

# The Questioning Curriculum



Teaching and Learning Policy  
Years 1 – 6

At William Davies we aim to develop resilient learners who are confident and adaptable. As most of our children are learning English as an additional language we ensure that our broad and balanced curriculum has speaking as one of the most important aspects of developing our learners.

We offer a curriculum which is broad, balanced and promotes the spiritual, moral, cultural, mental and physical development of our pupils. It aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

We have designed our own programme of education which comprises the national curriculum as well as other learning opportunities and experiences appropriate to the needs of our community. 'The Questioning Curriculum' encourages enquiry and promotes independent learning in order to develop self-confidence and resilience. It ensures that we enable children to meet Age Related Expectations and ensures our high standards for attainment.

Our curriculum also provides personal, social and health education. It promotes independent thought through 'Philosophy for Children' and develops speaking and listening skills.

English and Mathematics is taught daily, Music and Physical Education, weekly. Other subjects are taught in topic blocks over a number of days. Our 'Modern Foreign Language' is French and is taught in years 5 and 6. All the children in years 5 and 6 also learn to play a musical instrument.

Teaching responds to the needs of the learners and teachers are creative in how this happens. A commitment to excellent Continuing Professional development (CPD) is offered to all staff to ensure teaching is of a high standard.

The aim is both to reflect the current good practice and to encourage further development of interactive and formative assessment strategies.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- *Behaviour policy*
- *SEND policy*
- *Progress and Attainment Procedures*
- *SMSC policy*
- *Health and Safety policy*

**We believe that a number of key aspects of our school promote excellent teaching enabling our pupils to learn.**

### **Planning**

Planning should show that consideration has been given to the needs of the class and that the strategies discussed in this policy are used appropriately to support learning.

Annual, term and weekly plans are filed electronically on the Managed Learning Environment so that teachers can use them as a reference and so that they can be monitored.

### **Challenge**

We believe in challenge for all. Traditional differentiation (tiered work, ability group) is only a small part of the comprehensive approach that we employ to ensure all learners are challenged appropriately. It is essential that teachers recognise the differing needs within their class. It is also essential that no child feel capped or limited and thus, teachers provide all children with access to rich, deepening and challenging opportunities, based on their level of understanding. We believe challenge promotes resilience.

#### **Challenge may occur through:**

- WDPS challenge children
- Mixed groupings – promote high quality talk for all.
- Anchor tasks (low floor, which ceiling) – promote language for learning, confidence and connection forming.
- Emphasis on metacognition an: reasoning, explanation, justification, comparison
- Enrichment not acceleration
- Swift intervention
- Anticipate and plan for misconceptions
- Questioning – targeted and general; vary open and closed in different contexts (blooms taxonomy)
- Children posing questions
- Blocking of units of work (more time to get into a topic)
- Generic challenge as part of classroom routine: ‘Challenge Yourself’
- Support children’s self-checking by not always confirming answers
- Intelligent Practice
- Reflecting (journaling)
- Different roles within the group

We ensure that we offer all children access to an appropriate curriculum. In some instances it may mean an individual curriculum, although more often it

means personalising learning. Teachers are also learners and are expected to use research to support the children in their class.

### **Targets**

Targets are set each term.

- English targets are set individually for writing. The targets are decided at the end of a unit/term. These targets are stuck in the child's exercise book.
- The Age related expectations are the targets for maths and these are displayed in the classroom.
- Parents are informed at the beginning of each term of their child's target.

### **Teaching Strategies**

Our school has a very high proportion children who are learning English as an additional language, children who have special educational needs and children with a wide range of barriers to learning. To meet their wide range of learning needs and to overcome the passive nature of some children, it is essential to use interactive and visual teaching strategies to engage all children in their learning.

We encourage children to be independent, evaluative and self-aware in their learning. These skills will be developed with the pupils over their time in school and be age appropriate.

We encourage focussed speaking and listening activities in all year groups as well as expecting opportunities for real experiences to develop language skills. Educational visits are organised to both enhance learning and broaden the horizons of our pupils.

### **Learning goal:**

This highlights the learning that is planned for – it is not the activity. Learning must be at the core of what we do.

### **Modelling:**

A key aspect of the teaching should be the clear and specific modelling of the task that children are required to do. A recommended strategy is to use a good model to analyse and from which to generate steps to success. These steps to success are then a tool to guide children through their own piece of work.

