins of words.

Regular practice—including dictation, word investigations, and contextual application—enables pupils to internalise spelling conventions and develop accuracy in their written work. Spelling is revisited frequently to consolidate learning and respond to individual needs. Ongoing assessment informs planning and targeted intervention, ensuring that all pupils make sustained progress and gain confidence in their ability to spell correctly across a range of genres and subjects.

## Transcription and Handwriting

Transcription and handwriting are essential components of our English curriculum, supporting pupils in developing fluent, legible, and confident written communication. We follow the principles and guidance of the *National Handwriting Association*, ensuring our approach is evidence-based and developmentally appropriate.

From Year 2 onwards, we implement a consistent cursive handwriting style across the school. Pupils are taught correct letter formation from the earliest stages, progressing to joined cursive writing as they build fluency and control. This consistency supports spelling development, enhances presentation, and promotes automaticity in writing.

Our transcription teaching includes regular practice in spelling, punctuation, and handwriting, embedded within English lessons and across the wider curriculum. Pupils are encouraged to

take pride in the presentation of their work and to develop efficient writing habits, including correct posture and pencil grip.

Where necessary, targeted support is provided to ensure all children can access transcription tasks confidently and develop the skills needed for effective written expression.

## **Oracy**

Oracy is a vital component of our English curriculum and wider school ethos. We recognise that the ability to speak and listen effectively underpins learning, builds confidence, and supports social and emotional development. Through a structured and inclusive approach, we aim to equip all pupils with the skills to express themselves clearly, listen actively, and engage respectfully in dialogue.

Children are taught to speak for a range of purposes and audiences, including discussion, debate, performance, and presentation. Opportunities for oracy are embedded across the curriculum, with explicit teaching of vocabulary, sentence structure, and conversational conventions. Pupils learn to articulate ideas, justify opinions, and respond thoughtfully to others.

We promote a classroom culture where talk is valued as a tool for learning. Group work, paired talk, drama, and role-play are used to encourage collaborative thinking and deepen understanding. Listening skills are developed alongside speaking, with emphasis on attention, empathy, and critical engagement.

Our approach to oracy supports the development of language for learning and life, preparing pupils to communicate confidently in a range of contexts beyond the classroom.

## **Inclusion and SEND**

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have full access to a rich and engaging English curriculum. Our approach is inclusive by design, with high expectations for every learner and a strong emphasis on removing barriers to participation and progress.

Teaching is adapted to meet individual needs through differentiated instruction, targeted support, and the use of appropriate scaffolding and resources. We work closely with the SENDCo and external specialists to ensure that pupils receive personalised provision that enables them to thrive in reading, writing, speaking, and listening.

Assessment is used diagnostically to identify gaps and inform intervention. Where necessary, pupils may access additional support through structured programmes, small group work, or one-to-one teaching. We also recognise and celebrate diverse learning profiles, ensuring that pupils with SEND are supported to develop confidence, independence, and a sense of achievement in English.

Our inclusive ethos ensures that all children feel valued, challenged, and empowered to reach their full potential, both academically and personally

