



Stanton Bridge Primary School

English in the Stanton Bridge Primary Curriculum

Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context – past, present and future – are factored in. The past – family influences, social experience and how that may contribute to their new experiences. The present – school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future – in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.
(Relationships, Equality, Care, Thinking Flexibly, and Listening)

Character	Our pupil are taught to learning with a sense of honesty , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to respect the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
Competence	Pupils will have high aspiration for learning, demonstrate confidence in key concepts learned, use subject specific vocabulary, working both independently and interconnected dependent on task set.
Connectedness	Pupils will work in harmony with others, within familiar and unfamiliar surroundings.



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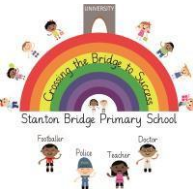
Implementation:

Pedagogy: The understanding of how concepts are taught.

Pedagogy is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

Core concepts

Core Concept in Writing			
The programme of study for Writing is delivered through the areas of transcription (spelling and handwriting) and composition (structured speech and writing).			
Writing – Transcription		Writing – 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 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.	
Spelling Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.	Vocabulary, Grammar and Punctuation. Pupils should be taught to control their speaking and writing consciously and to use Standard English, using elements of spelling, grammar and punctuation.	Writing Pupils are taught to develop these areas through planning, revising and evaluating their writing. Effective composition involves 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.	Handwriting Writing also depends on fluent, legible and, eventually, speedy handwriting.



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Writing Delivery:

Lesson timings	Type of delivery
Writing: 50 minutes per day.	<p>Writing: The lessons are part of a pre-planned, discrete sequence of learning based on high quality texts to enable focus on the core concepts of writing. Vocabulary is continually developed using sentence stems and tiers universally across the subject areas.</p> <p>Spelling: Spelling is taught and practiced using the 'Spelling Shed' scheme of work. Taught sessions take place weekly and pupils learn a weekly list of spellings:</p> <p><u>Key stage 1:</u> 10 spellings based on the learnt pattern provided by the scheme 5 spellings based on the upcoming week's learning – cross curricular.</p> <p><u>Key stage 2:</u> 10 spellings based on the learnt pattern provided by the scheme. 10 spellings using the same spelling pattern and words from the National Curriculum statutory word lists – teacher chosen. 5 spellings based on the upcoming week's learning – cross curricular.</p>

English Planning:








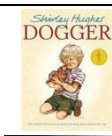








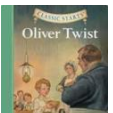


Lesson Structure

Lesson Structure	Notes
1. Starter	Key skills focussed.
2. Review	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of low-stake quizzes and activities.
3. Learning Intention Learning Outcomes Vocabulary	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
4. Main Teach	Didactic teaching of the key concepts.
5. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
6. Shared Model	Pupil input using directed questions.
7. Independent	White board work and teachers check through questioning and observation.
8. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
9. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.




