



ENGLISH CURRICULUM

2022 onwards

Curriculum Sequencing
Little Gonerby Reading Spine

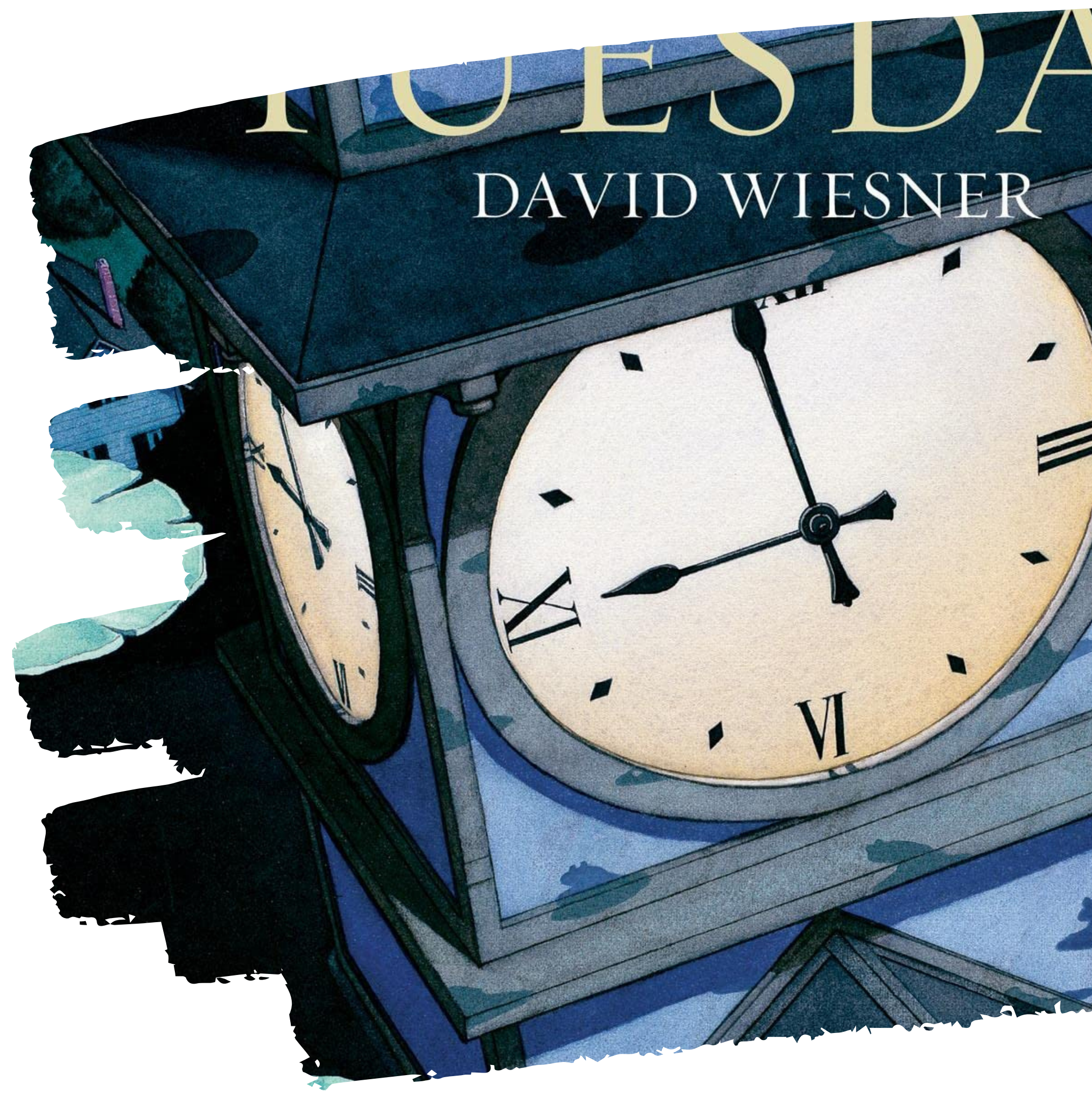
CURRICULUM INTENT

At Little Gonerby Church of England Primary Academy, writing is an integral part of our curriculum; all of our children are provided with many exciting opportunities to develop and apply their writing skills across the curriculum. Our aim is to ensure that all children have a rich language base and equip them with the skills to orally rehearse, plan, compose and revise their sentences.