### **Steps to Success:**

Steps to success are developed with the class from the learning goal their purpose is to support children in knowing what they need to do in order to

achieve the learning for that lesson. Children can then self-check as they proceed in the lesson.

Broadly speaking and depending on the lesson and outcome,

Steps to Success can be

- an example,
- a procedure which needs to be done in a particular order
- a checklist which will have expectations but may be not be in an order.

#### Peer and self-assessment:

Children will be encouraged to self-assess their work using the steps to success.

Children should use their learning partners to review and evaluate their work.

Mistakes should be seen as a tool for learning and children should be encouraged to review mistakes as such.

#### Effective Questioning:

Effective questioning challenges children to deepen their thinking. This means allowing thinking time for children to develop their answers. Learning partners can also be used for children to practise and articulate answers to probing questions. Teachers are expected to plan effective questions which go beyond straight recall with strategies. Teachers refer to Blooms taxonomy for guidance on the questions.

Good and Outstanding Lessons observed at William Davies School have included a range of the following:

- Learning goal made explicit to the pupils
- Learning put into a wider context – why are we learning this?
- Models of good work shared and used to generate steps to success
- A range of question types
- Range of interactive strategies, not dominated by teacher talking
- Clear, appropriate differentiation
- Activities which match the Learning goal and fully engage the children
- Stimulating resources to support independent learning
- Children are asked to justify their opinions
- Steps to Success referred to during lesson and in the plenary
- Self or peer assessment related to Steps to Success
- Time for children to improve their work in lessons.

## **Assessment**

See also Progress and Attainment document.

We use both formative and summative assessment to plan lessons that are accessible to all children.

Formative assessment is immediate and is used to inform planning in the short term.

Every term summative assessment data is used to inform provision for the following term.

Individual judgements of achievement in maths, reading and writing are recorded each term. Achievement in non-core subjects is recorded termly against age related expectations. Each term, each class has a multidisciplinary meeting with the Head teacher to discuss pupil progress.

Attainment and progress, in all subjects, is reported to parents annually.

Regular moderation meetings are held to ensure consistency in assessment across the school.

## **Inclusion**

Teaching at our school is fully inclusive. Our curriculum provides opportunities for all children to achieve including boys and girls, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds and those who speak English as an additional language.

It is often necessary to provide different content in lessons to cater for differing abilities while on other occasions expecting different outcomes from the same basic lesson content.

Quality first teaching encourages the full and active participation of all pupils. Support and extension is given in line with the SEND policy.

## **Resources**

At William Davies we recognise that it is essential to provide carefully chosen, clear, visually stimulating resources to support all learners. We have a wealth of ICT resources to engage learners and the use of these should be incorporated into planning.

Resources are stored centrally for use by classes when needed.

Online resources are stored on the curriculum network, on the staff drive and on the MLE. The school library has a collection of fiction and non-fiction books covering many subjects.

## **Parental Support**

Children take home books to read and parents are asked to spend some time every day with their child sharing the book. Parents are invited to help in class with games, activities, storytelling and reading. They are also invited to come to school for meetings and workshops relating to their child's learning and how they can support their child. Children are set homework which complements the learning in the classroom. Parents are asked to support their children in the completion and marking of the set homework.

## **The role of subject leaders**

Each subject leader has responsibility for monitoring the coverage, teaching, learning and assessment of their subject. S/he has the responsibility of the procurement, distribution and storage of resources. S/he is expected to support colleagues with planning and assessment as well as deliver training in their subject. S/he will keep up to date with developments in their subject, attending training where appropriate.

## **Monitoring**

This policy is monitored in a number of ways - this helps us a school to evaluate the impact of our work.

All the information gathered is used to inform future plans to keep outstanding teaching and learning at the heart of what we do.

*Planning* is monitored by subject leaders at various points throughout the year.

*Lessons or parts of lessons are observed* - either as part of the performance management process or as part of the school improvement process. The HT observes as part of gathering of evidence to support performance management.

Subject leaders will observe aspects of teaching and for school improvement.

*Children's learning* is monitored in a variety of ways enabling staff to evaluate impact.

Books are monitored by subject leaders

Lessons are evaluated by teachers to plan the next steps

Discussions with children both formally and informally help us understand the impact of our teaching.

Displays around the school capture the essence of aspects of the curriculum.

Displays in classrooms can be immediate or working walls that support learning more immediately or a celebration of work. There should be a mixture of both around the school.

