



Curriculum Overview: English

Intent - EYFS

Phonics

We intend for all our children to be able to read accurately and fluently. At Park Hall Infant Academy we develop the children's skills from an early age to segment words and blend sounds together to read. Through high quality precise teaching we will develop secure comprehension skills. Children will develop stamina and learn to read with expression and confidence. We endeavour to empower our pupils to develop into lifelong learners who read for both purpose and pleasure. We believe reading is an essential tool needed to access the rest of the curriculum and we prioritise embedding these skills into all our pupils. Above all else, we want to foster a love of reading.

Writing

We aim to ensure that every child leaves Early Years with the key skills that make an outstanding writer. We intend for all our children to structure and organise their writing to suit the genre they are writing and include a variety of sentence structures. We ensure they have access to learning a wide range of sophisticated vocabulary including subject specific vocabulary. As the children become more confident they will begin to re-read, edit and improve their writing so every piece is completed to the best of their ability. We want all of our children to take pride in their work and write for both purpose and pleasure.

KS1/KS2

At Park Hall Infant and Junior Academies, our curriculum will enable children to become confident writers and enthusiastic readers who can articulate their thoughts and opinions clearly. Our curriculum will allow children to recognise the value of English skills in the wider world by giving them a variety of opportunities:

- To read fluently, showing a good understanding of a text
- To read for pleasure often, widening their choice of texts as they move through the schools, showing an appreciation for our literary heritage
- To show a strong understanding of grammar and apply this to their reading, writing and spoken language
- To write clearly by adapting their language and style in and for a range of contexts, purposes and audiences
- To use their reading and writing skills across the curriculum
- To use their speaking and listening skills in a variety of activities so they are able to participate in discussions and debates, articulating and justifying their opinions clearly whilst also considering the views of others.

We believe that supporting all children to experience success in English will help them develop the tools needed to support them throughout their future education and career paths.

Our English curriculum is built on high ambition for every child, ensuring that all pupils—regardless of starting point—develop as confident readers, writers and communicators. We are committed to inclusion, meaning that all children access a rich, vocabulary-focused and literature-led curriculum alongside their peers. Through adaptive teaching, lessons are carefully scaffolded to meet a range of needs: teachers model explicitly, break learning into small, manageable steps, pre-teach key vocabulary, use visual supports, and provide structured talk opportunities. For our SEND pupils, reasonable adjustments are embedded as part of everyday practice. This may include adapted texts, enlarged print, coloured overlays, assistive technology, alternative methods of recording such as dictation or scribing, additional processing time, and targeted adult support to reinforce key skills. Outcomes remain aspirational, but the pathways to achieve them are flexible and responsive. By removing barriers to learning while maintaining high expectations, we ensure that every child can experience success, develop independence, and see themselves as capable and valued learners within our English curriculum.

Phonics and Early Reading

At Park Hall Infant Academy we use the highly successful *Read Write Inc.* Phonics programme to teach our children the early skills of reading. The program foundations begin in the Nursery and continue through KS1, to support children to develop their reading skills, until they have gained the necessary skills to read fluently a wide range of texts. The teaching of *Read Write Inc.* phonics also continues for the children who need further support in KS2. We have small group sessions and 1:1 tutoring available for all those needing further tuition or are new to our school.

We endeavour to expose the pupils to a wide variety of rich, vibrant, engaging and inspiring texts. The children will not only use high quality text in their lessons but also have a class story shared with them every day. In each classroom there is a colourful inviting reading corner where children have the chance to explore books independently. We are also lucky to have two libraries at our school, where the children visit every week. Children are able to take books home, that is of a personal interest to them, from our libraries, and share these with their family.