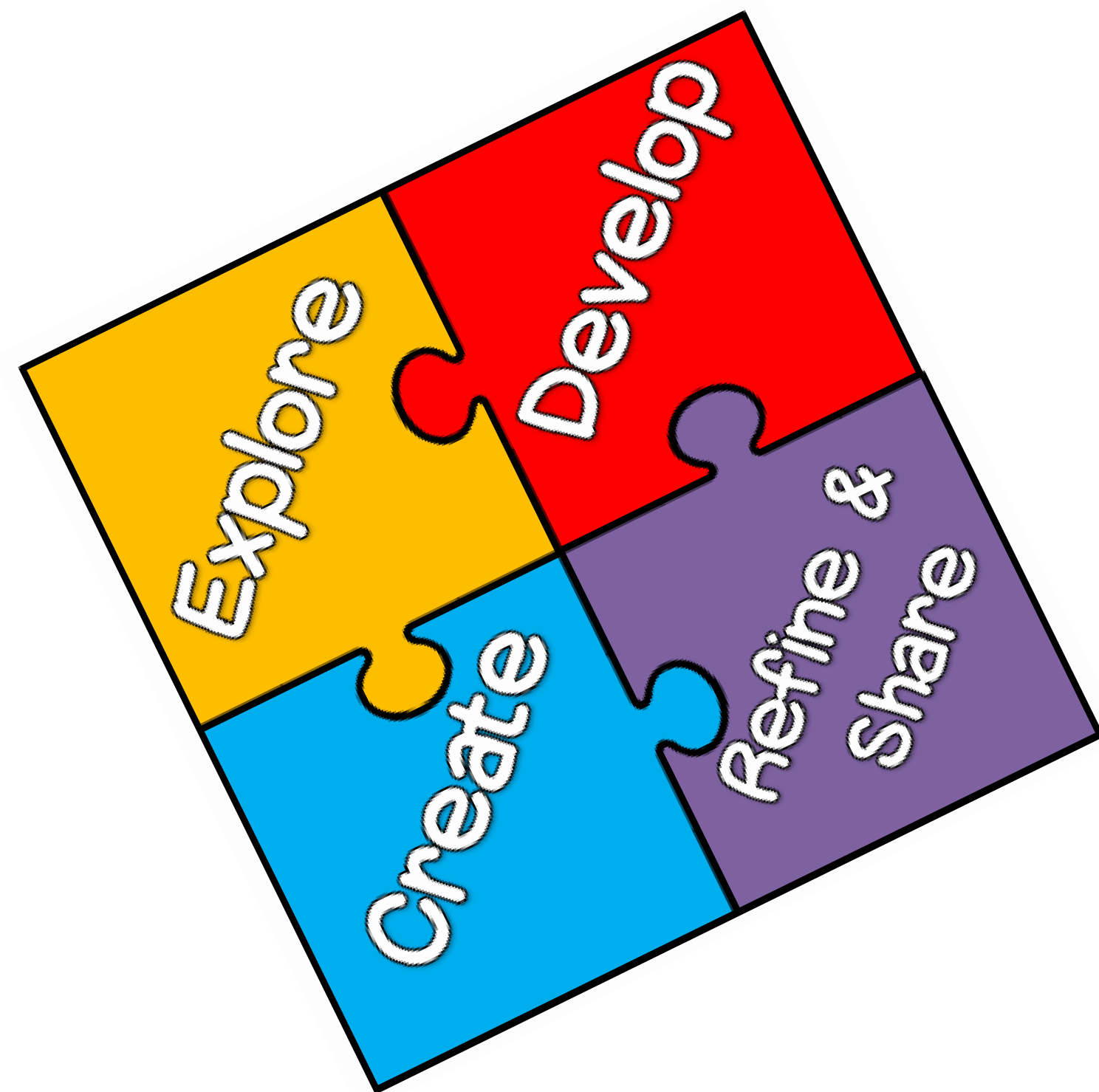
We recognise reading as a key life skill, which underpins access to the rest of the curriculum. We want all of our children to develop a passion for reading and enjoy sharing books with family, friends and school staff. We strive to give children tools to read single words and simple sentences by the end of their Reception year. Throughout Key Stage 1, children will develop word reading skills to enable them to read words on sight and decode unfamiliar words effectively. The children will also build up their reading stamina and develop fluency.