## **Governors**

It is the responsibility of the governors to ensure the national curriculum is taught and that the school discharges its statutory duties. In order to fulfil its role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail.

The Head Teacher reports to the Standards, curriculum and behaviour committee every term and this is then reported back to the full Governing Body.

The Head Teacher reports to the full Governing Body every term in her Head teachers report to the Governors.

Link governors meet with key staff and report back to the governors. Governors receive summary information on standards throughout the year. Governors receive any national data such as Raise-on-Line as it becomes available. They also receive the Raise on line dashboard.

## **Policy specific to individual subjects**

### **Collective Worship:**

We provide a daily Act of Collective Worship. We have a determination against the wholly or mainly Christian nature of this worship.

### **English:**

We follow teaching sequences for narrative, non-fiction and poetry forms which cover all aspects of the National Curriculum.

The cursive script method of handwriting is taught with reference to the published 'Nelson Handwriting Programme' 'Read Write Inc.' is our chosen phonics scheme.

### **Mathematics:**

We are currently involved in a text book project in conjunction with 'Maths No Problem!'

We subscribe to online practise website which the children can access from home.

See also – WDPS Calculation Policy



### Science:

The safe use of equipment is to be promoted at all times.

Regular educational visits complement work in Science. Most often we visit The Science Museum, go pond dipping and visit a nature reserve.

As far as is possible, Science teaching will focus on practical investigations.

### Computing:

Our curriculum is based on the Newham ITASS scheme of work which is updated to account for developments in technology.

Teachers deliver e-safety lessons each year and children are directed to the 'Think you know?' website. These links are also made available on the school's MLE and website.

### History:

We place an emphasis on examining historical artefacts and primary sources.

We use educational visits to enhance understanding and to help bring history to life. (British Museum, Natural History Museum Victoria and Albert Museum, The Museum of Childhood, The Museum of London.)

We encourage visitors to come into the school and talk about their experiences of events in the past.

### Geography:

We encourage children to learn by experience and we value fieldwork as an integral part of Geography teaching. The school subscribes to Digimap to support map work.

### R.E:

We teach religions education to pupils at every key stage following the Newham Agreed Syllabus. We have a programme of visits to places of worship which ensures children have visited a wide variety by the end of year 6.

### French:

Where possible native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France. We use the Rigolo scheme to support language teaching.

### Music:

Years 1, 2, follow the 'Music Express' Scheme.

A singing teacher supports class teachers regularly.

Children in years 5 & 6 learn a musical instrument as part of the 'Every Child a Musician' scheme. Year 3 and 4 have whole class ukulele lessons.

We provide opportunities for children to perform at special events and as well as attend concerts. Teachers are aware that any music played in school should be of suitable content for primary aged children.

#### Art:

The programme of art across the school ensures a variety of forms is covered. Reference is made to famous artists and visits to galleries are planned. Children have opportunities to contribute to displays around the school at various times of the year. Each teacher is responsible for displays in their classrooms and in the communal cloakroom areas.

#### Design & Technology:

Lessons will be mainly practical in nature following the design-make-evaluate cycle. Children will be given suitable instruction on the operation of all equipment before being allowed to work with it and will be strictly supervised. Children will be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions

#### PE:

Sports coaches support class teachers regularly and run after school clubs. We have an annual sports day and attend local sporting events. Our older pupils have the opportunity to attend a residential outdoor education facility.

#### PSHE:

We use resources from the 'Jigsaw' scheme to support PSHE teaching. See PSHE policy for sections about Drugs and Sex and Relationship Education.

#### The role of the Head Teacher

The head teacher ensures colleagues teach and assess the curriculum effectively. S/he is responsible for ensuring the policies are actioned and the National Curriculum is delivered.

Signed:

S. Norris

March 2016

Review date: September 2016

<b>WDPs Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<p>All about me Celebrations Performance Weather</p>	<p>Our Community Growth Spring Easter</p>	<p>Mini-beasts Traditional Tales &amp; Rhymes Wild /Farm Animals</p>
<b>Year 1</b>	<p><b>Who shares our world?</b></p> <p>Labels &amp; captions I am Poetry Recount Writing <b>Animals Inc.</b> <b>Humans</b> <b>Seasonal changes</b> Working animals <b>The weather of our world</b> Handling Data Creating pictures <b>Music Express &amp; Singing</b> Belonging to Sikhism Christians &amp; presents at Christmas? <b>Health and Wellbeing</b> Mondrian /Colours/ Landscapes <b>DT: Construction</b> <b>Lego homes</b></p>	<p><b>What is our world made of?</b></p> <p>Lists Colour Poetry Family Fiction <b>Everyday Materials</b> Toys <b>Our School World</b> Giving Instructions Modelling- Animal screens <b>Music Express &amp; Singing</b> Living with family and friends Being a Muslim <b>Relationships</b> Sculptures/Portraits <b>DT: Textiles</b> <b>Soft Toys</b></p>	<p><b>What is in our World?</b></p> <p>Instructions Tongue-twisters &amp; Silly Poetry Descriptive Writing <b>Plants</b> <b>Light</b> Transport <b>Barnaby Bear</b> Word Processing <b>Music Express &amp; Singing</b> Cards, candles, actions Being a Christian <b>Living in the wider world</b> Miro/ Drawing</p>
<b>Year 2</b>	<p><b>Is fire good or bad?</b> RWI Acrostic poetry Diary Writing <b>Uses of everyday materials</b> <b>Sound</b> The Great Fire of London <b>GFOL –Map work</b> Creating pictures Giving Instructions <b>Music Express &amp; Singing</b> Why did Jesus tell</p>	<p><b>What is ‘being healthy’?</b></p> <p>Fairy Story fiction Number &amp; Senses poetry Instructions <b>Animals, including humans</b> Mary Seacole <b>Handling data</b> Music Express &amp; Singing <b>How do we know Easter is coming?</b> <b>What is fasting and</b></p>	<p><b>What makes a home?</b></p> <p>Information Writing ‘Add a verse’ Poetry Adventure Fiction <b>All living things and their habitats</b> <b>Plants</b> Christopher Columbus <b>An Arctic Home</b> Word processing <b>Music Express &amp; Singing</b> Special foods</p>

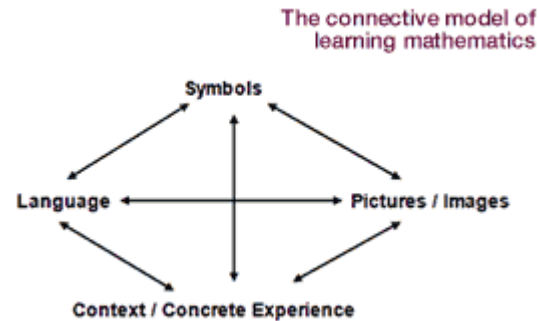
	<p>stories? Why are different books special? <b>Being me in my world</b> Tapestry/ Chalks/ Architecture</p>	<p><b>why do people do it?</b> Health &amp; Wellbeing <b>Still life/ Archimboldo/ Degas</b> DT:Healthy Snack <b>Where I live</b></p>	<p>Where the world came from <b>Relationships Stay Safe</b> 3D/ Pollock/ Nash <b>DT: Construction Make a Room</b></p>
<b>WDP&amp; Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p><b>How did we begin?</b> Traditional Stories Shape Poetry Information Writing <b>Rocks</b> Stone Age Beginnings <b>Word Processing Programming</b> Music Express &amp; Singing <b>Diwali</b> <b>Lights in religion</b> Relationships <b>Cave Paintings/ flints</b> DT: Puppets</p>	<p><b>How do we stay alive?</b>  Book Review Haiku Poetry Explanation Writing <b>Plants</b> <b>Animals, inc. humans</b> The Local Area – a geog. study <b>Internet</b> <b>Handling Data</b> Music Express &amp; Singing <b>Jesus and Buddha</b> <b>How do Jews celebrate?</b> Health and Wellbeing <b>Observational drawing</b> DT: Sandwiches</p>	<p><b>Did the Romans really leave?</b>  Playscripts Riddles &amp; Limericks Letter Writing <b>Light</b> <b>Forces and magnets</b> Romans in Britain &amp; Legacy <b>Creating Pictures</b> <b>Control lego wedo</b> Music Express &amp; Singing <b>Art, science &amp; symbols &amp; Christian beliefs</b> <b>Special Symbols</b> Living in the wider world <b>Mosaics</b></p>
<b>Year 4</b>	<p><b>Do we need robots?</b>  Fantasy Fiction Nonsense Poetry Non-Chronological Report <b>Electricity</b> <b>Sound</b> Programming Giving instructions <b>Music Express &amp; Singing</b> Getting married</p>	<p><b>Was the River Nile important in Ancient Egypt?</b>  Recount Writing Diamante Poetry Mystery Fiction <b>States of matter</b> Ancient Egypt <b>Creating Pictures</b> <b>Databases</b> Music Express &amp; Singing</p>	<p><b>What is the most important living thing?</b>  Information Writing Ballade Poetry Adventure Fiction <b>All living things</b> <b>Animals, including humans</b> Angle-Saxon and Scots <b>Place knowledge</b> Word processing</p>

