

English curriculum

2023 - 2024



At Lobley Hill Primary School we aim to be the 'Best that We Can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

Statement of Intent:

At Lobley Hill Primary School, we intend to create confident and purposeful writers, who have a good knowledge of different writing purposes and good awareness of audience needs. We aim to support and guide children to build the necessary skills and writing techniques that they need to become independent and effective writers.

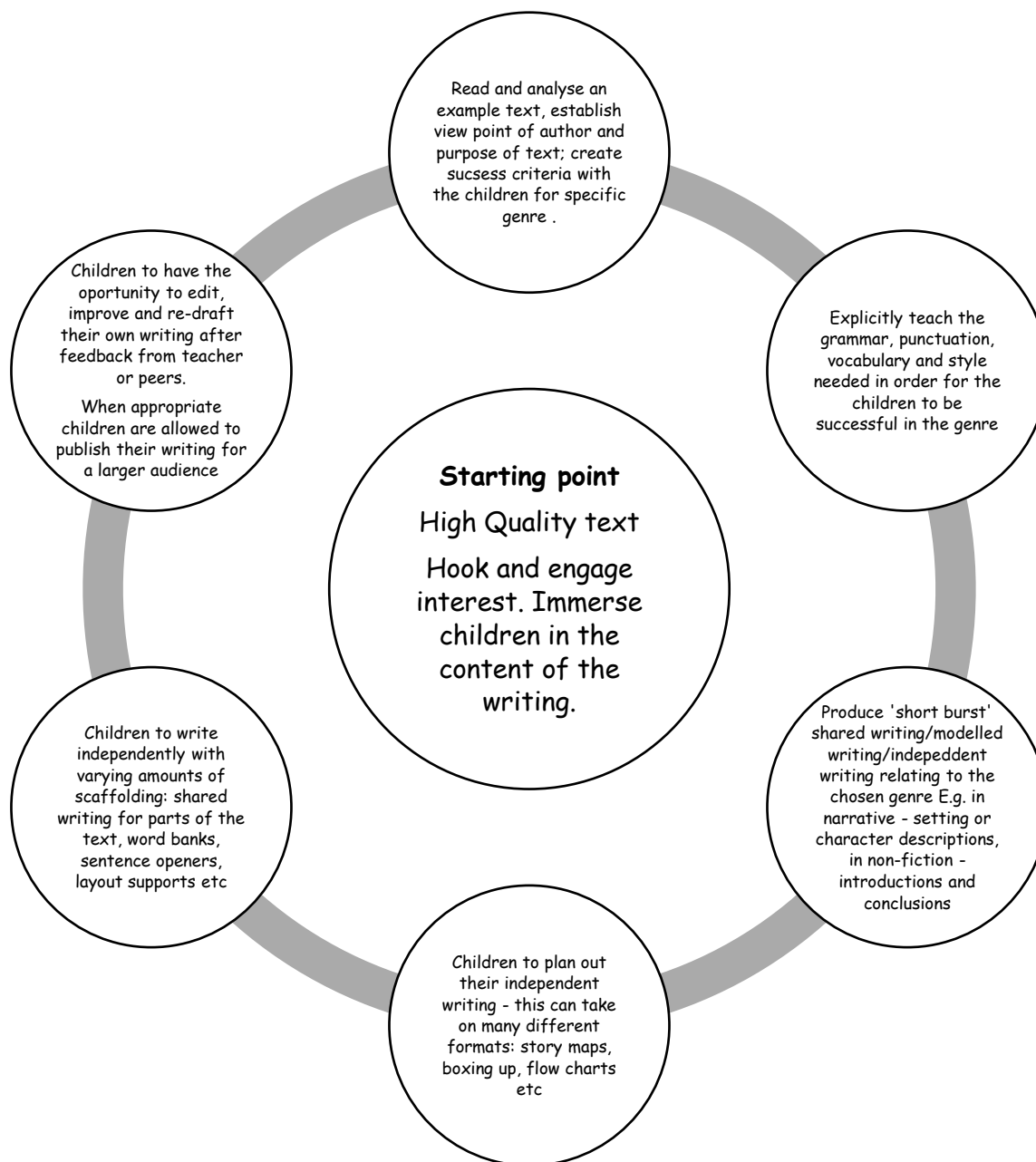
As they progress through school, the children of Lobley Hill Primary School are immersed in a carefully planned range of genres and, with each one, build understanding of a range of elements:

- the purpose for the writing,
- the intended impact of grammar and writing techniques,
- the effect of vocabulary choice on the readers' thoughts and feelings and
- how to write effectively.