PROGRESSION IN ENGLISH



ENGLISH LEARNING SEQUENCE





From Year 1, our English sequences work on a 3 week learning journey that is led by a quality text. Links to the wider curriculum are made where this adds depth to our children's knowledge, understanding and skills. The children begin the sequence in the 'Explore' phase, where they have the opportunity to explore the text in depth, learning about both the language and organisational elements, as well as learning about the author. The children will learn and utilise key vocabulary that is then reinforced through purposeful learning activities and supported by the learning environment. By the end of the Explore phase, the children will have a thorough understanding of the text and will have an understanding of the piece of writing that they will be creating and sharing at the end of the learning sequence.



The 'Develop' phase is where the children will get to grips with the grammar and punctuation elements of the text type being taught. The children will look at how the specific elements are used by authors and then have the opportunity to develop this in their own sentences. The vocabulary from the Explore phase will also be interwoven into this part of the learning sequence so that it is taught and applied in context.

Where relevant, the children will have opportunities to develop ideas for their writing through drama, making models and a variety of purposeful, experience-based lessons.

By the end of the Develop phase, all children will have a thorough understanding of the grammar and punctuation elements of the text type being covered and will have had the opportunity to apply these within their own sentences.



In the 'Create' phase, the children will start by exploring the language and organisational features of the text type, gaining an understanding of their purpose and function and why it is necessary to include them.

The children will then start to plan their piece of writing, drawing upon the knowledge and skills gained from the Explore and Develop phases of the sequence.

Teachers will skilfully use modelling to enable the children to see what they are aiming to achieve.

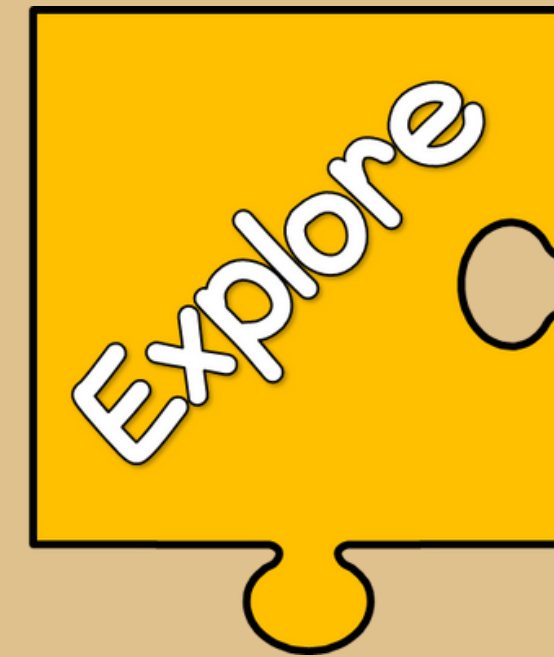
As part of this phase, the children will draft and then write to create their version of the text type. The children will be provided with feedback to enable them to make progress against year group expectations, whilst maintaining accuracy in the basics.



The 'Refine & Share' phase of the learning sequence focuses on the children's abilities to act on feedback and self-reflect. Here, the children will look carefully at their writing and make improvements according to the success criteria that has been set by the teacher. It will also give the children an opportunity to spot errors in basic spelling, punctuation and grammar.

