



Kings Meadow School
Believe and Achieve

English

STRATEGY

VISION

Our English Curriculum supports the literacy skills needed to thrive in real life situations, while simultaneously exposing children to texts that feed the imagination by creating fascination and awe. We recognise the importance of being able to inspire and engage our learners to support their SEMH needs. Curriculum content is planned so that all children can make progress from their individual starting points. The English curriculum supports the SEMH needs of children as well as their academic development; offering a diverse range of themes that have been carefully chosen to excite the interests of each Kings Meadow Cohort, aims to motivate and build confidence for the most reluctant child. English learning brings together the following subjects: Phonics, reading, writing, handwriting, spelling and communication.

We use specific schemes of work throughout English to support the learning and teaching of Phonics, Reading and Handwriting. This gives children a structured and systematic approach to their learning where routine and repetition is vital to their progress. The focus of our curriculum is to prepare children for life and to educate and equip them with the knowledge and tools they need to be successful in adult life and to contribute positively to society. Our progression through learning is carefully mapped out in detail across all classes and stages of development.

It is common for children to start Kings Meadow School with a fractured understanding and exposure to literacy, books and reading provision. This not only results in poor grasp of foundational reading skills, but also a relationship with reading that at times results in damaged self-esteem, low resilience and heavily influences avoidance learning behaviours. The importance of reading is emphasised through every class and pathway. It allows children to achieve and learn significant life skills at developmentally appropriate stages as opposed to age related targets. Driven with flexibility and personalisation across the whole day as we are required to respond to the individual needs of each child developing and empowering children with emotional literacy.

CURRICULUM OVERVIEW

Themes Year 1/ Text Types	Commotion in the Ocean Books related to New Class Name, Commotion in the Ocean, Puzzle Ocean, The Snail and the Whale, What's more Scary than a Shark?, The Storm Whale, The Storm Keeper's Island, The Lighthouse Keeper's Lunch, Grace Darling, Tiddler, The Snail and the Whale, Fish Don't Sneeze, Rainbow Fish		Visiting the Victorians The Bluest of Blues, Oliver Twist, Another Twist in the Tale, Rose Campion and the Stolen Secret,		Rumble in the Jungle The Explorer, Up in the Canopy, Rumble in the Jungle, We're Roaming the Rainforest, Monkey Puzzle, On the Origin of Species- Charles Darwin, Explorers and the Rainforest Rangers, Jungle Scrumble	
Themes Year 2 Text Types	The Stone Age Books related to New Class Name, Stone Age Boy, The First Drawing, Stig, How to Wash a Woolly Mammoth, Cave Baby, Stone Age Tales, The Street Beneath my Feet,		Chocolate Cake & Tickets Charlie and the Chocolate Factory, The Chocolate Cake, Daisy and the trouble with Chocolate, Story of Chocolate, How does Chocolate Taste on Everest		Walk the Plank The Pirates next door, Captain Firebeard's School for Pirates, The Pirates of Scurvy Sands, When I was a Pirate, Sky Pirates, Pirate Ship, Famous Pirates	
Themes Year 3 Text Types	Explorers Books related to New Class Name, Antarctica, Women who Led the Way, Lost and Found, The Way Back Home, How to Catch a Star, Ice Trap!: Shackleton's Incredible Expedition, The Polar Bear Explorer's Club, The Golden Wonder Flower, We're Going on a Bear Hun, Here we are! A Bear Grylls Adventure: The Blizzard Challenge		The Living World How to Help a Hedgehog and Protect a Polar Bear, The Enormous Turnip, Home is Where the Hive is, Jack and the Beanstalk, Jim and the beanstalk, The Bog Baby, Voices in the Park, Titch, The Girl who Talked to Trees, Stuck, Bug Hotel, David Attenborough, Birds of a Feather, Mucky Minibeasts, I am the Seed that Grew the Tree, Percy the Park Keeper, Superworm		Everyday Heroes What the Romans did for us, Roman Chariot, A Superhero like you, Superkid, Supertato, How to Train a Dragon, Broccoli Boy, Traction Man, Fairy Tales,	
	Non-Fiction Fiction/ Narrative Poetry		Non-Fiction Fiction/ Narrative Poetry		Non-Fiction Fiction/ Narrative Poetry	
Non-Fiction	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recounts Instructions	Recounts Instructions Report Letter (informal) Diaries	Recounts Instructions Report Letter (informal) Diaries Explanation	Recounts Instructions Report Letter (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letter (formal) Diaries Explanation Persuasion Newspaper Report	Recounts Instructions Report Letter (formal) Diaries Explanation Persuasion Newspaper Report Discussion

