

English AT INGOLDISTHORPE C of E VA PRIMARY SCHOOL



At Ingoldisthorpe Church of England Primary School we have high expectations for all pupils in Reading and Writing. We have a whole school approach to encouraging reading through our annual Readathon. Our Readathon encourages children to read at home and receive an award after every 25 reads, up to 175 reads. After 175 reads the children are entered into a raffle draw for a Kindle Fire. This has a good level of engagement for all pupils and families, and links well to our yearly book fayre. We believe that reading is the bedrock of learning and that by encouraging and developing pupils reading ability, it will improve pupils writing skills and abilities and open the door to the wider curriculum for all pupils.

Intent of Reading

At Ingoldisthorpe Church of England Primary School, the teaching of reading is a key driver and at the very core of our curriculum. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject preparing them for their next stage of education.

It is our intention that during their time with us children are read to, enjoy, discuss and work with a selection of core books. Each year group are immersed in a wide range of text types and diverse themes. They are inspired by a range of authors and poets and exposed to a balance of new and classic literature, creating a living library inside the child's minds which will give them a good grounding for independent reading in the future. Books which create mirrors and windows that reflect the realities of the children in our classrooms and beyond.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction so all children are exposed to a variety of literature, genres and authors. Teachers ensure that the children are exposed to a wide range of texts and genre in lessons, class reads, collective worships and in guided reading extracts. Through our reading curriculum, we develop the children's knowledge of themselves and the world in which they live, to establish an appreciation and love of reading. We enable our pupils to gain knowledge across the curriculum, and to develop their comprehension skills. We encourage our pupils to develop the self-awareness to understand the kind of reader they are. We are committed to providing a broad and diverse range of texts and books from across the curriculum which are rich in vocabulary. The sharing of stories is central to our provision throughout the school so children enjoy both reading and being read to as part of our daily timetable.

Implementation of Reading

The systematic teaching of phonics is of the highest priority throughout Reception and Key Stage 1. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling, reading and writing activities which are matched to their current needs.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. In our EYFS, our children's speaking and listening skills are developed through the NELI program, high quality adult and child interactions and the daily sharing of stories, songs and rhymes. These strategies develop individual children's attention, understanding and spoken language with a strong emphasis on extending vocabulary.

Reading is developed during whole class reading, using high quality texts and teaching focused on the skills of reading. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their subjects across the curriculum. All children read aloud during daily phonics or in guided reading, in addition to this they read aloud in lessons throughout the day. Through guided reading sessions, children develop their reading skills such as decoding, retrieval, inference, prediction and exploring new vocabulary. Children also continue to develop their reading fluency skills, building upon their phonics knowledge. All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary. Reading at home is encouraged and promoted through our whole school readathon incentive.

Children and families also use a Q chart to help support their questioning and understanding of texts. The Q chart (below) encourages children to understand and unpick texts widely and with confidence. It ensures that children are able to interpret and analyse a range of texts and reading books. In KS2 these are used with the children to create their own questioning and familiarise themselves with sentence starters.

Q-Chart							
Q-Chart questions	is	did	can	will	would	might	should
Who	Knowledge			Predict			
What	Knowledge			Predict			
Where	Knowledge			Predict			
When	Knowledge			Predict			
Why	Analytical			Synthesis			
How	Analytical			Synthesis			

Intent of Writing

At Ingoldisthorpe Primary School we want all of our pupils to become confident, capable and independent writers. We develop a love of writing in our pupils through engaging them in a diverse and interesting range of writing genres. We believe that writing through our curriculum is the best way to engage our pupils and motivate them to write about the current curriculum topic.

Each year group is motivated to write through a Literacy based approach using carefully chosen rich and inspiring texts. We develop the pupils skills at applying their phonetic and grammar knowledge in their writing and we use a range of exciting stimuli for writing including pictures, objects, texts, drama and debates. By exposing our children to and teaching them a high level vocabulary we encourage them to spell, not only the prescribed spelling words but also words connected to the wider curriculum.

Throughout their curriculum journey we develop the children's ability to plan for their writing and develop their editing skills to improve and hone their writing. We have high expectations in writing across all subjects and encourage our pupils to transfer to their writing what they have read and to develop an author's voice. We encourage our pupils to be proud of what they have written to peer edit their writing with their friends and be confident to share their writing with a wider audience. We provide our pupils with a range of ways to showcase their writing through story and poetry competitions and writing for the annual Sandringham Flower show.