On some occasions, the children may also be provided with an opportunity to share their learning - this might be through reading aloud, performance, the use of IT software (e.g. green screening), sharing with children across the Trust or display in public spaces to really give their writing a true purpose and audience.

Lessons 1-3



Lesson 1:

Reading focused lesson - Introduce and share the text with the children. Explore the type of text that it is (e.g. fiction, non-fiction, poetry). What is the purpose of the writing? (Entertain, Inform, Persuade, Discuss). Who is the intended audience? Explain to the children what our writing outcome is going to be using this text as a stimulus.

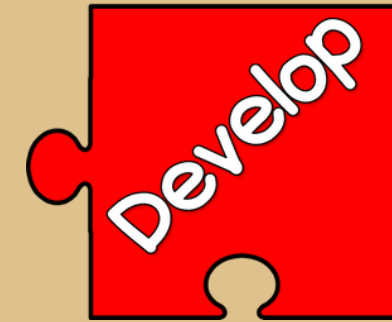
Lesson 2:

Experience based lesson - e.g. drama/role play to immerse the children in the text and to deepen understanding. Children could make a model etc to support learning.

Lesson 3:

Vocabulary focused lesson - explore and gather vocabulary that is used in the text. Consider Tier 1,2 and 3 vocabulary. Children will understand the meaning of new words in context and be able to apply these accurately.

Lessons 4-7



Lesson 4:

Grammar/Punctuation Lesson - this lesson is to focus on the basics or an element of grammar and punctuation that the children have struggled with in their prior learning, The children should be given concrete examples from the text studied so it is seen in context. Children should then have the opportunity to apply their learning.

Lesson 5:

Grammar/Punctuation lesson - this lesson should focus on an element of grammar and punctuation linked clearly to year group expectations. The children should be given concrete examples from the text studied so it is seen in context. Children should then have the opportunity to apply their learning.

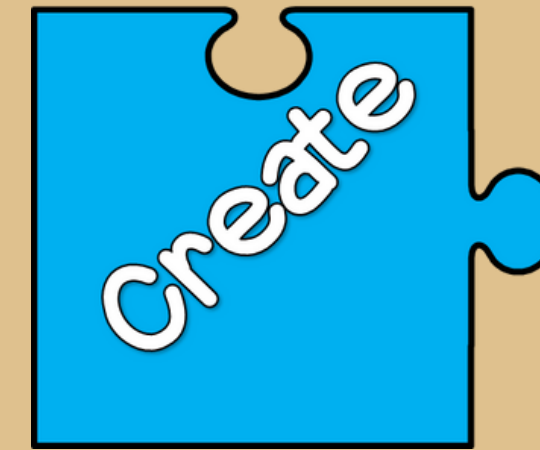
Lesson 6:

Spelling focused lesson - this lesson should focus on an aspect of spelling linked to the children's learning in phonics or an element from the long term overview.

Lesson 7:

Application lesson - in this lesson, the children will revisit the key elements of learning from the Explore and Develop phases and be given a short writing task (with success criteria) where they can apply their skills. Teachers can model example sentences as part of their input so that the expectations are clear to the children.

Lessons 8-12



Lesson 8:

Exploring genre features - this lesson will introduce the children to the language and organisational features of the text type. The teacher will identify and model the features clearly to the children and discuss the purpose of these. There should also be an opportunity to revisit some of the grammar and punctuation features that have been taught in the sequence. The children should work in pairs/groups to annotate the features taught.

