



Martin Primary School

## ENGLISH

### Curriculum aim and intent

At Martin Primary we want all of our pupils to develop the motivation and ability to achieve and thrive as readers, writers and orators. We believe a purposeful, aspirational and language rich English curriculum is integral to achieving this. Our English curriculum follows a clear pathway of progression to empower all pupils to utilise the English language for communication (Article 12) and to inspire an appreciation for the art of literacy as a subject, passion and career path.

Our Systematic synthetic phonics program (Essential Letters and Sounds) is taught from EYFS through KS1 and is prioritised as the most important strategy in teaching our youngest children the skills they need to be confident readers. Across the school we not only teach the strategies and skills required to ensure every child is a reader but also strive to foster in every child a passion for reading and appreciation for the art of literacy. At Martin Primary we celebrate reading achievements with weekly awards and reading challenges. Similarly our weekly trips to East Finchley library (in Key Stage 1), alongside our extensive school and classroom libraries, inspire children to read a range of excellent texts from a variety of genres. We offer opportunities for reading for pleasure throughout the school day.

Our tailored writing curriculum includes high quality texts designed to inspire pupils to become authentic and effective writers who will retain a lifelong love of literacy. All children are provided with a breadth of writing experiences inspired by high quality, diverse and inclusive texts. We strongly believe that purposeful writing outcomes and a language rich environment are the key to engaging and enthusing our pupils.

## Links to the EYFS – Communication and Language

Communication and Language is crucial for laying the foundations for language development and cognitive development which is why it underpins all seven areas of learning and development. At Martin, a large proportion of children typically start with language skills below that expected for their age, therefore we put a large emphasis on the development of communication and language skills during the early years of a child's education. We aim to significantly improve children's ability to use communication and language across all other areas of learning through a range of approaches.

We provide a language-rich environment which includes:

- Commenting on what children are interested in and what they are doing
- Back and forth interactions - conversations with adults
- Sensitive questioning that invites children to elaborate on their ideas
- Echoing back what children say with added new vocabulary
- Reading to children and engaging them actively in stories, non-fiction, rhymes and poems
- Providing opportunities to embed new words in a range of contexts such as storytelling, roleplay and real-life experiences that follow children's interests and fascinations.

We recognise that there are many factors which contribute towards becoming a successful reader and writer. Our approach to learning and development enables children to develop across all of these areas. We aim to create a life-long love of reading and children who are confident to use their writing skills for meaningful purposes. We have a book-based approach to planning when introducing new themes, topics or concepts.

We provide a Literacy-rich environment which includes:

- Signs and labels throughout continuous provision areas – including those made by children
- Displays – supporting children's developing self-esteem as mark-makers and writers
- Inviting book/reading corners with a range of high-quality texts (stories and non-fiction) that reflect the cultural diversity, interests and reading skill levels of the children
- Texts throughout continuous provision to support learning in all of areas of the curriculum (e.g. books about buildings around the world in block area)
- A range of opportunities for children to apply literacy skills for a purpose that is meaningful to them
- Displays demonstrating print in the environment including when at home and out and about in the community

English overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Hello World! My Body - Jill Mcdonald</b> /Eyes That Kiss in the Corners- Joanna Ho G: Description</p> <p><b>Farmer Duck- Martin Waddell :</b> G: Letter</p>	<p><b>Into the Castle</b> G: Character description</p> <p><b>Toys Poems - Oxford Reading Tree - John Foster</b></p> <p><b>Toys Around the World</b> <b>Joanna Brundle</b> Design a Toy G: Information</p>	<p><b>The Three Little Pigs</b> G: Traditional tale</p> <p><b>Nimesh the Adventurer - Ranjit Singh</b> G: Setting description</p>	<p><b>Secret sky Garden - Linda Sarah</b> G: explanation</p> <p><b>One giant Leap</b> G: Historical account</p>	<p><b>Lions - Laura Marsh</b> non fiction writing (science link) Fact file Get to Know Animals</p> <p><b>Lila and the Secret of Rain - David Conway</b> G: Narrative</p>	<p><b>Nikhil and Jay Save the Day</b> <b>Chitra Soundar</b> G: Narrative</p>
Year 2	<p><b>The Kindest Red - Ibtihaj Muhammad and S.K. Ali (1 week)</b> G: Poetry</p> <p><b>Ghanaian Goldilocks</b> G: Traditional tale</p> <p><b>Poetry Week (First week of October)</b> <b>My Beautiful Voice - Joseph Coelho</b></p>	<p><b>Tell me a Dragon Jackie Morris</b> G: Character description</p> <p><b>Antarctica: A Continent of Wonder - Mario Cuesta Hernando/</b></p> <p><b>I Can Fly - Fifi Kuo</b> G: recount</p>	<p><b>Toby and the Great Fire of London - Margaret Nash</b></p> <p><b>Vlad and the Great Fire of London- Sam Cunningham</b> G: Explanation</p> <p><b>Woodlouse</b> Please add specific text borrowed from library G: non-chron report (fact file)</p>	<p><b>Over and Under the Rainforest - Kate Messner</b> G: Information Text</p> <p><b>Alexandra Palace - Hampstead Heritage Trail: East Finchley to Alexandra Palace - Jacob O'Callaghan</b> G: Recount</p>	<p><b>Between Tick and Tock -Louise Greig</b></p> <p><b>The Night Box- Louise Greig</b> G: Creative writing</p>	<p><b>Wild -Emily Hughes</b> G: Descriptive writing</p> <p><b>Canvey Island</b> <b>The Big book of the UK</b> Imogen Russell Williams G: Postcard</p> <p><b>Look Up and Clean Up</b></p>

