Northgate Primary School
English Curriculum



English Intent

At Northgate, English sits at the heart of the curriculum. It is through talking, reading, writing and vocabulary acquisition that children learn to communicate ideas, express themselves deeply and to understand the world in which they live.

Writing Intent

All children are provided with many opportunities to; develop and apply their writing; to plan, revise and evaluate their writing, focusing on developing on both transcription and composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We aim for all pupils to leave school being able to use fluent, legible and speedy handwriting.

Writing Implementation

Writing: At Northgate, writing begins from a very early age - as soon as a child can mark make. Gross and fine motor skills are developed through our provision within EYFS, ensuring all children developmentally prepared to form letters correctly (taught in phonics sessions) and reinforced in adult-led session.

In Key Stage 1 and 2, children are taught skills of writing through well-sequenced and progressive units of writing that are based on high-quality and age-appropriate texts. Children are given the opportunities to write a range of genres and consider the form, purpose and audience when writing. Writing units are sequenced into three stages of immersion, imitation and invention. The immersion stage allows children to engage with a high-quality text, understand its features and learn background context and vocabulary. The imitation stage allows for skill development. During this section, children will learn spelling, punctuation and grammar features that are expected in the end of unit outcome. Skills are taught over two lessons: 'try it' and 'use it'. 'Try it' lessons are discrete SPAG lessons and these skills are then applied in a piece of writing at length during a 'use it' lesson. Short burst lessons are spaced throughout the imitation stage to recap and revise previous SPAG objectives. In the final invention stage, children complete their 'prove it' piece which is the main end of unit outcome. The success criteria for this should be based on objectives covered throughout the whole unit. In Year 1, lessons are structured using a functional skills approach that focuses on letter formation, writing posture, spelling and basic punctuation.

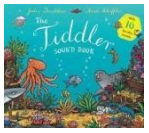
Teachers initially model and scaffold the learning before giving the children the opportunity to practise the skills needed for them to write independently. Intentional monitoring is used throughout the lessons to provide the children with timely and constructive feedback, having immediate impact on their writing progression. Understanding the structural and technical knowledge of language, enables children to grow a life-long means of communication and ability to express themselves.

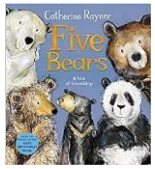
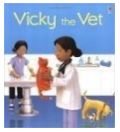
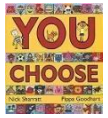
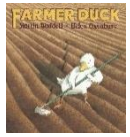
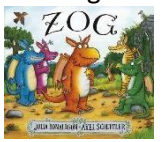
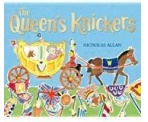
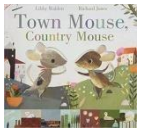
Spelling: Our spelling curriculum follows on from the Letters and Sounds Programme taught in Reception, Year 1 and Year 2, developing the children's understanding of the rules of spelling and the common exception words required in each year group. Children in Years 3-6 receive a spelling session, following Essential Spelling, where they are systematically taught the spelling rules and requirements before embedding them throughout the week. Spellings are sent home as part of homework and children are tested each week.

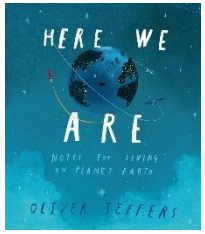
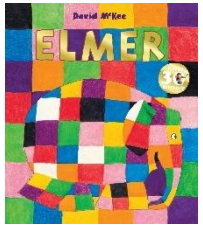
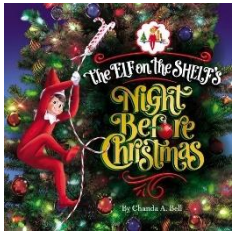
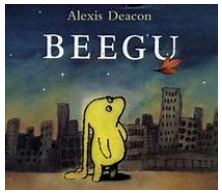
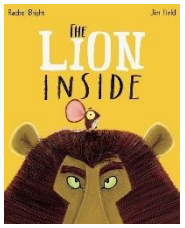
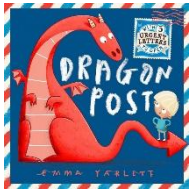
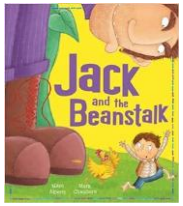
Handwriting: We use Unlocking Handwriting to deliver handwriting lessons throughout the school. Children in EYFS practise letter formation as part of their daily phonics and they progress to discrete handwriting lessons as the year develops. This is carried through to Year 1 where children receive timetabled