	<p>What makes me the person I am?  <b>Health and Wellbeing</b>  Sculpture  <b>DT: Construction Instruments</b></p>	<p><b>What religions are in our neighbourhood?</b>  <b>Why is Easter important to Christians?</b>  Living in the wider world  <b>Canopic jars</b>  DT: Textiles  Storybooks</p>	<p>Handling Data  <b>Music Express &amp; Singing</b>  Hindu worship at home and in the Mandir?  Why is the Bible special for Christians?  <b>Relationships</b>  Printing/ Jewellery Design</p>
<b>WDP's Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<p><b>Have the Ancient Greeks affected our lives?</b></p> <p>Myths  Narrative Poetry  Letter Writing  <b>Forces</b>  <b>Earth and space</b>  Ancient Greece  <b>Earth Geography</b>  Programming  Spreadsheets  <b>ECaM &amp; Singing</b>  Religions believe about God  Christmas  <b>Living in the wider world</b>  Greek pots  <b>DT: Food</b>  <b>Portable Soldier's Lunch</b>  French</p>	<p><b>What is change? (Lights, camera, action)</b></p> <p>Playscripts  Cinquin poetry  Explanation Writing  <b>Properties and changes of materials</b>  Human and physical geography  <b>Internet Control</b>  ECaM &amp; Singing  <b>Jesus, Mohammed</b>  Health and Wellbeing  <b>Pop art - Warhol</b>  DT: Construction  Harry Potter props  <b>French</b></p>	<p><b>Were the Vikings a threat?</b></p> <p>Suspense Fiction  Kennings Poetry  Instructions  <b>All living things</b>  <b>Animals, including humans</b>  The Vikings  <b>Human and physical geography</b>  Graphic Modelling  <b>ECaM &amp; Singing</b>  Animals or Humans  Inner Forces  <b>Relationships</b>  Art: Carvings  <b>French</b></p>
<b>Year 6</b>	<p><b>What does it mean to be alive?</b></p> <p>Non-Chronological Report  Classic &amp; Slam Poetry  Fantasy Fiction  <b>All living things</b></p>	<p><b>What if electricity stopped?</b></p> <p>Journalistic Writing  Mystery Fiction  Debate Writing  <b>Electricity</b>  World War 2  <b>Countries of the</b></p>	<p><b>Is everything Art? How significant was Baghdad c900CE?</b></p> <p>Persuasive writing  Classic &amp; Choral Poetry  Biography &amp; Autobiography  <b>Early Islamic Civilization</b></p>

	<p><b>Evolution and inheritance</b>  <b>Animals including humans</b>  Programming  Speadsheets  <b>ECaM &amp; Singing</b>  What similarities and differences do religions share?  <b>Julian Opie</b>  <b>Picasso portraits</b>  French</p>	<p><b>world</b>  Multimedia  Presentations  Control  <b>ECaM &amp; Singing</b>  Easter  <b>Health and Wellbeing</b>  Blitz art  <b>French</b>  DT: Cooking WW2 rations</p>	<p><b>Light</b>  Multimedia  Presentations  Online Safety  <b>ECaM &amp; Singing</b>  Qualities of leadership  Expressing faith through art  <b>Relationships</b>  <b>Living in the wider world</b>  Islamic Art/ Artist self-study  <b>DT: Construction</b>  <b>Electrical Appliance</b>  French</p>
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# The CONNECTIONS CURRICULUM for MATHEMATICS

## William Davies Primary School



The fundamental aim of the Connections Curriculum is for learners to be taught how to make connections between mathematical concepts.

The focus of the teaching should be building up conceptual understanding of mathematical ideas and on drawing out links between them.

Ensuring context based mathematics will support children in building connections in a meaningful way.

Abstract mathematical concepts will be given concrete meaning through the use of models, images and practical equipment.

Teachers ensure precise use of mathematical language themselves and children.

The focus should be the process of the thinking and learning of mathematical concepts. The child and teacher talk and feedback should focus on development of ideas and understanding.