Year 3	<p><b>When the Giant Stirred</b> G: Legends</p> <p><b>Gregory Cool</b> G: Narrative</p> <p><b>Poetry Week</b> G: Poetry</p>	<p><b>Stone Age Boy</b> G: Instructions</p> <p><b>The Promise</b> G: Narrative</p>	<p><b>The Iron Man</b> G: Diary entry</p> <p><b>One Plastic Bag/ Here We Are</b> G: non-fiction</p>	<p><b>Theseus and the Minotaur/The Adventures of Odysseus</b> G: Myths</p>	<p><b>Local Area Topic Tfl: The Story of the London Underground/Finchley Past and Present</b> - Clive Smith G: Information text (Non-Fiction)</p> <p><b>Katie in London</b> - James Mayhew G: Narrative</p>	<p><b>Leon and the Place Between</b> - Angela McAllister G: Narrative</p> <p><b>The Magic Pencil - Malala</b> G: Non-fiction campaign leaflet (Non-fiction)</p>
Year 4	<p><b>Journey</b> - Aaron Becker G: Wordless picture book, fiction</p> <p><b>Poetry Week (First week of October)</b></p>	<p><b>Escape from Pompeii</b> - Christina Balit G: Playscripts</p> <p><b>The Librarian of Basra</b> - Jeanette Winter G: Fact file/information report/bio (Non-fiction)</p>	<p><b>When Jessie came across the Sea</b> - by Amy Hest G: Letter writing</p> <p><b>The King who Banned the Dark</b> - by Emily Haworth-Booth G: Persuasion</p>	<p><b>The Great food bank Heist</b> Onjali Q. Rauf G: Information A: School</p>	<p><b>Ruby Bridges</b> Non-Fiction G: Non-fiction</p>	<p><b>Hey Diddle Diddle... The Adventures of the Dish and the Spoon</b> Mini Grey G: Narrative</p>

<p>Year 5</p>	<p><b>The Tin Forest/ The Amazon River</b> Sangma Francis G:diary</p> <p><b>There's a Rang- Tan In my Bedroom</b> James Sellick and Frann Preston-Gannon (video and book) G: explanation/non chron report</p> <p><b>Poetry Week (First week of October)</b></p>	<p><b>Titanium</b> G: creative writing and suspense</p> <p><b>Planetarium - Raman Prinja</b> G: Poetry</p>	<p><b>Sweet Clara and the Freedom Quilt/Born on the Water</b> G:letter writing non-fiction</p> <p>G: persuasive speech non- fiction</p>	<p><b>Holes</b> G: non-fiction magazine</p> <p><b>Beowulf</b> G: recount and action writing</p>	<p><b>Our Tower - Joseph Coelho</b> G: Setting description/innova tion</p> <p><b>Traditional Tale - Blackberry Blue</b> <b>Author: Jamila Gavin</b></p> <p>G: Traditional tale/narrative</p>	<p><b>Du Iz Tak? - Carson Ellis</b> <b>Life Cycles</b> G: explanation writing</p>
<p>Year 6</p>	<p><b>The Viewer</b> G: Setting Description</p> <p><b>Happy Heart -</b> Charlie Ogden G: Explanation text (non-fiction)</p> <p><b>Poetry Week (First week of October)</b></p> <p><b>The Proudest Blue</b> <b>-Ibtihaj Muhammad</b></p>	<p><b>The Nowhere Emporium - Ross MacKenzie</b> G: Fantasy, Narrative</p> <p><b>Street Child -</b> Berlie Doherty. G: recount</p>	<p><b>Dracula -Short film</b> G: Suspense</p> <p><b>The Highwayman (Poem)- Alfred Noyes</b> G: Recount</p>	<p><b>Migrants -Issa Watanabe - Lead in to 'The Island' (use to discuss ideas of migration)</b> <b>The Island - Armin Greder</b> G: Letter</p> <p><b>To Be a Cat -</b> Matt Haig G: non- chronological report</p>	<p><b>The Spider and the Fly (Poem) - Mary Howitt</b> G: persuasive speech</p>	<p><b>The Phantom Tollbooth</b> - Norton Juster G: Fictional report</p>