handwriting sessions. In year 2, children will learn to join their handwriting. In Key Stage 2, children continue to work on joining, legibility and writing at length, receiving a pen license when they can fluently write in a neat, cursive style through the curriculum. By the time children get to year 5, all children are expected to be writing in pen. Handwriting progress is celebrated across the school through writing walls and published workbooks.

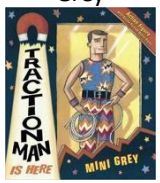
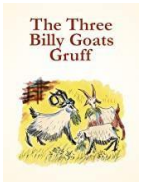
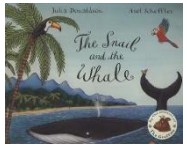
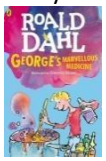
Writing Overview

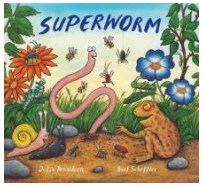
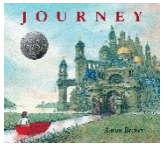
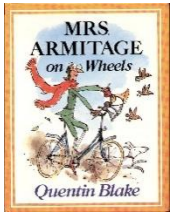
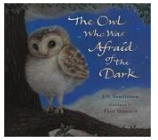
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year N	*All About Me Animals & Their Countries*  Core texts for learning/continuous provision: **My Family** **All About Me** **Children's Picture Atlas** **Australian Adventure** **Percy Park Keeper Collection** **Penguin Hiku** **Parrots to Eagles**	*Festivals & Celebrations*   Core texts for learning/continuous provision: **The Fizz Buzz** **Room on the Broom** **Winnie the Witch** **Well Done Little Bear** **The Bear and the Piano** **The Christmas Story** **The Night Before Christmas** **The Stinky Sprouts** **What's a Christmas?**	*Nursery Rhymes*  Core texts for learning/continuous provision: **Nursery Rhyme Song Bag** **Book of Nursery Rhymes** **Giraffes Can't Dance** **Duck in the Truck**	*Modern Stories Easter*   Core texts for learning/continuous provision: **Tiddler** **Charlie Cook's Favourite Book** **The Day the Crayons Quit** **The Tiger Who Came For Tea** **Harry and the Dinosaurs Collection** **The Easter Story** **We're Going On an Egg Hunt**	*Where We Live*  Core texts for learning/continuous provision: **You Choose** **On the Way Home** **This is Our House** **Charlie's Magical Carnival**	*Monsters, Aliens & Superheroes*  Core texts for learning/continuous provision: **Aliens in Underpants Collection** **Monsters Love Underpants Collection** **Super Daisy** **10 Little Superheroes** **Zog** **Supertato Collection**