# Mathematics Overview

						Week of school year					
Year	1	2	3	4	5	6					
39	Chapter 20		Chap ter 14	E2	F2	S A T S  Ensure skills and knowledge across units are maintained through practice and problem solving. Focus on mastery elements (deepening of national curriculum objectives) Ensure <b>ALL</b> children have basic skills and understanding					
38	Chapter 19	Chapter 15	Chap ter 14	E2	F2						
37	Chapter 18	Chapter 14	Chap ter 13	E2	E2						
36	Chapter 17	Chapter 13	Chap ter 12	TESTS	E2						
35	Chapter 16	Chapter 12	Chap ter 11	D2	D2						
34	Chapter 15	Chapter 11	Chap ter 10	D2	D2						
33	Chapter 14	Chapter 10	Chap ter 9	D2	D2						
32	Chapter 13	Chapter 9	Chap ter 8	C2	C2						
31	Chapter 12	Chapter 8	Chap ter 7	C2	C2						
30	Chapter 11	Chapter 7	Chap ter 6	B2	B2						
29	Chapter 10	Chapter 6	Chap ter 5	B2	B2						
28	Chapter 9	Chapter 5	Chap ter 4	B2	B2						
27	Chapter 8	Chapter 4	Chap ter 3	F2	F1						
26	Chapter 7	Chapter 3	Chap ter 2	F2	F1						
25	Chapter 6	Chapter 2	Chap ter 1	F2	F1						
24	Chapter 5	Chapter 1	Chap ter 1	F2	F1						
23	Chapter 4	Chapter 1	Chap ter 1	F2	F1						
22	Chapter 3	Chapter 1	Chap ter 1	F2	F1						
21	Chapter 2	Chapter 1	Chap ter 1	F2	F1						
20	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
19	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
18	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
17	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
16	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
15	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
14	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
13	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
12	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
11	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
10	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
9	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
8	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
7	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
6	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
5	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
4	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
3	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
2	Chapter 1	Chapter 1	Chap ter 1	F2	F1						
1	Initial Assessment	Initial Assessment	Chap ter 1	A1	A1						

# The English Curriculum



Speaking, listening, reading and writing are an essential foundation for successful learning in every subject.

Pupils are taught to speak clearly and convey ideas confidently using Standard English for effective communication.

Our English curriculum is based upon text types, each class studies nine text types per year comprising Fiction, Non-fiction and poetry.

Each text type is learned by following a teaching sequence, in which texts are read, discussed, analysed, then modelled, planned, drafted, edited and re-drafted before being presented.

Pupils are taught to read using synthetic phonics and progress through 'Read Write Inc.' stages.

Teachers plan 'small group' reading activities to support the development of reading proficiency and text understanding. This is focused on the children's specific needs to accelerate their progress.

Pupils are required to read age-appropriate books regularly, at home, in order to develop the habit of reading often for pleasure and information.

Grammar, spelling, punctuation and handwriting are taught discreetly and through quality marking of writing.

	<b>Autumn (Emerging *)</b>	<b>Spring (Within *)</b>	<b>Summer (Met *)</b>
<b>Year 1</b>	<i>RWI</i> Labels & captions I am Poetry Recount Writing	<i>RWI</i> Lists Colour Poetry Family Fiction	<i>RWI</i> Instructions Tongue-twisters & Silly Poetry Descriptive Writing
<b>Year 2</b>	<i>RWI</i> Acrostic poetry Diary Writing	Fairy Story fiction Number & Senses poetry Instruction Writing	Information Writing 'Add a verse' Poetry Adventure Fiction
<b>Year 3</b>	Traditional Stories Shape Poetry Information Writing	Book Review Haiku Explanation Writing	Playscripts Riddles & Limericks Letter Writing
<b>Year 4</b>	Fantasy Fiction Nonsense Poetry Non-Chronological Report	Recount Writing Diamante Poetry Mystery Fiction	Information Writing Ballade Poetry Adventure Fiction
<b>Year 5</b>	Myths Narrative Poetry Letter Writing	Playscripts Cinquin poetry Explanation Writing	Suspense Fiction Kennings Poetry Instructions

<b>Year 6</b>	Non-Chronological Report Classic & Slam Poetry Fantasy Fiction	Journalistic Writing Mystery Fiction Debate Writing	Persuasive writing Classic & Choral Poetry Biography & Autobiography
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