

Muxton Primary School

English Curriculum



At Muxton School, we believe that children’s overall language development relies upon the interrelatedness of the areas of speaking and listening, reading and writing. For this reason we aim, through our teaching, to build upon the links between these modes of communication.

We aim to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Muxton Primary School aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

At Muxton Primary School, we value the importance of spoken language in children’s development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of children’s confidence and competence in spoken language and listening skills. Our children develop a capacity to explain their understanding of books and other reading, and prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that children build secure foundations by using discussion to probe and remedy their misconceptions. Children are also taught to understand and use the conventions for discussion and debate.



All children are provided with opportunities to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. We encourage children to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

At Muxton Primary School, teaching focuses on developing children's competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start Muxton Primary School.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through children's experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds children's imagination and opens up a treasure-house of wonder and joy for curious young minds.

To support children's reading development we utilise a range of reading schemes, thus providing a breadth of material. The schemes which are book banded and include: Oxford Reading Tree, Heinemann (Storyworlds), Pearson Bug Club (phonic based) and Banana Storybooks.



Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

At Muxton Primary School, teaching develops children's competence in these two dimensions. In addition, children are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



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Curriculum Overview – ENGLISH

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN TERM	<p>Traditional Tale: <i>The Little Red Hen</i></p> <p><i>We're Going on A Bear Hunt</i></p> <p><i>The Gingerbread Man</i></p> <p>Non-Fiction: Lists Cards</p>	<p>OURSELVES / REMEMBER REMEMBER</p> <p>Labels & captions</p> <p>Stories with familiar settings</p> <p>Instructions</p> <p>Recount</p> <p>Information text</p> <p>Comparing fact & fiction</p> <p>Poetry - Senses</p>	<p>ALL ABOUT ME / LET'S CELEBRATE</p> <p>Instructions</p> <p>Stories with familiar settings</p> <p>Poetry - Autumn</p>	<p>Magnificent Magnets</p> <p>Explanation (Science)</p> <p>Stories with familiar settings</p> <p>Modern poems</p> <p>Plays</p>	<p>RISE OF THE ROBOTS/COLD CLIMATES</p> <p>Poetry – creating images & exploring forms</p> <p>Recount – Newspapers</p> <p>Stories set in imaginary worlds</p> <p>Information texts (Theme – Rise of the Robots)</p>	<p>EGYPT</p> <p>Traditional stories – myths & legends</p> <p>Instructions (<i>mummification</i>)</p> <p>Recount</p> <p>Poetry – poetic style</p>	<p>TUDORS</p> <p>Older literature – Shakespeare <i>The Tempest</i></p> <p>Playscripts / dramatic conventions</p> <p>Journalistic writing</p> <p>Formal, impersonal writing</p>
SPRING TERM	<p>Traditional Tale: <i>The Three Little Pigs</i></p> <p>Author Focus: Julia Donaldson <i>The Gruffalo</i> <i>Room on The Broom</i></p>	<p>THE LIGHTHOUSE KEEPER</p> <p>Stories set in fantasy worlds - Space</p> <p>Instructions</p> <p>Recount</p> <p>Author study</p>	<p>FEEL THE FORCE / THE GREAT FIRE OF LONDON</p> <p>Traditional stories/Stories from other cultures</p> <p>Explanation</p> <p>Information texts</p>	<p>ROMANS</p> <p>Historical report/Information Texts (Romans)</p> <p>Letters - Persuasive</p>	<p>WORLD WAR 2</p> <p>Non-chronological report</p> <p>Stories with historical settings <i>'Goodnight Mr Tom'</i></p> <p>Playscripts: <i>'Archibald's War'</i></p>	<p>INDIA</p> <p>Stories from other cultures</p> <p>Non-chronological reports (<i>Habitats</i>)</p> <p>Poetry – choral and performance</p>	<p>WATER</p> <p>Argument</p> <p>Stories with flashbacks <i>The Piano</i></p> <p>Explanation</p> <p>Poetry – finding a voice</p>

			Recount – Diaries Newspaper Reports				
SUMMER TERM	<i>Harry and The Dinosaurs</i> <i>Dear Greenpeace</i> <i>We're Sailing To The Galapagos</i> Non-Fiction Texts WHOLE SCHOOL POETRY WEEK	OUR LOCAL AREA / THE SEASIDE Traditional Stories: Jack & The Beanstalk Stories from other cultures Instructions Information texts WHOLE SCHOOL POETRY WEEK	LIVING & GROWING / HABITATS Author focus: Anthony Browne Non-chronological report –nocturnal animals Poetry WHOLE SCHOOL POETRY WEEK	FEELING HOT HOT HOT! Adventure & mystery Discussion (climate change) Shape poetry WHOLE SCHOOL POETRY WEEK	FEELING HOT HOT HOT! Stories from other cultures/Myths and traditional tales Explanation Persuasive texts WHOLE SCHOOL POETRY WEEK	SUPERHEROES Film narrative Persuasive writing Significant author Poetry – imagery WHOLE SCHOOL POETRY WEEK	CHANGES Biography / autobiography (<i>Beatrix Potter</i>) Poetry – narrative <i>The Highway Man</i> WHOLE SCHOOL POETRY WEEK