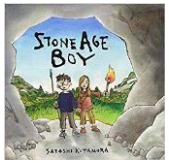
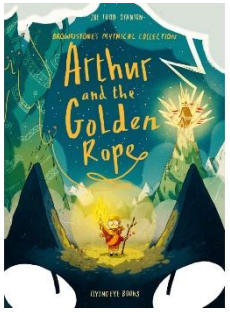
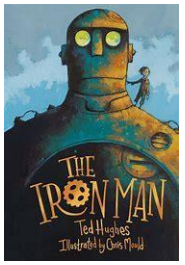
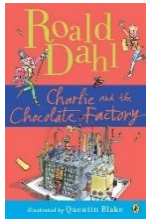
	Autumn		Spring		Summer	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	**Topic** 1: *Starting school/Colours* Core texts for learning/continuous provision: 5 Bears by Catherine Rayner.  **Topic 2**: *People who help us.* Author focus: Felicity Brooks Vicky the vet Tessa the teacher Fred the Fire Fighter Daisy the doctor Author focus: Nick Sharrat You Choose.   **Topic 3**: *Multi Cultural week- Great Britain.* The Birthday Crown 	**Topic**: *Once upon a time tales.* Core texts for learning/continuous provision: Little Red Riding Hood. Gingerbread Man Three Little Pigs The 3 Billy Goats Gruff  We're going on a bear hunt. By Helen Oxenbury  Poetry text: The old woman who lived in a shoe. **Topic 2**: *Christmas* Jolly Christmas Postman.  The Nativity Story	**Topic 1:** *Our special world* Core texts for learning/continuous provision: The Great Explorer by Chris Judge Desert night, desert day. By Anthony Fredericks Walking through the jungle by Julie Lacombe  Non-fiction text: The world around us by Charlotte Guillian and Oliver Averill **Topic 2**: *Up, up and away!* Core texts for learning/continuous provision: Zoom, Rocket, Zoom! On the moon. The way back home By Oliver Jeffers 	**Topic** : *New life down on the farm* Core texts for learning/continuous provision: Non-fiction text William Bee's wonderful world of tractors and farm machines Yucky worms by Vivian French The Amazing Lifecycle of Butterflies by Kay Barnham Growing frogs by Vivian French  Fiction: Farmer Duck by Martin Wadell  The Easter story	**Topic**: *Ocean adventure* Core texts for learning/continuous provision: Fiction text When I was a Pirate by Tom Silson Mermaids save the ocean by Terrilyn Kerr Tiddler by Julia Donaldson Bears at the beach by Emma Carlisle  	**Topic**: *Journeys.* Core texts for learning/continuous provision: Author focus: Julia Donaldson Zog  Jack & the Flumflum Tree  The Queen's Knickers by Nicholas Allan  Town Mouse, Country Mouse 

	Autumn		Spring		Summer	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	**Topic**: *Being me in my world* Core texts for learning: Here We Are by Oliver Jeffers  Elmer by David McKee  Poetry: Pupils will create their own sound poems about different settings in Brazil. Non-Fiction: Children will create all about me booklets. Fiction: Children will sequence and retell the	**Topic 1**: *Great Fire Of London* Core texts for learning: Toby and the Great Fire of London - Story Writing  The Elf on the Shelf's Night Before Christmas by Chanda A Bell  Non-fiction: Pupils will explore The Great Fire of London through the diary of Samuel Pepys. Poetry: Pupils will explore the a range of poems. They will create their own poems based on	**Topic**: *The United Kingdom* Core texts for learning: Coming To England by Floella Benjamin  Narrative: Children will innovate their own traditional tale using the story 'Coming to England". Pupils will use the story and their imaginations to inspire them to write their own adventure story. Non-Fiction Pupils will use first-hand research to create their own non-	**Topic**: *Space* Core texts for learning: Beegu by Alexis Deacon  Man on the Moon by Simon Bartram  Narrative: Pupils will retell the story "Man on the Moon" by Simon Bartram. They will use the story as inspiration to write their own space-themed adventure	**Topic**: *Animals and Africa* Core texts for learning: The Lion Inside by Rachel Bright  Narrative: Innovate a familiar story – The Lion Inside – Rachel Bright. Children will plan, write, edit and publish their own stories inspired. Non-Fiction: Children will write a recount of their trip to the zoo. Children will also write instructions about how to make dinner for the animals at the zoo.	**Topic**: *Castles* Core texts for learning: Dragon Post by Emma Yarlett  Jack and the Beanstalk by Mara Alperin  Narrative: Children retell the story of Jack and the Beanstalk. Non-Fiction The children will write fact files about knights. Poetry Children will explore a variety of

