

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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English Progression of Skills Year 1

	Key Objectives	Ongoing Objectives	Assessment
Autumn 1 Each WALT usually completed over 2 days Book Title I'm the best (1 week) Theme-inequality But Martin (2 weeks) Theme-Significance Whatever Next (3 weeks) Theme-Success Dogger	WALT-write a simple sentence. -beginning to punctuate sentences using a capital letter	-naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop -saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I' -composing a sentence orally before writing it - re-reading what they have written to check that it makes sense -read aloud their writing clearly enough to be heard by their peers and the teacher.	Flying High- Week 6 WALT: WANTED Poster Stimulus-Monster on school playground
	WALT-write a simple sentence. -leaving spaces between words		
	WALT- write a simple sentence. -beginning to punctuate sentences using a capital letter and a full stop		
	WALT-write simple sentences to describe a character's looks? -using a capital letter for names of people		
	WALT-write simple sentences to describe myself. -using a capital letter for the personal pronoun 'I'		
	WALT- write simple sentences including adjectives to look and describe my friend.		
	WALT-use adjectives to describe a new alien. -saying out loud what they are going to write about		
	WALT-act out a familiar story using key vocabulary from the text. -using appropriate expression		
	WALT-put the story in order using pictures and captions. -oracy discussion focus.		
	WALT-draw the story in chronological order and know that a story has a beginning, middle and end.		
	WALT-retell a familiar story using key phrases from the text. -composing a sentence orally before writing it		
	WALT-write a list of the nouns baby bear will need. -matching capitals and lower case		
	WALT-use an adjective before a noun		
	WALT-write a postcard to mummy bear including verbs.		

(2 weeks-sometimes leads in to Autumn 2) Theme-Conflict	-read aloud their writing clearly enough to be heard by their peers and the teacher.		
	WALT-act out a familiar story using our voice to project. -using appropriate expression and actions		
	WALT-use an adjective before a noun in a simple sentence.		
	WALT-make a missing animal poster and use adjectives to describe it.		
	WALT-write a character description about Dave including the conjunction and.		
	WALT-write a character description about Bella including the conjunction because.		
	WALT-Write a character description about a friend including conjunctions and and because.		
Autumn 2 Each WALT usually completed over 2 days Monkey Puzzle (2 weeks) Theme-Playing my part Gorilla (2 weeks) Theme-Conflict and Inequality	WALT-act out the story and predict what happens next.	-naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop -saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I' -composing a sentence orally before writing it - re-reading what they have written to check that it makes sense -read aloud their writing clearly enough to be heard by their peers and the teacher.	Flying High- Description of adventure with teddies
	WALT-collect adjectives to use in our writing.		
	WALT-use conjunction so in a simple sentence.		
	WALT-write simple sentences that include an adjective.		
	WALT-write simple sentences that include two adjectives before a noun.		
	WALT-include question marks at the end of our questions. -focus on chn writing a question mark		
	WALT-act out the story and predict what happens next.		
	WALT-write a diary entry about how Hannah feels about her dad including the conjunction because.		
	WALT-write a diary entry about Hannah's trip to the zoo including the conjunction and.		
	WALT-go on an adventure with our teddies. -actual experience in learning zone lots of opportunities for		

On the way home (2weeks) Theme- Significance Christmas Stimulus (1 week) Theme-Success	oral rehearsal of writing tomorrow.		
	WALT-write a description of our adventure with our teddies including adjectives and verbs. -including adjectives to describe the equipment and		
	WALT-write a postcard to Hannah and Gorilla about our adventure including different feelings. -including different feelings and emotions		
	WALT-act out a new story using key phrases from the text. -using appropriate expression and actions.		
	WALT-write sentences that include an adjective in front of a noun.		
	WALT-write sentences that include two adjectives in front of a noun.		
	WALT-write a sentence that includes the conjunction because		
	WALT-retell an event in a news flash using powerful verbs.		
	WALT-imagine a new scenario. -include key phrases from the text.		
	WALT-present our news flash to the rest of the class. -with an oracy focus-expression, projection		
	WALT-write a letter to Santa using persuasive language.		
	WALT-write an acrostic poem using words linked to Christmas.		
	WALT-design and write a Christmas card with a personal message inside.		
Spring 1 Lost and Found (2 weeks)	WALT-act out a familiar story as a team. -Focus on collaborative work.	-saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I'	Flying High
	WALT-use adjectives to describe how the penguin looks.		
	WALT- use adjectives to describe how the penguin's character.		

	using adjectives. WALT-write a persuasive letter asking for help. -ing verbs WALT-use the present progressive form of the verb. WALT-use expression and projection in the style of a news report. -record on iPads in the style of a news report.		
Spring 2 Books Where the Wild Things are (3 weeks) Theme- Conflict and Success	WALT-retell the story using key phrases from the book. WALT-draw parts of the story in order. WALT-retell the story using my pictures and time conjunctions. WALT-include noun phrases to describe their wild thing. WALT-use adjectives to describe what the animals look like. WALT-use and to connect two simple sentences. WALT-use adjectives and conjunctions to describe a made up monster. WALT-use adjectives and conjunctions to describe a made up alien. WALT-use adjectives to describe a setting. WALT-use repetition to describe a setting. WALT-write a description of what Max did in the form of a diary entry. WALT-imagine and draw a new setting and what might happen there. -est language WALT-describe a new scene that Max visits and include adjectives to describe. WALT-illustrate and publish a new scene. WALT-familiarise ourselves with the new book and use key phrases to act it out. WALT-use verbs and conjunctions to describe what the cats	saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I' -composing a sentence orally before writing it - re-reading what they have written to check that it makes sense -read aloud their writing clearly enough to be heard by their peers and the teacher.	FLYING HIGH Stimulus- Made up alien WALT-use adjectives and conjunctions to describe a made up alien.
The Whisperer (Shakespeare) (3 weeks) Theme-Conflict and			