We set high expectations for our learners and challenge them to improve their writing as they move through a unit of work. We do this by providing clear feedback that supports the children to write accurately (correcting errors) and to edit their content for quality. We want our learners to be thoughtful writers who have high expectations for themselves and take pride in their writing.

Our Approach to Teaching Writing at Lobley Hill Primary School

In Lobley Hill, we expect our teachers to see writing as a continuous process that requires responsive teaching and the ability to move backwards and forwards between different aspects of writing instruction. This should not be viewed as a purely linear process as teaching should move seamlessly between elements of instruction depending upon the needs and attainment of the pupils.



Writing Lessons

In our school, we follow a 'book based' approach using high-quality books as the core text to stimulate ideas and topics for writing. The aim is for pupils to explore the texts in a sustained way and engage with the materials in depth; thereby, providing content for their own writing. These texts usually act as mentor texts (genuine high-quality examples of the type of writing the children will produce as an outcome of the unit of work). Where the text is used for the initial stimulus only (e.g. the children read a narrative that stimulates a piece of writing to discuss an issue or persuade), model texts will supplement the core text and act as mentor texts for our young writers.

Each unit of work lasts for between 4-5 weeks and is delivered through daily, 1 hour long English lessons.

The teaching sequence for each unit is detailed in our medium-term plans. These are divided into 'steps' and teachers have the professional scope to plan how many lessons each step will take and make adjustments as appropriate to meet the needs of the class or particular groups. We expect teaching and planning to be responsive, for example, if more than one lesson is needed to embed a skill then this should be done rather than moving on and leaving gaps in understanding.

- Texts become increasingly challenging as children move through the year and across the Year groups (R-Y6). Challenge has been judged using vocabulary and sentence structure and complexity of the theme and matched to the CLPE recommendations.
- High quality picture books have been chosen rather than novels so that there is enough time to read the entire text and allow for writing instruction and practise (novels and sustained texts are included in the reading curriculum).
- There is an expectation that the books will be supplemented with further model texts as part of our approach to teaching writing. This ensures appropriate challenge and enough exposure to the range and quality of vocabulary and sentence structure required for each year group.
- The range of texts has been deliberately and carefully planned to ensure that the children have a rich, diverse and balanced reading 'diet' as they move through school. (PLEASE NOTE: if a teacher wants to change a text e.g. a new text is discovered, there has been a text based training session etc, this must be done in consultation with the subject leader to ensure that any change does not disrupt/change the balance of texts)
- In the narrative selection, we have chosen books to ensure balance of genres, key characters that represent the diversity in our society, progression in traditional tales, a range of contemporary texts and an introduction to classic texts.
- In the non-fiction selection, we have planned books that use a range of themes and topics (e.g. animals, inventions, mysteries, machines, nature, space etc.)
- In the poetry selection, we have ensured that there is progression in the poetry forms studied and written as well as the opportunity to study poems closely before practising and performing aloud to an audience. Within our Guided Reading sessions there is diverse representation in the poets that children study.
- All of the above, has also been balanced against texts chosen for guided reading sessions and our 'read aloud for pleasure' offering. A number of texts have been specified, however teachers will have some flexibility to choose some texts throughout the year which may interest their class.