Implementation of Writing

Writing is taught in specific meaningful and effective contexts. We use reading to underpin our English lessons through the use of high-quality texts, which inspire the pupils writing. Children have effective, high quality daily English lessons and frequent opportunities to write across the curriculum. Speaking and listening skills support children in articulating their ideas. Children have opportunities to reflect on and improve writing through editing with continuous self, peer and teacher assessment providing clear next steps for learning. Spelling skills are developed using a phonics based approach and in line with the requirements of the English National Curriculum 2014. Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum.

Spelling implementation statement

In EYFS and in Year 1, children focus on spelling through our phonics programme. From Year 2 (after completing phonics) to Year 6, children have discrete spelling sessions every week which teaches spelling patterns. Spelling is also linked to handwriting sessions, homework, access to Spelling Shed and helps support our children's understanding of more difficult spellings.

Vocabulary implementation statement

As a school, we focus on vocabulary in all subjects as we believe that a key area for our pupils is to develop a wide vocabulary. In English and Maths, all key vocabulary and terminology is displayed on working walls, reflecting the current learning of the children. These specific words are taught to the children as part of the lesson and referred to throughout the sequence. In all foundation subjects, key vocabulary is taught and throughout the teaching sequence, these are referred to and definitions are taught and discussed. There is also the expectation that children will use this vocabulary independently in their own discussions and work.

Handwriting implementation statement

In EYFS and Year 1, children are taught letter formation as part of the phonics and writing programme. Cursive handwriting is taught from Year 2 (after phonics has been completed). Children are taught handwriting through discreet handwriting sessions each week.

Our English curriculum overview

YEAR A > AUTUMN TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Harvest Autumn Hot/Cold	Key vocab: Ice, snow, hot, cold, sunny, change, Autumn, cloudy, thunder, poles, lightning, globe, liquid, melting, freezing	Fire, Fire! Harvest Nativity	Key vocab: solid, liquid, melting, squashing, bending, twisting, stretching, wood, glass, metal, plastic, heat, circuits, light	Stone age to Iron age	Key vocab: Rocks, fossils, Neolithic, civilisation, ice age, extinction, nomadic people, continents, Stone Henge, aborigines	Egypt	Key vocab: Pyramids, pharaohs, leaders, mummification, tombs, discovery, Israelites, Moses, tancy, Howard Carter, death, afterlife, slavery
English	Books: -Pumpkin Soup -Oliver's Vegetables -Handa's Surprise -We're going on a Lion Hunt -The little Polar Bear -Arctic Animals	Genre/ coverage: -Stories about/from other countries -Names and notices -Writing simple captions and words -Story paths to plan a story -Compare real with fantasy -Letters and card writing -Bonfire night list poem with descriptive words -Making lists -Rhyming words	Books: -Tiger child: a folktale from India -Wombat underground -Barn on fire -Fire in the fryer -Nativity story	Genre/ coverage: -recounts of real life events; nativity/ holidays/ breaks -fact writing about sun, Great fire of London, firework safety -narrative involving fire, animals -retelling of Gun Powder Plot -Poetry; acrostic, calligrams with vocabulary focus -GPS; nouns, verbs, adjectives -phonics daily (y1/2 joined)	Books: How to Wash a Woolly Mammoth by Michelle Robinson Stone Age Boy by Satoshi Kitamura	Genre/ coverage: -Instruction Writing -Imperative verbs, prepositions -Fiction narratives set in Stone age -character & setting description – expanded noun phrases -Planning a narrative – Story path -Drama – Stone Age life -Poetry – Haikus -performing with intonation -Counting syllables -Explanation texts – the water cycle -Causal conjunctions	Books: Secret of a Sun King by Emma Carroll Mystery of the Egyptian Scroll by Scott Peters	Genre/ coverage: - Narrative set in Egyptian Pyramids, - Setting, character description - Integrated speech in text - Flashback writing - Diary writing of Howard Carter - Poetry (kennings, acrostic, AABB ABAB rhyming couplet poetry) - Non-fiction report writing/ factual - Comprehension/ reading skills - Punctuation/ vocabulary focus
YEAR A > SPRING TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Toys Easter and Spring	Key vocab: Old, new, antique, modern, past, present, wooden, metal, plastic, clockwork, wind-up, battery, Easter, Palm Sunday, Last Supper, new life, growth	Home Sweet Home	Key vocab: Classification, mammals, birds, reptiles, amphibians, fish, names of countries, life cycle, habitats, living, non-living, insects, family, reggae, gospel,	Rainforests and Mountain Ranges	Key vocab: Equator, Tropic of Cancer, Tropic of Capricorn, Temperature, Rainfall, Humidity, Emergent, Understory etc, Tectonic plates, Discovery, Empire, Explorers	New York	Key vocab: City, town, Capital city, State, United States of America, population, boroughs, architects, landmarks, designers, northern hemisphere, Statue of Liberty,
English	Books: -Kipper's Toybox -The Night at the Toy Museum -Teddy Bear's Fact Book -Where's My Teddy? -The Odd Egg -The Ugly Ducking -The Chinese New Year Race	Genre/ coverage: -Stories about toys -Non-fiction -Descriptive writing -Planning to make a model -Writing lists -Descriptive poems about toys -Poster creation	Books: -Grandpa -I want a cat -Family and me -Children's encyclopaedia -Zagazoo -A street through time -Leaf	Genre/ coverage: • Narrative involving families • Factual writing recounts of real life events • Fact file about animals • Poetry with vocabulary focus • GPS- Verbs, adjectives, nouns, pronouns, sentence types, suffixes, tenses. • Phonics daily (y1/2 Combined) • Recount writing of the Easter Story	Books: The Great Kapok Tree by Lynne Cherry Buddy's Rainforest Rescue by Ellie Jackson The Explorer by Katherine Rundell	Genre/ coverage: -Persuasive writing, emotive language -Narratives setting description: senses work, adverbs, -figurative language including similes, metaphors, personification, onomatopoeia, and alliteration -story Planning including opening, build-up, climax, resolution/ ending -diary writing -first person/personal pronouns -nonsense rhyme/poems	Books: -Tar Beach (Faith Ringgold) -Harriet the Spy by Louise Fitzhugh -Pop up New York	Genre/ coverage: - Narrative set in New York/ cities - Descriptive writing of cities/ buildings/ landmarks etc - Diary writing of travelling - Poetry based on New York - Non-chronological factual reports on landmarks link to ICT research - Comprehension and daily reading to support inference/ vocabulary - Grammar including punctuation usage, tense, phrases, editing, direct and reported speech

