

**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:**

<b>Conflict</b>	<b>Inequality</b>	<b>Significance</b>	<b>Success</b>	<b>Playing my part</b>
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	Key Objectives	On-Going	Assessment
<b>Autumn 1</b>  Topic: All About Me	WALT- To write first name. -Focus: Look at name writing (speech bubble).	Name recognition Order letters in name	Name writing
	WALT- To write labels for family. -Focus: Sight words mum, dad, own name	Write initial letter in name Write some letters in name Write name	Sight Words  Pencil Grip
	WALT- To construct a simple sentence. -Focus: using sight words I like to say what is their favourite fruit.	Write name with correct formation  Simple labels	
	WALT- To construct a simple sentence. -Focus: using sight words I can to say what they can do.	Write sight words taught Use sight words taught to construct a simple sentence	
	WALT- To construct a simple sentence. -Focus: using sight words I want a.. to say what pet they would like.	Oral segmenting  Chorally rehearsing a simple sentence  Introduction to capital letters, finger spaces and full stops.  Letter formation  Naming letters of the alphabet	

<b>Autumn 2</b>  Topic: Celebrations	WALT- To sequence a set of instructions. -Focus: Ordering pictures to make a milkshake and talk through the process using time conjunctions.	Order letters in name Write initial letter in name Write some letters in name Write name Write name with correct formation	Full Stops  Capital Letters  Finger spaces
	WALT- To construct a simple sentence. -Focus: using sight words I can hear.. say what firework sounds they can hear.	Simple labels using initial sounds Begin to write cvc words using sounds taught	
	WALT- To construct a simple sentence. -Focus: using sight words I will take.. to say what they would take to a birthday party.	Introduction to adjectives	
	WALT- To construct a simple sentence. -Focus: using sight words I will put in. to say what they would put in their porridge.	Write sight words taught Use sight words taught to construct a simple sentence	
	WALT- To sequence a familiar story. -Focus: to structure a story thinking about beginning, middle and end.	Left to right tracking Return swoop	
	WALT- To construct a simple sentence.	Chorally rehearsing a simple sentence	

	-Focus: using adjectives to describe Goldilocks.	Encouraged and supported to use capital letters, finger spaces and full stops.  Letter formation  Naming letters of the alphabet	
	WALT- To construct a simple sentence. -Focus: to use sight words it was to write how the hot chocolate tasted (speech bubble).		
	WALT- To write a Christmas card. -Focus: format of a card writing.		
<b>Spring 1</b>  Topic: Space	WALT- To write a list. -Focus: features of a list.	Write name with correct formation  Simple labels using initial sounds	Full Stops  Capital Letters  Finger spaces
	WALT- To construct a simple sentence. -Focus: using sight words I will take .... To write what they will take in space.	Begin to write cvc words using sounds taught  Adjectives	
	WALT- To construct a simple sentence. -Focus: using sight words I like to write what they like in their sandwich.	Introduction to conjunctions  Write sight words taught Use sight words taught to construct a simple sentence	
	WALT- To describe a rocket. -Focus: describe the rocket using complete sentences: It is....	Left to right tracking	

	It has....	Return swoop	
	WALT- To write a post card. -Focus: features of a post card.	Chorally rehearsing a simple sentence	
	WALT- To recount the story of Beegu. -Focus: sequencing.	Encouraged and supported to use capital letters, finger spaces and full stops.  Letter formation  Naming letters of the alphabet	
<b>Spring 2</b>  Topic: Growing / Lifecycles	WALT- To construct a simple sentence. -Focus: using sight words I like to write their favourite vegetable	Write name with correct formation	Full Stops
	WALT- To order pictures of planting a seed. -Focus: to use time conjunctions.	Simple labels using initial sounds Begin to write cvc words using sounds taught	Capital Letters
	WALT- To construct a simple sentence. -Focus: have baby pictures to describe. This is a baby. They are _____. They have_____.	Phonically plausible attempts at words.  Adjectives Introduction to conjunctions	Finger spaces
	WALT- To construct a simple sentence.		

	-Focus: talk about feelings of baby owls: What might they be saying? Record what they are saying	Write sight words taught Use sight words taught to construct a simple sentence  Left to right tracking Return swoop  Chorally rehearsing a simple sentence  Encouraged and supported to use capital letters, finger spaces and full stops.  Letter formation  Naming letters of the alphabet	
	WALT- To construct a simple sentence. -Focus: describe a butterfly.		
	WALT- To construct a simple sentence. -Focus: describe a frog.		
<b>Summer 1</b>  <b>Topic:</b> <b>Magic and Mystery with</b> <b>a focus on traditional</b> <b>tales.</b>	WALT - To construct a simple sentence Focus: Setting description (forest or a choice of different traditional tale settings ) using adjectives The forest has towering trees.	Write name with correct formation  Simple labels using initial sounds Begin to write cvc words using sounds taught	Full Stops  Capital Letters  Finger spaces
	WALT - To construct / order simple sentences Hansel and Gretel		

	Focus: Instructions - Gingerbread/sweets or pastries	Phonically plausible attempts at words.	
	WALT - To construct a simple sentence. Focus: How would you escape the witches house?	Adjectives Conjunctions	
	WALT- Write speech for a character. Focus: Emotions of a character. Fe Fi Fo Fum! I am_____.	Left to right tracking Return swoop	
	WALT- To order a story using simple sentences. <b>Jack and the Beanstalk</b> Focus: Ordering sentences using time conjunctions with a story telling focus (once upon a time... or One day...)	Write sight words taught Use sight words taught to construct a simple sentence	
	WALT - Construct a simple sentence as part of a narrative. Focus: How did Jack get up the beanstalk? Children to create their own ideas of how to get to the top. He_____ to the top.	Sequencing sentences to form short narratives.  Re-Read what they have written to check it makes sense.  Read what they have written, but can be also be read by an adult.  Chorally rehearsing a simple sentence  Encouraged and supported to use	

		<p>capital letters, finger spaces and full stops.</p> <p>Letter formation</p> <p>Naming letters of the alphabet</p>	
<b>Summer 2</b>	WALT-	Write name with correct formation	Full Stops
	WALT-	Simple labels using initial sounds	Capital Letters
	WALT-	Begin to write cvc words using sounds taught	Finger spaces
	WALT-	Phonically plausible attempts at words.	
	WALT-	Adjectives	
	WALT-	Conjunctions	
	WALT-	Left to right tracking	
	WALT-	Return swoop	

		<p>Write sight words taught</p> <p>Use sight words taught to construct a simple sentence</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-Read what they have written to check it makes sense.</p> <p>Read what they have written, but can be also be read by an adult.</p> <p>Chorally rehearsing a simple sentence</p> <p>Encouraged and supported to use capital letters, finger spaces and full stops.</p> <p>Letter formation</p> <p>Naming letters of the alphabet</p>	
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