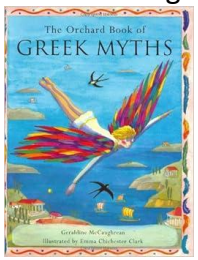
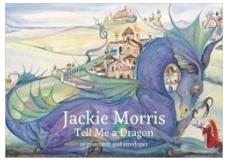
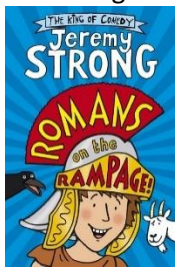
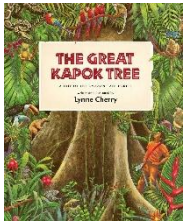
	story Elmer and then write how they are all unique.	"Firework Poem" by James Carter. Narrative: Pupils will write their own "The Elf on the Shelf's Night Before Christmas at Northgate" stories.	chronological reports about countries in the United Kingdom/animals in the United Kingdom	stories. Non-fiction: Astronauts Pupils will write fact files about the famous astronauts, Neil Armstrong and Tim Peake.		celebrations through poetry. They will have the opportunity to write acrostic poems and shape poems

	Autumn		Spring		Summer	
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Year 2	**Topic**: *Superheroes* Core texts for learning: Traction Man by Mini Grey  Superworm By Julia Donaldson	**Topic**: *Fantastic Fairy Tales* Core texts for learning: The 3 Billy Goats Gruff by Peter Christen Asbjornsen and Jorgen Moe  	**Topic**: *Our Wonderful World.* Core texts for learning: Snail and the whale by Julia Donaldson  Journey by Aaron Becker	**Topic:** *Inventors and Inventions* Core texts for learning: George's Marvellous Medicine by Roald Dahl  Mrs Armitage on Wheels by Quentin Blake	**Topic**: *Animal Kingdom* Core texts for learning: Meerkat Mail by Emily Gravett  The Owl who was afraid of the dark by Jill Tomlinson	**Topic:**: *Pirates and the Seaside* Core texts for learning: The Storm Whale by Benji Davies 

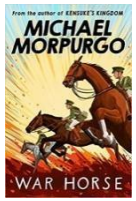
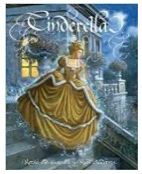
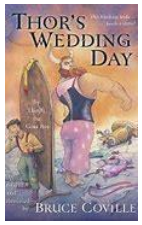
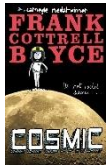
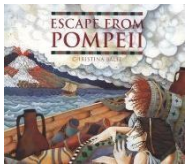
							
	Adventure Narrative: Using the story 'Traction Man' by Mini Grey, pupils will plan, write and edit their own short superhero adventure stories. Rhyming Poetry: Pupils will explore rhyme through the story 'Superworm' by Julia Donaldson. They will write their own rhyming poems based on a super minibeast.	Traditional Tale: Using the traditional tale 'The Three Billy Goats Gruff', pupils will plan, write and edit their own innovated traditional tale. They will also write letters to the Troll and fact files about the characters.	Fictional Recount: Using the story 'The Snail and the Whale' by Julia Donaldson, pupils will imagine they are the snail and write a letter telling their family about his adventures around the world. Journey Narrative: Using the story 'Journey' by Aaron Becker, pupils will plan and write their own journey story to match the pictures.	Instruction Writing: Using the story 'George's Marvellous Medicine' by Roald Dahl, pupils will design and make their own marvellous medicine. They will plan, write and edit their own instructions for their medicine. Explanation Text: Using the story 'Mrs Armitage on Wheels' by Quentin Blake as inspiration, pupils will design their own mode of transport and write an explanation text.	Fictional Recount: Pupils will explore the habitat of the Kalahari Desert through the story of Meerkat Mail by Emily Gravett. They will write setting descriptions and postcard from the perspective of Sunny. Non-Chronological Report: Using the story 'Meerkat Mail' by Emily Gravett, Pupils will write their own nonchronological reports about meerkats. African Folk Tales: Pupils will explore a range of Tinga Tinga Tales. They will write character descriptions and diary entries. Pupils will also plan, write and edit their own Tinga Tinga Tale based on a chosen animal's distinctive feature.	Quest Narrative: Pupils will explore the story 'The Night Pirates' by Peter Harris and Deborah Allwright. They will create a new pirate and write their own pirate quest story. Recount of Real Events: Pupils will plant, write and edit a recount of their trip to Dunster beach.
	Autumn		Spring		Summer		