YEAR A > SUMMER TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Sealife and Beaches	Key vocab: Lighthouse, safety, lamp, light, dark, shadow, transparent, rescue, lifeboat, coastguard, instructions, synonyms for horrible, whale, beached, mammal, pollution, protection, extinct, sand, beach, cliff	Fighting Fit	Key vocab: Body parts, bones, healthy, diet, tuned, un-tuned, growing, senses, healthy, unhealthy, diet, skeleton, Europe, continents, instruments, food groups, skeleton, medicines, changes, vegetables	The Romans	Key vocab: Invade, settle, army, foot soldier, centurion, formation, Latin, roads, trade, emperor, empire, Caesar, toga, gladiator, Infantry, fleet, emperor, shield, spear, sword, legion, defense, army, slave, revolt, villa	Ancient Greece	Key vocab: God, goddess, Athens, Sparta, Mount Olympia, Olympic games, acropolis, Parthenon, temple, slavery, Zeus, Poseidon, Hades, empire, Hippocrates, Troy, soldiers, columns, shields, ancient, civilisation, empire
English	Books: -The Lighthouse Keeper's Lunch -Gracie the Lighthouse Cat -Sam's Sandwich -The Giant jam Sandwich -Whales -The Storm Whale -The Sand Horse	Genre/ coverage: - Instructions - Stories about the sea - Descriptive writing - Non-fiction/information texts - Seaside poems - Writing in response to a picture - Plan do review	Books: -Funny Bones story -Florence Nightingale / Mary Curie / Mary Seacole biographies -The pet shop -Sometimes	Genre/ coverage: -Biographies of famous women -Retelling of the funny bones story -Narrative based on funny bones - Healthy menus - Recipes and shopping lists -Letter writing from a soldier to Mary Seacole -GPS; recapping 6 word classes, imperative verbs, pronouns -Daily phonics, reading comprehension	Books: Romulus & Remus Escape Pompeii by Christina Balit	Genre/ coverage: -retelling legends Romulus/ Remus -local legends/myths - Bishop Beaver of Babingley -Recount writing on school trip - Newspaper Reports - Scriptwriting and drama activities - poetry – limericks, rhyme, following a rhyme scheme, performance poetry -drama – acting out written news reports	Books: Percy Jackson and the lightning thief by Rick Riordan Ancient Greek myth including gods and the minotaur	Genre/ coverage: -retelling of myths and legends -drama depicting myths and legends, creating own myths with a moral -narratives involving mythical creatures -detailed descriptions of own mythical creature including similes, metaphors and figurative language -rhyming poetry and kennings -non-fiction writing about Greek philosophers and leaders