## English Curriculum Overview

	Term 1	Term 2	Term 3
<b>Year 1</b>	Oi Frog Izzy Gizmo Handa's Surprise Naughty Bus	Beegu The Comet Leo and the Octopus - Yeti and the Bird	Iggy Peck Dadaji's Paintbrush- Pig the Pug
<b>Year 2</b>	<b>Bravery versus Fear</b> Goldilocks A Book of Bears by Katie Viggers The Spider and the Fly by Mary Botham Howitt	<b>Fictional Worlds and Fantasy</b> <b>Fiction-</b> Cakes in Space The Dragon Machine by Helen Ward <b>Non-Fiction-</b> Fantasy Characters by Bernadette Cuxhart <b>Poetry-</b> The Ride by Nights by Walter de la Mare	<b>Creation and Conservation</b> <b>Fiction- The Journey Home</b>  <b>Non-Fiction-</b> The Magic and Mystery of Trees by Jen Green <b>Poetry-</b> There's a Rang Tang in my bedroom - If All the World Were by Joseph Coelho
<b>Year 3</b>	<b>Magic and Wonder</b> <b>Fiction:</b> Stone Age Boy, The First Drawing by Mordica Gordstein <b>Non-Fiction:</b> Earth Shattering Events by Robin Jacobs The Fossil Hunter by Kate Winter <b>Poetry:</b> New and Collected Poems for Children by Carol Ann Duffy  <b>Class Text:</b> Charlie Changed into a Chicken	<b>Dreams and Curiosity</b> <b>Fiction:</b> George's Marvellous Medicine  <b>Non-fiction:</b> The Frozen Worlds by Jason Bittel  <b>Poetry :</b> Colonel Fazackerley  <b>Class Text:</b> George's Marvellous Medicine	<b>Mystery to Discovery</b> <b>Fiction:</b> Escape from Pompeii by Christina Balit  <b>Non-fiction:</b> I am the Seed that Grew the Tree by Fiona Waters The Story of Tutankhamun <b>Poetry:</b> The Pied Piper of Hamelin  <b>Class Text:</b> The Last Bear
<b>Year 4</b>	<b>Themes: Taking Courage and Darkness and Light</b> <b>Fiction:</b> Charlie and the Chocolate Factory  <b>Non-Fiction:</b> Shackleton's Journey  <b>Poetry:</b> Poems from a Green and Blue Planet <b>Class Text:</b> The Firework Maker's Daughter	<b>Themes: Window to the World</b> <b>Fiction:</b> Granny Come Here on the Empire Windrush by Patrice Lawrence <b>Non-Fiction:</b> Hidden Figures by Anna Claybourne  <b>Poetry :</b> The Undeclared by Kwame Alexander  <b>Class Text :</b> Podkin- One- Ear	<b>Theme- Unearthing Civilizations</b> <b>Fiction-</b> The Iron Man by Ted Hughes  <b>Non-Fiction:</b> The Humans: Ancient Civilizations by Jonny Marx <b>Poetry:</b> Until I met Dudley by Roger McGough and Chris Riddell <b>Class Text:</b> Podkin- One- Ear

<b>Year 5</b>	<b>Theme: Power vs Principal Fiction-</b> Riddle of the Runes by Janina Ramirez  <b>Non-Fiction-</b> Viking Voyagers <b>Writing Unit: Sweden</b>  <b>Poetry:</b> The Highwayman by Alfred Noyes <b>Class Text:</b> Riddles of the Rune	<b>Theme: Mystery &amp; Truth Fiction:-</b> High Rise Mystery by Sharna Jackson ( Literacy Leaf- Writing Root) <b>Non-Fiction:</b> Real-life Mysteries by Susan Martineau and Vicky Barker - <b>Poetry:</b> Overheard in a Tower Block by Joseph Coelho <b>Class Text:</b> High Rise Mystery	<b>Theme: Legends and Folklore Fiction-</b> Beowulf by Michael Morpurgo  <b>Non-Fiction-</b> Mythologica  <b>Poetry:</b> The Listeners  <b>Class Text:</b> Who Let the Gods Out
<b>Year 6</b>	<b>Power vs Principal Fiction-</b> The Odyssey by Gillian Cross The Tempest  <b>Non-Fiction-</b> Politics for Beginners by Louie Stowell  <b>Poetry:</b> Poetry for Kids: William Shakespeare illustrated edition.	<b>Evolution and Inheritance Fiction:</b> The Last Wild by Piers Torday  <b>Non-Fiction-</b> On the Origin of Species by Sabina Redeva  <b>Poetry:</b> The Tyger by William Blake  <b>Class Text:</b> Darwin's Dragons	<b>Journeys and Migration Fiction:</b> Grimm Tales for Young and Old by Philip Pullman OR Hansel and Gretel by Neil Gaiman  <b>Non-Fiction:</b> Incredible Journeys -Levison Wood  <b>Poetry:</b> On the Move: Poems about migration by Michael Rosen

### Assessment and Monitoring in English

Assessment in English is ongoing throughout the academic year and plays a vital role in informing planning and tailoring instruction to meet the needs of all pupils.

#### Key Stage 1 (KS1)

- Children are continually assessed in reading and writing through teacher observations, classwork, and targeted activities.
- In Year 1, pupils complete the DFE Phonics Screening Check, a statutory assessment designed to evaluate their phonics decoding skills.
- At the end of KS1, teachers make formal assessments of each child's reading and writing attainment, based on a range of evidence gathered throughout the year.

#### Key Stage 2 (KS2)

- Writing is formally assessed once per term, using criteria aligned with national expectations.
- Pupils also complete a Reading Comprehension assessment each term, using the NTS (National Test-style Standardised) resources, which provide reliable data to support progress tracking and planning.