Long Term Overview: Writing Outcomes and Core Texts

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1							
	Poetry	Poet Study: Jane Newberry		Poetry Form: Acrostics		Close study: He and She Treasures by Clare Bevan	
Year 2	Text type and Focus Text	Narrative Beegu by Alexis Deacon	Recount If all the world by Joseph Coelho	Narrative Rapunzel by Bethan Woolvin	Inform - Non-Chronological Report One Day on Our Blue Planet: In the Savannah Ella Bayley	Narrative The Lonely Beast by Chris Judge	Instructions Ten things I can Do to Help My World by Melanie Walsh
	End of unit writing	Writing in role – recount sections of the story	Personal recounts	Comparative character description (between Rapunzel and other Fairy tale character)	Non-chronological report	Narrative of the beast’s journey	Instructions
	Poetry	Poet Study: Marilyn Singer		Poetry Form: List Poems		Close study: Someone by Wlater De la Mare	
Year 3/4 Cycle A	Text type and Focus Text	Narrative Gregory Cool	Instruction Monsters: An owner’s guide by Jonathan Emmett	Narrative Leon and the Place between	Persuasion There’s a pebble in my Pocket	Narrative The Lost Happy Endings	Inform – Biography Little People, Big Dreams Wilma Rudolph Wilma Rudolph Against All Odds by Stephanie Macceca
	End of unit writing	Narrative retelling focus on dialogue	Instructions	Parallel narrative	Persuasive leaflet	Narrative with extended setting description	Biography
	Poetry	Poet Study: Joseph Coelho		Poetry Form: Kennings		Close study: Overheard on a Saltmarsh by Harold Munro	

Year 3/4 Cycle B	Text type and Focus Text	Narrative After the Fall by Dan Santat	Inform - Non-Chronological Report A giant Dose of Gross by Andy Seed	Narrative The Iron Man	Explanation Rhythm of the Rain by Grahame Baker-Smith	Narrative African Tales	Discussion The Great Kapok Tree
	End of unit writing	Diary entry of main character	Non-Chronological Report based on shared characteristics of specific animals	Narrative with a focus on character through description and dialogue	Explanation text	Retelling of one of the tales	Debate/Argument
	Poetry	Poet Study: Jack Prelutsky		Poetry Form: Limericks		Close study: The Lion and Albert by Marriott Edgar and Lion by Ann Bonner	
Year 5	Text type and Focus Text	Explanation Wallace and Grommit – Cracking contraptions video and manual	Narrative Where Snow Angels go	Recount Yayoi Kusama From Here to Infinity by Sarah Susuki & Yayoi Kusama Covered Everything in Dots and Wasn't Sorry by Fausto Gilberti	Narrative Way Home by Libby Hathorne	Inform - Chronological Report The Man Who Walks Between Two Towers By	Narrative East o the sun west o the moon
	End of unit writing	Explanation text	Narrative with a focus on speech (formal and informal)	Biography	Narratives from different perspectives e.g. the cat, him, an onlooker	Chronological report	Narrative retelling of one of the traditional tales with a change to a character
	Poetry	Poet Study: Matt Goodfellow		Poetry Form: Concrete poems/ shape poems/ calligrams		Close study: The River by Valerie Bloom	

Year 6	Text type and Focus Text	Narrative Rose Blanche	Persuasion When the crayons quit	Narrative Icarus	Chronological Report Henry's Freedom Box	Narrative Alma	Non-Fiction mix The Boy, The Mole, The fox and The Horse
	End of unit writing	Narrative focus on setting	Persuasive letter with a focus on irony and sarcasm	Narrative with a focus on speech to convey character and move the story forward	Chronological report	Narrative with a focus on different viewpoints and suspense	Multi genre text drawing on previous style of writing taught e.g. personal writing, instructions, report, question and answer, book reviews etc.
	Poetry	Poet Study: Grace Nichols		Poetry Form: Cinquains		Close study: Refugee by Brian Bilston and Mainly about Aliens by Ruth Awolola	

	Recount	Instruct	Inform (Non-Chronological)	Inform (Biography)	Inform (Chronological)	Explain	Persuade	Discuss
Year 1								
Year 2	✓	✓	✓					
Year 3/4 Cycle A		✓		✓			✓	
Year 3/4 Cycle B			✓			✓		✓
Year 5				✓	✓	✓		
Year 6			✓		✓		✓	✓

