

Marriott Primary School
English Curriculum

At Marriott we provide high quality English lessons that are carefully planned to engage, enthuse and develop our children. We believe that a quality English curriculum should develop children's love of reading, writing and oracy. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer. To ensure children are fully prepared for both secondary and further education and adult life, we aim to build their confidence in writing for a range of purposes and audiences. The writing curriculum at Marriott encourages children to immerse themselves in a variety of different text types, understand the features and impact of these, and realise the importance of them beyond education. Teaching Phonics is the building blocks in both foundation stage and Key Stage one to support children having a secure knowledge of spelling. Children are taught to understand how to edit their writing throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way. Children leave Marriott confident and with a deeper understanding of different text types and how to write them effectively with clear purpose.

The barriers to the children's learning:

Children begin Marriott with a low amount of vocabulary and a limited life experiences. We aim to give the children an enriching and broad English curriculum that helps to develop these in order for our children to catch up in line with National expectations. The National Curriculum states that spoken language underpins the development of reading and writing and, with oracy being such a high priority for children at Marriott, we weave talk opportunities into every lesson.

Our 5 key themes for English are:

Conflict	Inequality	Significance	Success	Playing my part
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	Key Objectives	On Going	Assessment
Autumn 1 Topic – All About Me	From Head To Toe WALT - draw pictures of ourselves and talk about our drawings/paintings	<u>Name</u> Initial letter recognition Whole name recognition Match letters of name	Baseline
	Kipper's Birthday WALT – recognise the initial letter of our name and use it in party invitations	Order letters of name	Ongoing: Phonics
	Brown Bear Brown Bear WALT – draw what we see and talk about our pictures	Improve pencil grip Make lines that go across, up and down or round and round.	Pencil grip
	Titch WALT – draw our families and talk about our pictures	<u>Phonics</u> Tuning in, identifying and matching sounds Rhythms	Name writing Sight words
Autumn 2 Traditional Stories and	Wake Up Do Lydia Lou WALT – draw and talk about spells in the form of lists		Drawing assessment pieces:

Celebrations	We're Going On A Leaf Hunt WALT- write the initial letter of my name	<u>Reading</u> Know front and back of book Position book correct way up Join in with singing nursery rhymes and begin to know them off by heart.	Baseline – self portrait Aut 1 – family portrait Aut 2 – Christmas wish list Spring 1 – jungle animal picture Spring 2 – draw picture of mum (Mother's Day)
	Non-fiction fire fighter book WALT- pour accurately to improve our fine motor control		
	Goldilocks and the Three Bears WALT- re-tell the story and join in with the repeated phrases		
	Three Little Pigs WALT- re-tell the story and join in with the repeated phrases		
	The Gingerbread Man WALT- re-tell the story and join in with the repeated phrases		
	Christmas stories WALT- write the initial letter of name for Christmas cards		
Spring 1 Topic – All Creatures Great and Small	Non-fiction winter books WALT- recount how we make a bird feeder WALT – write our name to label our bird feeder	<u>Name</u> Write initial letter of name Trace letters of name	Summer 1 – transport picture Summer 2 – draw their dad (father's day)
	We're Going On A Bear Hunt WALT- re-tell the story in correct order and join in with repeated phrases. Write initial letter of our name using materials from the story.		
		<u>Writing</u>	

		Fine motor muscle strength	
	Dinosaur Roar WALT- write a shopping list and recount the steps in making fizzy dinosaur eggs	Pincer grip Talk about drawings and paintings and what own writing marks mean.	
	Walking Through the Jungle WALT- talk about what we intend to draw and how we will draw it before drawing different jungle animals	Talk about what other peoples writing means, like the shopping list says “beans and chips and ice cream”.	
	Dear Zoo WALT – Retell the story and join in with repeated phrases. WALT – write/trace our name to sign a letter to the zoo.	Makes purposeful lines and marks	
	Shark In The Park WALT – continue rhyming strings with support WALT- draw/write what we spy in the park in list form	<u>Phonics</u>	
Spring 2 Topic – Farm Animals and Mini Beasts	Billy Goats Gruff WALT- re-tell the story in the correct order WALT – write name to label bridges	Alliteration Rhyme	
	Arghhh Spider WALT- draw what we find on our minibeast Spring hunt and the talk about our pictures	<u>Reading</u>	
	The Very Hungry Caterpillar WALT- re-tell the story in the correct order by drawing a story map and talk through the story map.	Identify between print and illustration Know to turn pages left to right	

	<p>The Bad Tempered Ladybird</p> <p>WALT- write our name for bad tempered picture portraits</p>		
	<p>The Odd Egg</p> <p>WALT- write our name for Mother's Day cards</p>		
<p>Summer 1</p> <p>Topic – Transport and Journeys</p>	<p>Rosie's Walk</p> <p>WALT- draw the features in our local area to put in our own class book</p> <p>WALT – label a parking spot for our bike by writing our name</p>	<p><u>Name</u></p> <p>Copy letters of name</p> <p>Write name without name card</p> <p><u>Writing</u></p> <p>Fine motor muscle strength</p> <p>Pincer grip</p> <p>Show some control with size, orientation and directionality</p> <p>Know that the meaning of marks stays the same</p> <p>Differentiate between different letters and symbols</p> <p>Use lines to enclose a space and represent objects</p>	
	<p>Please Don't Chat to the Bus Driver</p> <p>WALT- Draw transport for traffic survey</p>		
	<p>My Gumpy's Motor Car</p> <p>WALT – re-tell the story in the correct order</p> <p>WALT- write our name to label the cars we make</p>		
	<p>Tip Tip Dig Dig</p> <p>WALT- write our name for own police badge</p>		
	<p>The Train Ride</p> <p>WALT- write tickets for passengers as part of train role play, say what they have written and know the meaning stays the</p>		

	<p>same.</p> <p>WALT – use shapes to draw trains</p>	<p><u>Phonics</u></p> <p>Oral blending and segmenting</p> <p><u>Reading</u></p> <p>Left to right when reading print</p> <p>Illustrations aid print and understanding</p> <p>Return sweep</p> <p>Read left page before right page</p> <p>One to one matching</p> <p>Where to start reading</p> <p>Locate title</p>	
	<p>Non Fiction books</p> <p>WALT- use shapes to draw aeroplanes</p> <p>WALT – write orders in aeroplane role play</p>		
	<p>Mr Gumpy’s Outing</p> <p>WALT- record objects that float or sink by using shapes to represent objects when drawing</p> <p>WALT – use shapes to draw boats</p>		
<p>Summer 2</p> <p>Topic - Superheroes</p>	<p>Non Fiction books</p> <p>WALT- write notes about patients as part of doctor role play, say what they have written and know the meaning stays the same.</p>		
	<p>Alien’s In Underpants</p> <p>WALT- use shapes to draw our dad and write our name to sign their card.</p>		
	<p>Supertato</p> <p>WALT- Draw the ingredients needed for vegetable soup in list form and recount accurately how we made the soup.</p>		
	<p>Comics</p> <p>WALT- write our name to vote for our favourite superhero</p>		

	WALT – write our name for our own superhero cape		
	<p>Max</p> <p>WALT- use shapes to draw our real life superheroes saying why they are a superhero.</p> <p>WALT – write our name to sign a letter asking for an end of year party.</p>		