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Annual Organisation

	Units 1, 2 & 3	Units 4, 5 & 6	Units 7, 8, 9 & 10
Nursery			
Reception	 <p>Pupils will explore a range of texts with written activities provided to develop letter formation, sentence structure and written sentences.</p>	 <p>Pupils will explore a range of texts with written activities provided to develop letter formation, sentence structure and written sentences.</p>	 <p>Pupils will explore a range of texts with written activities provided to develop letter formation, sentence structure and written sentences.</p>
Year 1	<p>Core text: On the way home by Jill Murphy. Fiction: Story with a familiar setting. Non-Fiction: Recount (Letter).</p>  <p>Core text: The Bog Baby. Fiction: Fantasy story. Non-Fiction: I</p>  <p>Poetry: Acrostics</p>	<p>Core text: The true story of The Three Little Pigs. Fiction: Traditional Tale Non-Fiction: Instructions.</p>  <p>Core text: The Nigh zookeeper Fiction: Adventure story. Non-Fiction: Non-Chronological</p> <p>Poetry: Shape poems/Calligrams</p>	<p>Core text: Traction Man. Fiction: Fantasy story. Non-Fiction: report.</p>  <p>Core text: *New text coming soon* Fiction: Story with a familiar setting. Non-Fiction:</p> <p>Poetry: Riddles</p>
Year 2	<p>Core text: Dogger by Shirley Hughes. Fiction: Story with a familiar setting. Non-Fiction: Recount (Letter).</p>  <p>Core text: Tuesday by David Weisner. Fiction: Fantasy story Non-Fiction:</p>  <p>Poetry: Diamantes</p>	<p>Core text: Hansel and Gretel Fiction: Traditional Tale Non-Fiction: Instructions</p>  <p>Core text: Meerkat Mail Fiction: Adventure story. Non-Fiction: Non-Chronological report.</p>  <p>Poetry: Haiku</p>	<p>Core text: *New text coming soon* Fiction: Fantasy story. Non-Fiction:</p> <p>Core text: *New text coming soon* Fiction: Story with a familiar setting. Non-Fiction:</p> <p>Poetry: Free Verse</p>
Year 3	<p>Core text: How to train your dragon by Cressida Cowell. Fiction: Fantasy story. Non-Fiction: Recount (Diary Entry)</p>  <p>Core text: *New text coming soon* Fiction: Historical Fiction</p> <p>Poetry: Clerihews</p>	<p>Core text: Honestly, Little Red Riding Hood was Rotten. Fiction: Traditional Tale Non-Fiction: Instructions</p>  <p>Core text: Charlie and The Chocolate Factory. Fiction: Adventure story. Non-Fiction:</p>  <p>Poetry: Limericks</p>	<p>Core text: Spy Fox (Video unit) Fiction: Mystery Story - flashback.</p>  <p>Core text: *New text coming soon* Non-Fiction: Formal letter</p> <p>Core text: *New text coming soon* Fiction: Myths and Legends</p> <p>Poetry: Free Verse</p>
Year 4	<p>Core text: The Lion, The Witch and The Wardrobe by C. S. Lewis Fiction: Portal story. Non-Fiction: Recount (Diary Entry)</p>  <p>Core text: Oliver Twist by Charles Dickens. Fiction: Historical Fiction</p>  <p>Poetry: Kenning</p>	<p>Core text: The Lost Happy Endings. Fiction: Traditional Tale Non-Fiction:</p>  <p>Core text: The Iron Man Fiction: Science Fiction Non-Fiction: Recount (Newspaper report)</p>  <p>Poetry: Tetractys</p>	<p>Core text: *New text coming soon* Fiction: Mystery Story - flashback.</p> <p>Core text: *New text coming soon* Non-Fiction: Formal letter</p> <p>Core text: *New text coming soon* Fiction: Myths and Legends Non-Fiction:</p> <p>Poetry: Free Verse</p>



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Year 5	<p>Core text: Alice in Wonderland by Lewis Carroll. Fiction: Portal story Non-Fiction: Recount (Diary Entry)</p>  <p>Core text: Beowulf by Michael Morpurgo Fiction: Historical Fiction Poetry: Haiku</p> 	<p>Core text: The Jungle Book Fiction: Adventure Story Non-Fiction: Recount (Newspaper report)</p>  <p>Core text: *New text coming soon* Fiction: Science Fiction Non-Fiction: Chronological report Poetry: Senryus</p>	<p>Core text: Francis (Film unit) Fiction: Mystery Story – dual narrative.</p>  <p>Core text: The Great Kapok Tree Non-Fiction: Formal letter/Balanced argument</p>  <p>Core text: Who let the Gods out? Fiction: Myths and Legends Poetry: Free verse</p> 
Year 6	<p>Core text: The BFG by Roald Dahl. Fiction: Portal story Non-Fiction: Recount (Diary Entry)</p>  <p>Core text: Journey to Jo'Burg by Beverly Naidoo Fiction: Historical Fiction Poetry: Ottava Rima</p> 	<p>Core text: *New text coming soon* Fiction: Adventure Story Non-Fiction: Recount (Newspaper report)</p> <p>Core text: *New text coming soon* Fiction: Science Fiction Non-Fiction: Chronological report Poetry: Iambic Pentameter</p>	<p>Core text: Alma (Video unit) Fiction: Mystery Story – dual narrative.</p>  <p>Core text: *New text coming soon* Non-Fiction: Formal letter/Balanced argument</p> <p>Core text: *New text coming soon* Fiction: Myths and Legends Poetry: Free Verse</p>

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Writing in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and targeted questioning to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against core concepts, which is recorded on DC Pro.

Writing specific Impact Measures

- A 'Cold write' is completed at the start of a writing unit to ascertain pupils level of understanding of the genre and the features to be included. Pupils will be assessed against an assessment grid using the National Curriculum expectations and are provided with two targets.
- A 'Warm write' is completed at the end of the unit to assess pupils progress and inform of the next steps in learning for future units.



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- A 'Big Write' is completed at each assessment point to take a snapshot of pupils written competency throughout the academic year.
- Pupils undertake Grammar, Punctuation and Spelling tests at each assessment point throughout the year.
- Pupils learn weekly spellings which are tested weekly.