YEAR B > AUTUMN TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Once Upon and time Celebrating	Key vocab: Fantasy, fact, characters, fairy tales, hot, cold, heating, cooling, bridges, structures, temperature, shadows, dark, light, seasons, portraits	Around the World	Key vocab: Map, key, explorer, oceans, Light, dark, growth, parts of a plant, germination, bulb, environment, adapted, temperature, Harvest	Anglo Saxons	Key vocab: Invaders, settlers, Europe, UK, archeology, burial, round house, sea-faring, voyage, Kingdom, Kings, defend, attack, pillage, long boat, weaponry	Crime and Punishment	Key vocab: Protection, retribution, capital punishment, right/wrong, deterrence, reformation, fines, vindication, offender, reparation, law, tithings, sentences, probation, custody
English	Books: -The Magic Porridge Pot -Goldilocks and the 3 Bears -The 3 Billy Goats Gruff -The Diwali Story -Diwali fact books -Leaf man	Genre/ coverage: -Names and labels -Writing captions -Traditional Tales with 'Goodies and Baddies' -Describing characters, story settings/ story paths -Difference between fantasy/ fact -Letter and card writing instructions -Rhyming words -Making lists -Descriptive list poems	Books: -Jack and The Beanstalk -The Little Red Hen -The Extraord-inary Gardener -The world came to my place today -The Tiny Seed -Tree -Little People BIG DREAMS- David Attenborough, Amelia Earhart	Genre/ coverage: -Traditional tales- repetition -Story Mapping, character profiles and sequencing -Poetry, alliteration and rhyming couplets with vocabulary focus -Instruction writing how to make bread and pancakes -recounts of real life events; Christopher Columbus, Emilia Earhart, Harvest and Remembrance -Factual writing: plants -Biography of significant individuals/explorers -GPS; adjectives, nouns, verbs, adverbs, suffixes -Phonics daily (Y1/2 joined)	Books: Beowulf by Michael Morpurgo (& other versions) Norse Mythology by Neil Gaiman	Genre/ coverage: -Retelling legends -Descriptive writing -show not tell sentences/writing with inference -Poetry – Kennings -Newspaper Reports based on Anglo-Saxon burial discovery (link to Sutton Hoo) -Summarising stories and writing fictional character biographies -daily reading and guided reading sessions -GPS focus on word classes and punctuation	Books: Framed by Frank Cottrell Boyce	Genre/ coverage: • News articles about stolen artwork • Descriptive writing about characters, settings, and events • Debate and persuasive writing about capital punishment • Diary writing from the perspective of prisoners across ages • Formal letter writing to the Prime Minister about Capital punishment, right and wrong • Narrative writing including a crime at Christmas/ festive period • Daily reading and comprehension • GPS; word classes, I ? * " ; : suffix/ prefix, -tion, -sion, -ly, -ally, -ough,

YEAR B > SPRING TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Space Growth and change	Key vocab: Rocket, moon, planet, star, force, sun, light, dark, day and night, seasons, spring	United Kingdom	Key vocab: Equator, northern hemisphere, southern hemisphere, hibernation, migration, United Kingdom, England, Wales, Scotland, Northern Ireland, Kings and Queens, Royal family	Ancient Mayans Mexico	Key vocab: Civilisation, sacrifice, tropics, equator, biomes, urban, rural, suburban, population, Spanish language key words, gods	Earth and Space	Key vocab: Solar system, galaxy, moon phases, meteor, gravity, resistance, extra-terrestrial, exploration, astronomy, celestial, orbit, eclipse, satellite, axis, astronaut, reflection, forces
English	Books: - On the Moon - Whatever next? - Neil Armstrong - fact book - Q Pootle 5 - The Smeds and the Snoods - Aliens Love Underpants - How to catch a Star - Man on the Moon - The Odd Egg	Genre/ coverage: -Non – fiction fact writing about the Moon and Neil Armstrong -Story writing and planning on story paths -Writing lists of items to take to the moon -Planning to Make a puppet/model -Descriptive writing -Space poems	Books: -The storm whale -Percy The Park Keeper- After the Storm -Alfie Weather -Follow the swallow -My friend weather monster	Genre/ coverage: -Non-Fiction writing, The Royals past and present including timelines -Narratives involving weather, hibernation, and migration -Story mapping with a focus on adjectives and contractions -Poetry- acrostic, calligrams with vocabulary focus -Instruction writing (algorithm) -GPS; Adjectives, suffixes, nouns, verbs, contractions, imperative verbs -Phonics Daily (Y1/2 joined)	Books: Rain Player by David Wisniewski	Genre/ coverage: -Non-chronological reports about Chichen Itza -Chronological report – How food is digested - The Journey of food -Narrative poetry themed on Mexican festival Day of the Dead -Guided reading -Grammar - Comprehension - Weekly spellings including spelling rules and families	Books: The kid who came from space by Ross Welford	Genre/ coverage: - Narratives involving space travel, aliens and a flash back - Descriptive writing about aliens, planets and space - Instruction writing - Persuasive writing about an alien invasion - Recount/ diary writing - Articles for newspapers/ blogs - Daily reading and comprehension - GPS; word classes, I ? * " ; : - Spelling rules – ought, ness, ment, un, re, in, il