<u>Fiction</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stories with predictable Settings Contemporary Fiction- Stories reflecting children's own experiences Traditional Tales- Fairy Tales	Traditional Tales- Fairy Tales Stories with recurring literacy language Traditional Tales- Myths (Creation Stories)	Traditional Tales- Fables Writing and performing a play Traditional Tales- Fairy Tales (alternative versions) Adventure Stories	Traditional Tales- myths (quests) Writing and Performing a play Story Settings Stories with a theme	Traditional Tales- legends, Suspense and Mystery Fiction from our literacy heritage	Fiction different genres Narrative Workshop Narratives on a similar theme
<u>Poetry</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors
<u>Punctuation</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Punctuation Capital letter Full stop Question mark Exclamation mark	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession)	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks')	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points
<u>Grammar</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Word</u>	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Pural Possessive	Suffix Prefix (including verbs) Consonant Vowel Pural Possessive	Suffix Prefix (including verbs) Consonant Vowel Pural Possessive Synonyms

						Antonyms Subject Object
<u>Sentence</u>	Coordinating conjunctions: and	Coordinating conjunctions: and, or, but Subordinating conjunctions: when, if, that, because	Conjunctions: when, if, that, because, before, after, while Clause Subordinate clause	Conjunctions: when, if, that, because, before, after, while Clause Subordinate clause	Conjunctions: when, if, that, because, before, after, while Clause Subordinate clause Relative clause beginning with: who, which, where, when, whose, that Pronoun	Conjunctions: when, if, that, because, before, after, while Clause Subordinate clause Relative clause beginning with: who, which, where, when, whose, that Pronoun Passive and active voice Subjective forms
<u>Tense</u>		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
<u>Sentence</u> <u>Types</u>		Statement Command Question Exclamation	Statement Command Question Exclamation	Statement Command Question Exclamation	Statement Command Question Exclamation	Statement Command Question Exclamation
<u>Word types</u>		Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverb	Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverb Prepositions	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverb Prepositions Fronted adverbials Pronouns (including possessive determiners)	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverb Prepositions Fronted adverbials Pronouns (including possessive determiners) Adverbs for possibility Adverbials of time, place and number Model verbs	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverb Prepositions Fronted adverbials Pronouns (including possessive determiners) Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Model verbs
<u>Spelling and</u> <u>Phonics</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ELS Phonics	https://www.twinkl.co.uk/resource/tp-l-206-year-2-planit-spelling-overview-pack	https://www.twinkl.co.uk/resource/tp2-e-210-year-3-planit-spelling-overview-pack	https://www.twinkl.co.uk/resource/tp2-e-216-year-4-planit-spelling-overview-pack	https://www.twinkl.co.uk/resource/tp2-e-211-year-5-planit-spelling-overview-pack	https://www.twinkl.co.uk/resource/tp2-e-211-year-5-planit-spelling-overview-pack

Handwriting	https://www.twinkl.co.uk/resource/twinkl-handwriting-year-1-steps-to-progression-overview-t-e-2552153	https://www.twinkl.co.uk/resource/twinkl-handwriting-year-2-steps-to-progression-overview-t-e-2552168	https://www.twinkl.co.uk/resource/twinkl-handwriting-year-3-amp-year-4-steps-to-progression-overview-t-e-2552232	https://www.twinkl.co.uk/resource/twinkl-handwriting-year-5-amp-year-6-steps-to-progression-overview-t-e-2552318
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PATHWAY CURRICULUM

The curriculum across all keystages and throughout all classes has been developed in order to allow for the flexibility and personalization required to respond to the individual needs of each child. All curricular areas aim to support children’s SEMH needs by providing learning opportunities.

Connect	Engage	Develop
Highly dysregulated, seeks disruption to feel safe, inconsistent attention span, poor peer to peer and adult relationships, low self esteem.	Poor resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge reluctance to persevere with work, even with support.	Poor resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge reluctance to persevere with work.
Bespoke timetable. Identify any hooks with English with links to work 1:1 support. Focus on English SEMH skills- this may include engaging with the adult, working in a different classroom area for science investigation, sharing resources with others or willing to take risks.	Emphasis on hooks within the English curriculum. Continuous play based learning opportunities that are low stake to encourage engagement and risk taking such as sorting, exploring and investigating activities. Focus on developing practical skills that involve planning, observing, analysing and evaluating. 1:1 support offered for scaffolding to develop learning key knowledge.	Use hooks and practical skills to support engagement in key knowledge retention. Pupils can engage in the academic curriculum and emphasis is on knowledge retention and practical skill development to develop well rounded pupils that can access further education.

ASSESSMENT FRAMEWORK

We use key information about children's needs identified in their EHCP to develop personalised curriculum targets. Individual learning plans (ILPs) are our plans that link and unify targets for development across all learning, including English, to collectively support children to meet their EHCP targets. They also support literacy development and developing knowledge and understanding of SMSC topics.

We use holistic formative assessment throughout the school week and term to identify and track where children are in their learning of spelling, phonics, reading and writing. Children also complete one formal piece of writing each term to help us moderate our judgements about what stage they are working on. Each term children use the Salford reading assessment to help us monitor reading progress and identify next steps.

We assess children three times a year. Assessment analysis helps us to consider what pathway children will be placed cognitively within to aid their learning journey across the whole curriculum. Analysing this information also informs our curriculum responsive to the needs of the children at our school across the whole curriculum.