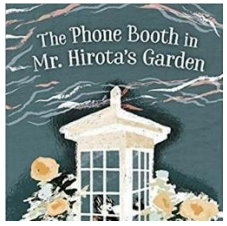
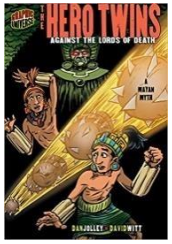
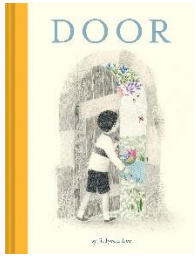
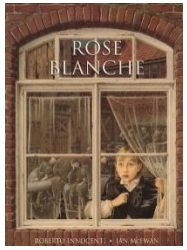
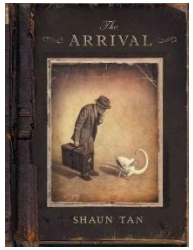
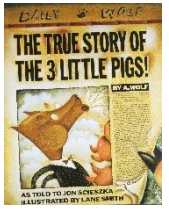
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**Topic**: *Stone Age Survival* Stone Age Boy by Satoshi Kotamura  Historical Narrative: Children will use the story 'Stone Age Boy' by Satoshi Kotamura to create their own time travel narrative. Poetry**:** Pupils will write poems using 'Planet Earth' clips and a range of poems from the 'Poems from a green and Blue planet' anthology.	**Topic**: *Where in the World is Bridgwater?* Arthur and the Golden Rope by Joe Todd-Stanton  Narrative: Using 'Athur and the Golden Rope' to create their own narratives. Persuasive writing: After exploring the local area and looking at a range of brochures for local attractions, children will create a travel brochure about the town and what it has to offer.	**Topic**: *Return of the robots* Core texts for learning: Iron Man by Ted Hughes  Newspaper reports: Pupils will write newspaper reports based on the robot attack on the school (video stimulus and a range of newspaper report examples). Narrative: Pupils will create their own 'malfunctioning robot' story based on the short film 'girl and robot'.	**Topic**: *Iron and Bronze Age* Core texts for learning: Charlie and the Chocolate Factory Charlie and the Chocolate Factory by Roald Dahl  Persuasive writing: After using drama to create a television advert, the children then write a persuasive advert to sell a magical bar of chocolate inspired by the descriptive writing in Charlie and the Chocolate Factory. Diary entry: Children will write a diary entry as Charlie from Charlie and the Chocolate	**Topic**: *Ancient Egypt* Core texts for learning: Marcy and the Riddle of the Sphinx by Joe Todd-Stanton  Narrative: Using 'Marcy and the Riddle of the Sphinx' to inspire their own action narrative. Instruction writing: After carrying out the playdough mummification process, children will write instructions explaining how to mummify a dead body. Poetry Performance: Children will learn and perform the poem 'Mummy'.	**Topic**: *All About Rivers* Core texts for learning: The Barnabus Project  Mystery and Adventure narrative: Using the picture book 'The Barnabus Project' to inspire an adventure narrative. Explanation: Using their scientific knowledge, children will explain the journey of a river using the picture book 'A river' by Marc Martin.