Implementation:	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 1 Writing Outcomes Themes <u>Main Writing Outcome</u>	Old Bear by Jane Hissey Grammar focus: Regular and plural suffixes –s and –es; separation of words with spaces; Capital letters and full stops to demarcate sentences Narrative	I Want My Hat Back by Jon Klassen Billy and the Beast Nadia Shireen Heroic Deeds Story Sequels <u>Own version 'defeat a monster' narratives</u>	Grammarsaurus – Ready for PVPG The Odd Egg by Emily Gravett Similarities and Differences <u>Own version 'alien' narratives (nonfiction reports)</u>	Dinosaurs and All That Rubbish by Michael Foreman The Sea Saw by Tom Percival Nature & Environment <u>Own version narrative Pamphlets</u>	Lost and Found by Oliver Jeffers Yeti and the Bird by Nadia Shireen Friendship & Kindness <u>Own version 'losing/finding' narratives</u> <u>Own version narratives</u>	Iggy Peck, The Architect by Andrea Beaty The Magic Bed by Jon Burningham Imagination & Creativity <u>Fact files</u> <u>Fantasy Stories</u>
Year 2 Reading Outcomes Writing Outcomes Themes <u>Main Writing Outcome</u>	After the Fall by Dan Santat Grammar focus: Capital letters full-stops; suffixes –er, -ness, -ful, and -less, co-ordinating conjunctions; apostrophes for contractions; commas in a list. <u>Book review</u>	Me and You by Anthony Browne Grammar focus: Sentence types (command, exclamation, question and statement); suffixes –er, -est, -ly; progressive past and present tense; apostrophes for possession. <u>Own version narratives</u>	Grammarsaurus – Y2 PVPG Unit Reading for Enrichment: Fanatical about Frogs by Owen Davey The Bear and the Piano by David Litchfield Hotel Flamingo by Alex Milway	Lost Species by Jess French The Great Fire of London by Emma Adams Last Stop on Market Street by Matt de la Peña Change & Relationships <u>Own version narratives</u>	Too Small Tola by Atinuke Dear Earth by Isabel Otter <u>Non-fiction leaflet</u>	Ride by Nights by Walter de la Mere Rosie Revere, Engineer by Andrea Beaty <u>Explanation texts</u>
Year 3 Reading Outcomes Writing Outcomes Themes/Genre <u>Main Writing Outcome</u>	Phonics Review The Enchanted Forest by Enid Blyton Reading for Pleasure The Cinderella of the Nile by Beverly Naidoo Traditional Tales Traditional Tale	Poetry by Carol Ann Duffy Poetry + Performance Poetry The Pied Piper of Hamelin by Michael Morpurgo Myths and Legends <u>Legend</u>	Grammarsaurus – PVPG Unit Earth Shattering Events by Robin Jacobs Non-fiction	The Firework Maker's Daughter by Phillip Pullman Fantasy Fiction Black Dog by Levi Pinfold Visual Narrative Suspense Narrative	The BFG by Roald Dahl Fantasy Fiction Escape from Pompeii by Christina Balti Historical Fiction Setting Description	Old Possum's Book of Practical Cats Poetry + Performance Poetry The BFG by Roald Dahl Fantasy Fiction <u>Fantasy Narrative</u>
Year 4 Reading Outcomes Writing Outcomes Themes/Genre <u>Main Writing Outcome</u>	The Lion, The Witch and the Wardrobe by C.S. Lewis Fantasy Fiction The Lion and the Unicorn by Shirley Hughes Historical Fiction <u>Historical Narrative</u>	The Lost Spells by Robert MacFarlane and Jackie Morris Poetry+ Performance Poetry The Lion, The Witch and the Wardrobe by C.S. Lewis Fantasy <u>Narrative</u>	Grammarsaurus – PVPG Unit Tamarind and the Star of Ishta by Jasbinder Bilan Fiction	Story of Flight by Jakob Whitfield Non-fiction Cinnamon by Neil Gaiman Fiction <u>Own Mythical Tale</u>	Poems from a Green and Blue Planet Poetry + Performance Poetry The Iron Man by Ted Hughes Science Fiction <u>Mystery Narrative</u>	Viking Voyagers by Jack Tite Non-fiction Odd and the Frost Giants by Neil Gaiman Fantasy <u>Narrative</u>
Year 5 Reading Outcomes Writing Outcomes Themes/Genre <u>Main Writing Outcome</u>	When the Stars Come Out by Nicola Edwards Non-fiction Anne Frank by Josephine Poole Biography <u>Diary Entry</u>	Sir Gawain and the Green Knight by Michael Morpurgo Legend The Sleeper and the Spindle by Neil Gaiman & Chris Riddell Reimagined Fairy Tales <u>Narrative</u>	Grammarsaurus – PVPG Unit When Hitler stole pink rabbit by Judith Kerr Historical Fiction	Mythological by Dr Stephen P Kershaw Non-fiction Hidden Figures by Margot Lee Shetterly Biography <u>Letter and non-chronological report</u>	Overheard in a Tower Block By Joseph Coelho Poetry+ Performance Poetry Beowulf by Michael Morpurgo Myth and Legends <u>Legend</u>	The Listeners by Walter de la Mare Poetry + Performance Poetry Percy Jackson by Rick Riordan Adventure /Fantasy <u>Own Mythical Narrative</u>
Year 6 Reading Outcomes Writing Outcomes Themes/Genre <u>Main Writing Outcome</u>	Grimm Tales for Young and Old by Phillip Pullman Traditional Tales The Promise by Nicola Davies Visual Narrative <u>Narrative/Setting Description</u>	Incredible Journeys by Levison Wood Non-fiction Can we save the tiger? By Martin Jenkins Non-fiction <u>Non-chronological Report</u>	Grammarsaurus – PVPG Unit The Invention of Hugo Cabret by Brian Selznick Graphic Novel	After the War: From Auschwitz to Ambleside by Tom Palmer Historical Fiction Grimm Tales for Young and Old by Phillip Pullman Traditional Tales <u>Narrative</u>	Mixed Comprehension- Reading Comprehension Skills Cross-curricular writing through History- WW2 <u>Narrative and newspaper</u>	Poetry for kids by William Shakespeare Poetry+ Performance Poetry Romeo and Juliet by William Shakespeare, retold by Helen Street Play Script/ Classic Fiction <u>Diary Entry /Letter</u>

Intended Impact –

Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in KS2.

Using the Nelson Handwriting Programme children will develop writing that is well presented, punctuated, neat, letters correctly formed and with correct spelling.

By the end of KS2, children will be enthusiastic readers and writers who enjoy showcasing their skills. Children will develop their love for reading and will be able to write confidently for a range of purposes. Children will be able to communicate effectively in different contexts.

Attainment at the end of KS2 is at or above that of national for both children achieving expected and higher standard.