Lesson 9:

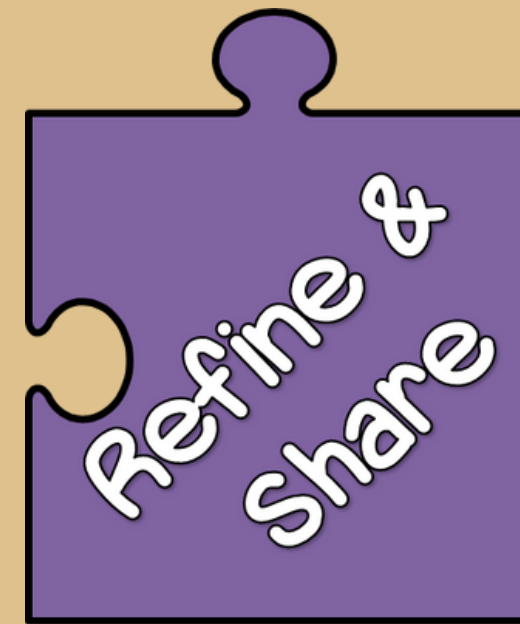
Genre features - as a progression from the previous lesson, the children should have the opportunity to apply their knowledge by identifying the relevant features in a different text (but the same genre). Learning should be extended to explore the impact of adding/removing certain features or changing the order of the organisation etc.

Lesson 10:

Planning for Writing - in this lesson, the teacher will explain fully the piece of writing the children will undertake - recapping previous learning and making sure the audience and purpose is clear. Teacher to model the planning process so that all of the children have a clear idea of what to write.

Lessons 11-12: The children are to have two lessons to undertake their piece of writing. The children will be supported in various ways during the lessons, including the use of adults, success criteria and a variety of scaffolding. The aim is that the children will have finished their piece of writing by the end of lesson 12.

Lessons13-15



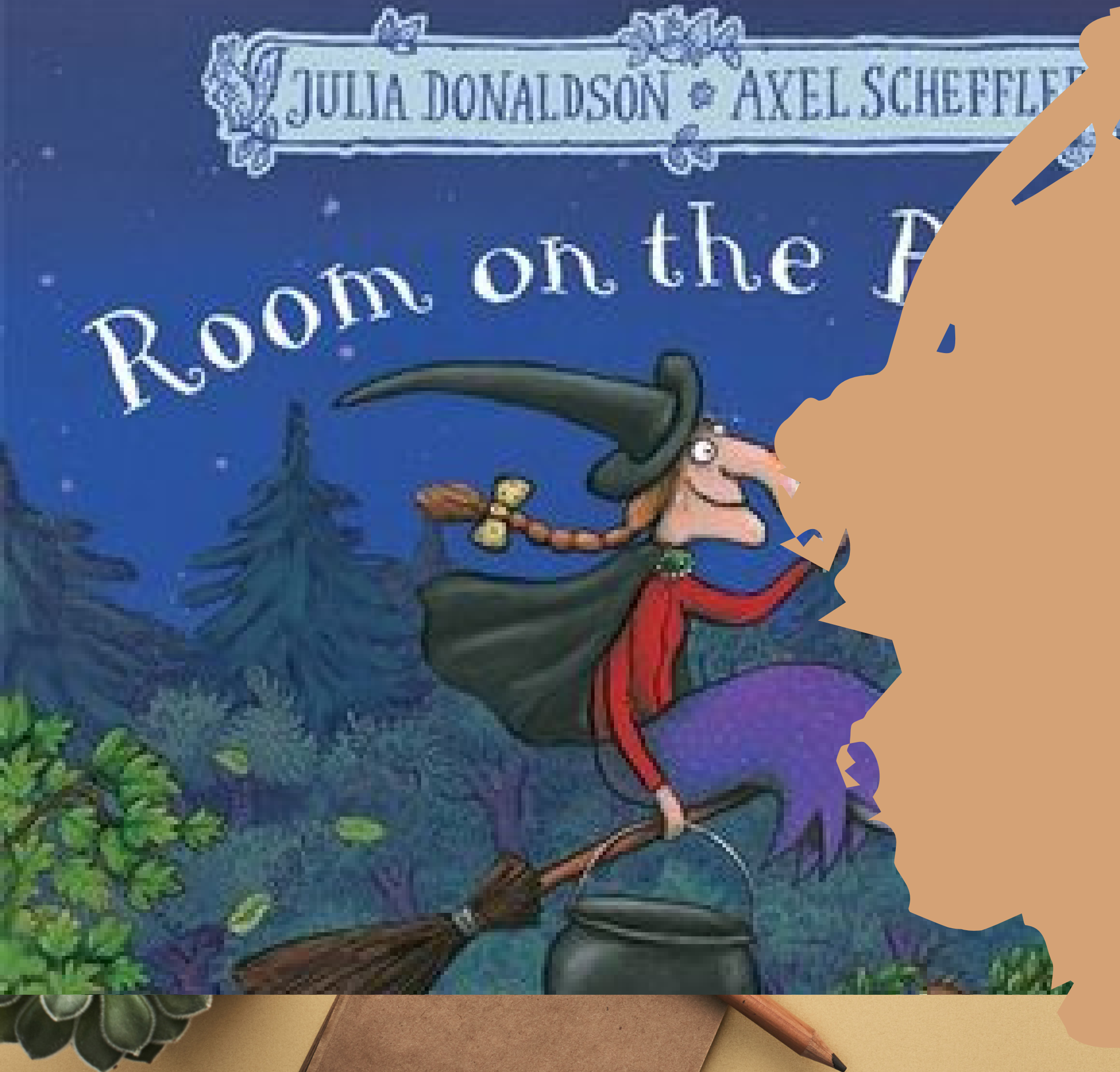
Lesson 13:

Editing lesson - In this lesson the children should have the opportunity to go back over their writing and edit according to the success criteria and any feedback from the teacher. The editing process should be modelled and then taken step by step to ensure that the children do not have too much to edit at any one time.

Lessons 14 & 15:

Publishing/Sharing lessons - There are two lessons here for the children to publish and share their learning. Sometimes, this may be time to write up published pieces for a classroom display or a class book or for work to share with parents and families.

At other times, more creative means can be used to publish the children's learning - for example through typing, through performance or through the use of green screen technology. Where possible, examples of the children's work is to be shared on social media - e.g. Twitter and where possible shared with the authors.



JULIA DONALDSON • AXEL SCHEFFLER

Room on the Broom



CURRICULUM SPINE

2022 onwards
Curriculum Spine

'From the earliest ages, reading is much more than decoding. From the start, reading is also accessing and further acquiring language knowledge and domain knowledge. This means that instruction and practice in fluency of decoding need to be accompanied by instruction and practice in vocabulary and domain knowledge. If we want to raise later achievement ..., we need to combine early instruction in the procedures of literacy with early instruction in the content of literacy, specifically: vocabulary, conventions of language, and knowledge of the world.'

E. D. Hirsch, Jr. (2003)

The aim of this reading spine is to provide an extensive list of books which staff can apply to their own long-term plans. These are books to use as class reads, study books for writing and whole class reading, recommendations for reading corners or for extracts (taken from them to look at in greater detail). The intention is that by the time they reach year 6 and beyond, they have developed a wide, rich vocabulary and broader knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying.

The books have been selected to consider three areas: learning to read, access to high quality texts to enable access for all (during WCR and class reads) and to promote reading for pleasure and experiential and language development through information texts.

Learning to Read

These are books which are particularly supportive for children who are learning to read. Books are included here because they help children to behave like readers. They may be:

- memorable texts that feature repetition and encourage predictions
- texts within which rhythm and rhyme are important
- texts that allow children to practice and apply their phonic knowledge
- books with strong story shapes and structures
- texts which positively reflect children's interests and backgrounds

Information Texts

These are high-quality information texts which are interesting and enjoyable. All the information books promote how the text and pictures can work together to provide comprehensive information and an enjoyable reading experience whilst broadening knowledge, vocabulary and experience of the world.

These texts have been selected through recommendations: National Literacy Trust, CLPE, The Book Trust as well as consideration for areas of learning covered in the curriculum (geography, science, and history, RE etc..) to encourage wider reading.

**** This is an ever-evolving document which will consider newly released books and other recommendations from the teaching profession. ****