				Factory.		

	Autumn		Spring		Summer	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	**Topic**: *Modern Greece* Core texts for learning: Hansel and Gretel by Anthony Browne  Fairy Tale Sequel: Pupils will explore the fairy tale, Hansel and Gretel and will write a sequel to the original, showing their next adventure Survival Guide: Pupils will write a survival guide on 'How to Survive in the Dangerous Forest' linked to their reading of Hansel and Gretel.	**Topic**: *Ancient Greece* Core texts for learning: Theseus and the Minotaur (Orchard Greek Myths) by Geraldine McCaughrean  Greek Myth: Pupils will use inspiration from reading the ancient Greek myth, Theseus and the Minotaur, to create their own Greek myth focused on defeating a monster. Diary: Pupils will imagine they are Theseus before he goes to battle and will write a diary entry focused on the character's thoughts and feelings	**Topic**: *Dragonology* Core texts for learning: Tell me a dragon, by Jackie Morris  Quest Story: Pupils will create their own dragon which will feature in a fantasy story and will involve an epic quest. Explanation Text: Pupils will use their knowledge from Science to explain how the water cycle works.	**Topic**: *Dragonology* Core texts for learning: Romans on the Rampage by Jeremy Strong.  Portal Story: Pupils will use inspiration from their reading of The Lion, the Witch and the Wardrobe to create their own story where their character will travel through a portal to a new land. Instructions: Linked to our learning about the ancient Romans, the pupils will write a set of instructions on How to Become a Roman Gladiator Champion.	**Topic**: *Romans* Core texts for learning: The Great Kapok Tree by Lynne Cherry  Poetry: Pupils will use their learning in Geography about Rainforests to explore and create their own free-verse poems and rhyming poems. Persuasive Speech: Pupils will write a speech to persuade people to help save the rainforests of the world using their knowledge gained from our Geography lessons.	**Topic**: *Anglo Saxons* Core texts for learning: Anglo-Saxon Boy by Tony Bradman  Historical Story: Pupils will use their knowledge from our History topic based on the Anglo-Saxons to write a story focused during this time period. Non-Chronological Report: Pupils will write a non-chronological report based on their learning of the Anglo-Saxons to showcase their knowledge and understanding

		Persuasive Letter: Pupils will write a letter to Theseus either persuading him to fight the Minotaur or not.				

	Autumn		Spring		Summer	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	**Topic:** *The First World War* Core texts for learning: War Horse by Michael Morpurgo  Historical Fiction: Pupils will write a narrative based on a historical period. They will focus on using formality of language and showing a character through speech. Newspapers: Pupils will write a newspaper report about the beginning of the First World War, focusing on tense and direct/reported speech.	**Topic:** *The United States of America* Core texts for learning: Cinderella by Charles Perrault  Traditional Tales: Focusing on the structure and plot of a story, the pupils will write both a traditional and twisted version of Cinderella. They will use this understanding to write their own traditional tale. Instructions: With an emphasis on imperative verbs and structure, the children will write instruction for making bean burgers.	**Topic:** *Earth and Space* Core texts for learning: Thor's Wedding Day  Myth: Pupils will explore a Norse myth and use this as inspiration to write their own myth. Argument: Focusing on conjunctions and formal tone, the children will write a balanced argument titled "Are the Vikings barbaric?"	**Topic**: *The Vikings* Core texts for learning: Cosmic by Frank Coterell Boyce  Narrative Adventure: Pupils will write sci-fi stories focusing on using suspense features, setting description and the importance of the problem. Explanation Text: Pupils will research and explain how to become an astronaut, focusing on causal conjunction and present tense. Poetry – Structured Inspired by space, the children will write a rhyming couplet poem	**Topic**: *Natural Disasters* Core texts for learning: The Queen's Fool by Ally Sherrick  Non-Chronological Reports: The pupils will create a page about volcanoes for a non-fiction book, focusing on subheadings and bullet points. Persuasive Letters: Having learnt about Tudor courts, pupils will write a persuasive letter. The will be persuading the judge that they are not guilty of a crime.	**Topic**: *Economy and trade links* Core texts for learning: Escape from Pompeii by Christina Balit  Narrative: Disaster Pupils will write a disaster narrative focusing on suspense and emotive language. Recount - Diary In the perspective of a Tudor maid, children will write a diary entry which includes emotive language.