YEAR B > SUMMER TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Dinosaurs	Key vocab: Dinosaur, fossil, extinct, herbivore, carnivore, omnivore, million, year, volcano, lava, habitat, time,	Oceans and Seas	Key vocab: Antarctic ocean, pacific ocean, Indian ocean, Arctic Ocean, food chain, consumer, predator, prey, farming	Local study - Seaside	Key vocab: The Victorians, seaside, resort, transportation, leisure and tourism, beach, bay, cliffs, sand dunes, erosion etc	Inventors and the body	Key vocab: Cardiovascular system, arteries, veins, health, inspiration, product, innovation, cell, joints, entrepreneur, scientist, digestive
English	Books: -Harry and the Bucketful of Dinosaurs -Tom and the Dinosaur Egg -Dinosaur Roar! -We're going on a Dinosaur Hunt -Dinosaur fact books	Genre/ coverage: -Fiction and fact books -Dinosaur stories -Writing letters and explanations -Draw and describe a dinosaur for a class fact book -Dinosaur poetry -Instructions -Writing in response to a picture -Plan Do Review	Books: -Were sailing to Galapagos -Life and Times of Charles Darwin -Non-fiction and fact books -Someone swallowed Stanley -Sea meet -Utterly Otterly	Genre/ coverage: -Letter writing (message in a bottle) -Poetry - the Galapagos focusing on key vocabulary -Fiction narrative based upon the ocean or sea -Factual writing- layers of the ocean - GPS; recapping 6 word classes, imperative verbs, pronouns, suffixes, tenses -Daily phonics, reading comprehension	Books: How the Whale Became by Ted Hughes & Just So Stories by Rudyard Kipling The Railway Children by E Nesbit	Genre/ coverage: -Narratives based on How a sea creature came to be -Descriptive writing - Journal writing – The Titanic (elements of fiction & non-fiction genre) -persuasive writing/balanced arguments – use of plastics, plastic pollution -debates-postcards – senses work -Explanation text – How Sound travels	Books: Lenora Bolt; secret inventor by Lucy Brant	Genre/ coverage: - Newspaper reports and factual writing - Detailed descriptions and explanation writing - Instruction writing - Advertisements and persuasive writing - Letters, blog and vlogs about products/ inventions - Grammar including clauses, noun phrases, word classes, formality, tenses, spelling rules

SEND in English

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable all children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.

Adjustments may include;

- Adapted objectives and learning resources to meet a child's cognitive ability
- 1:1 sessions with a trusted adult
- Small group sessions
- Coloured and adapted visual resources
- Support in class with an adult
- Limited vocabulary and objectives
- Scaffolded pre learning
- Adapted and bespoke images/ visuals
- Parental support paperwork where needed
- Supported recapping of the learning to avoid misconceptions
- Hands on activities and sensory breaks where needed



In some circumstances, lessons will be missed for some children and delivered in a separate way on a different day. However, we will not avoid the tricky information for our vulnerable learners, it is our priority to ensure that they have appropriate knowledge to keep themselves safe and healthy. For some children with special needs and disabilities some aspects of the English curriculum can be inappropriate. In these circumstances, lessons will be adapted to be age appropriate and will be delivered outside the class of peers. All children will access our English curriculum where possible and when it is appropriate for them. We recognise that all children learn at different paces, and some have different barriers, which as a family school where everyone matters, we work with to ensure everyone can achieve and learn at an age appropriate stage and level.

Most able children in English

Those children who appear to be the most able in English will have deepened opportunities and will have lessons adapted to ensure that their talents progress. In English they will have opportunities to lead and support other learners. In some circumstances, the most able children will be able to extend their learning into upper year groups learning and join other year groups for guided reading or writing opportunities.

Impact in English - Reading and Writing

Pupils will be equipped with a strong command of the written word they will amass a varied vocabulary which they can use across the curriculum and spelling accurately and use correct grammar in their work. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. By the end of Year 6 children are well-prepared for the secondary curriculum.

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of Key Stage 1. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Our end of Key stage 2 results in English have been consistently above the National and Norfolk average year on year. Our pupils leave our school as competent readers and writers with a broad range of skills in English.