significance	get up to.		
	WALT-write sentences that include the conjunction but.		
	WALT-use similes to describe the cat's looks.		
	WALT-write a letter from the rat to the love cats persuading them to stop.		
	WALT-write sentences that include an exclamation mark.		
	WALT-act out a discussion based on the plot.		
	WALT-start a sentence with the conjunction if.		
	WALT-write about the naughty things the monkey gets up to including the conjunction and.		
	WALT-write a prediction about what you think will happen next in the story.		
	WALT- use the conjunction so in a sentence.		
	WALT-write a letter using persuasive language.		
	WALT-describe what the naughty dogs get up to using adjectives and verbs.		
	WALT-write an emotive letter telling them to stop.		
	WALT-write a letter in character as...?		
Summer 1 Princess Smartypants (2 weeks) Theme- Inequality and success King Midas and the Golden Touch (2 weeks)		saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I' -composing a sentence orally before writing it - re-reading what they have written to check that it makes sense -read aloud their writing clearly enough to be heard by their peers and the teacher.	FLYING HIGH: Stimulus- thank you note to the flying doctors from the lion. WALT: write a thank you card including conjunctions.
	WALT-retell the story using phrases from the text.		
	WALT-Put the story in order using pictures and captions and key phrases from the text.		
	WALT-write a formal letter to Princess Smartypants from the King and Queen.		
	WALT-Write a formal letter to the princes explaining their challenge.		
	WALT-write a character description including adjectives.		
	WALT-to gather vocabulary and begin writing a set of instructions on one of the challenges.		
	WALT-write a set of instructions including numbers and a title on one of the challenges.		
	WALT-imagine and draw a new challenge for the princes.		
	WALT-write about a new challenge for the princes including verbs.		

Theme- Inequality and playing my part			
	WALT-retell the story using phrases, actions and expression.		
	WALT-draw parts of the story in order and understand that a story has a beginning, a middle and an end.		
	WALT-retell the story using my pictures and time conjunctions.		
	WALT-describe a familiar scene using adjectives.		
	WALT-invent a new spell using adjectives.		
	WALT-write a letter of warning to King Midas using the conjunction if.		
	WALT-write a letter in role as King Midas using the conjunction because.		
	WALT-use the conjunction but to write a character description.		
	WALT-publish our character description with illustrations.		
Zog and the Flying Doctors (2 weeks) Theme- Playing my part and Inequality	WALT: retell the story using phrases from the book.		
	WALT: use the conjunction and in a sentence.		
	WALT: use the conjunction so in a sentence.		
	WALT: write a thank you card including conjunctions. FLYING HIGH		
	WALT: write a letter using the conjunction because.		
	WALT: write sentences that include present tense verbs		
	WALT: write a set of instructions including imperative verbs.		
	WALT: write a thank you card including conjunctions		
Summer 2 Tiddler (2weeks) Theme- Playing my part and significance			
	WALT-write a letter to Tiddler's teacher asking for help including conjunctions.	saying out loud what they are going to write about -using a capital letter for names of people -using a capital letter for the personal pronoun 'I' -composing a sentence orally before writing it - re-reading what they have written to check that it makes sense -read aloud their writing clearly enough to	FLYING HIGH WALT: write a new story that Tiddler might have seen if he was thrown into a pond.
	WALT- put pictures from a familiar story in order and understand that stories follow a similar pattern.		
	WALT- describe Tiddler's classroom using prepositional phrases and adjectives.		
	WALT- compare our classroom to Tiddler's classroom using the conjunction but.		
	WALT- imagine and describe a new classroom using		

Seaside (2 weeks) Theme- Playing my part	adjectives.	be heard by their peers and the teacher.	
	WALT- write a diary entry from Tiddler about Monday including key phrases from the text.		
	WALT: use powerful verbs in our sentences.		
	WALT: Write a diary entry including actions and feelings.		
	WALT- Write a diary entry about Tiddlers new story using the conjunction and and but. –		
	WALT- Edit, improve and publish our diary entry.		
	WALT- Explain why you would like to go to the seaside using the conjunction because.		
	WALT- Describe what you can see and do at the seaside using verbs.		
	WALT- Describe what you eat at the seaside using adjectives.		
	WALT- Identify features of an information text. (leaflet)		
	WALT- Use subheadings to write information.		
	WALT- Use subheadings and information in our seaside holiday advert.		
	WALT- Use subheadings and information in our seaside holiday advert.		
	WALT- Write a postcard from the seaside using past tense verbs.		
	WALT-act out a new story and write predictions.		
	WALT: write a set of instructions about how to look after the whale and include a helpful tip.		
	WALT: write a setting description of the storm including repetition.		
The Storm Whale (2 weeks) Theme-Conflict and success	WALT: Write a diary entry using different emotions.		
	WALT: use conjunctions and and but to write what the dad might say.		
	WALT: write in character as Noi and include feelings.		
	WALT: write a set of instructions about how to return the whale an include a useful tip.		

	WALT: imagine Noi meets the whale again an write what he would say.		
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