	Autumn		Spring		Summer	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	**Topic:** *Biomes Around the World* Core texts for learning: The Phone Booth in Mr Hirota's Garden by Heather Smith.  Tragedy story: Pupils will explore the story of The Phone Booth in Mr Hirota's Garden and will retell the opening in their own words using a range of emotive and descriptive writing techniques. Instructions: Pupils will use their knowledge of tsunamis to write a set of instructions based on 'How to survive a tsunami'.	**Topic:** *Ancient Maya* Core texts for learning: The Hero Twins: Against the Lords of Death (Mayan Myth) – Dan Jolley  Maya Myth: Pupils will use inspiration from reading about The Hero Twins to create their own Maya myth to explain a natural phenomenon of their choosing, including gods and mythical creatures. Non-chronological report: Pupils will use their learning from the topic to write a non-chronological report about the Ancient Maya Civilisation.	**Topic:** *South America* Core texts for learning: The Door by JiHyeon Lee  Portal story: Pupils will create a fantasy world in which to set a portal story. Using ideas from 'The Door', they will write the adventure of a character who finds a magical doorway, leading them to a new world. Travel Brochure: Pupils will use their knowledge of Rio de Janeiro to create a travel brochure, persuading people to visit the city.	**Topic:** *WWII* Core texts for learning: Rose Blanche by Ian McEwan  Informal Letters: Pupils will imagine themselves as a child during the Blitz and will write a letter to their family after being evacuated. War story: Linked to our reading of Rose Blanche and When the Sky Falls, pupils will write an emotive-driven story based on the evacuation of children during WWII due to The Blitz bombings.	**Topic:** *Journeys* Core texts for learning: The Arrival by Shaun Tan  Overcoming the Enemy story: Pupils will write the escape story of a character from the book, The Arrival. They will use images from the book to develop their plot. Biography: Pupils will write a biography based on a character from the book, The Arrival.	**Topic:** *Crime and Punishment* Core texts for learning: The True Story of the Three Little Pigs by Jon Scieszka.  Suspense Story: Pupils will write a suspense scene based on the short film 'Francis'. They will use 'show, don't tell' to bring their writing to life as well as withholding information to keep their reader guessing and build a sense of mystery. Balanced Argument: Pupils will write a balanced argument based on whether mobile phones should be banned in secondary schools.

Punctuation Development

	Full Stop	Capital letters	Question Mark	Exclamation Mark	Apostrophe	Comma	Speech mark	Colon	Ellipses	Dash	Brackets	Hyphen	Semi-colon
Year	.	A	?	!	‘	,	“ ”	:	…	-	( )	-	;
1	At the end of sentences	At the start of sentences, names of people, places, days of the week and the personal pronoun ‘I’	Beginning to use	Beginning to us									
2			Accurate use of	Accurate use of	To mark contracted forms (can’t) to mark singular possession (the cat’s name)	In a list							
3							To punctuate direct speech	Before a list To build suspense					
4						After fronted adverbials	Full range of punctuation for direct speech						
5						To clarify meaning or avoid ambiguity in writing		To indicate parenthesis		To introduce a list	To indicate parenthesis	To indicate parenthesis	To avoid ambiguity
6								To demarcate clauses					To demarcate clauses