

**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:

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| Conflict | Inequality | Significance | Success | Playing my part |
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English Progression of Skills Year 2

| | Key Objectives | | Assessment |
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| Autumn 1 Stuck (1 weeks) Theme-success Zog (2 weeks) Theme-Playing my part Lion in the Meadow/You choose (2 weeks) Theme-Conflict | WALT- use noun phrases to describe. | ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence | FLYING HIGH Stimulus: Lost and Found Book WALT: Diary entry |
| | WALT-join clauses with the conjunction and. | | |
| | WALT-write simple sentence using the sight word could. | | |
| | WALT-use adjectives and the conjunction and. | | |
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| | WALT- use noun phrases to describe Zog. | | |
| | WALT-use because to join clauses. (over 2 days) -eg I like flying because... -eg. I gave him a plaster because... | | |
| | WALT-write questions using a question mark correctly. | | |
| | WALT-write statements in response to our questions. | | |
| | WALT-use the past progressive tense in sentences. -eg I was wearing... | | |
| | WALT-retell a familiar story using the conjunction because and the past progressive. (Over 2 days-first and second half of the story) (LONG WRITE) | | |
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| | WALT- use noun phrases to describe a creature. | | |
| | WALT-use noun phrases and the conjunction and. -in the form of a diary. | | |
| | WALT-use the conjunction but to join ideas together. -problem and solution in the form of a silly sentence. | | |
| | WALT- use the conjunction because to explain a feeling. | | |
| | WALT-use the conjunction to to give an explanation. -eg. He needed a blanket to keep the lion warm. | | |
| | WALT-use past tense verbs. -pulled, called, felt, picked, had | | |
| | WALT-use noun phrase to write a character description. | | |
| | WALT-write the start of a story. | | |

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| Lila and the secret rain (2 weeks) Theme- success | -noun phrases, past tense, (LONG WRITE) | | |
| | WALT-write the middle and end of a story. -noun phrases, past tense, conjunction because (LONG WRITE) | | |
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| | WALT-use and to join to ideas together. | | |
| | WALT-use the conjunction when in a sentence. -HAPs extended by using the conjunction while... | | |
| | WALT-use because to give reasons. | | |
| | WALT-write a diary using the conjunction but. | | |
| | WALT-using regular past tense verbs. -climbed, visited, waited | | |
| | WALT-write a diary using the conjunctions but, because and when. (LONG WRITE) | | |
| Autumn 2 The Tunnel (2 weeks) Theme-conflict | WALT- Write a thought bubble using because to give reasons | <ul style="list-style-type: none"> ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ writing down ideas and/or key words, | FLYING HIGH Stimulus: Tunnel Book – children to write about an alternative location (beach) WALT: Write a note using noun phrases and the conjunction if and because |
| | WALT- Use noun phrases to describe a holiday location | | |
| | WALT- Use noun phrases to write a description for a missing poser | | |
| | WALT- Use the conjunction because to give reasons for a decision | | |
| | WALT- Use the conjunction if to describe reasons | | |
| | WALT- Use 'if' to explain what might happen as the result of different decision | | |
| | WALT- Use noun phrases to describe a setting | | |
| | WALT- Write a note to Mummy using noun phrases and conjunctions, if and because. (LONG WRITE) | | |

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| Into the Forest (2 Weeks) Theme-playing my part | | including new vocabulary ♣ encapsulating what they want to say, sentence by sentence | SECOND FLYING HIGH Stimulus: Jack and the Bean Stalk WALT: Write a story using conjunctions and noun phrases THIRD FLYING HIGH Stimulus: Cinderella WALT: Write a diary using time adverbials and conjunctions FOURTH FLYING HIGH Stimulus: |
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| | WALT- Write a thought bubble using noun phrases to describe | | |
| | WALT- Write a letter using the conjunction so | | |
| | WALT- Write a letter using the conjunction because | | |
| | WALT- Write a caption using irregular past tense verbs (woke, heard, saw, met) | | |
| | WALT- Write a note retelling a story using time adverbials | | |
| | WALT- Use noun phrases to describe a character | | |
| | WALT- Write a story using noun phrases and conjunction because (LONG WRITE) | | |
| | WALT- Write a story using noun phrases and the conjunction so (LONG WRITE) | | |
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| | WALT- Use because to give reasons to come to my party | | |
| | WALT- use the conjunction 'or' to give alternatives | | |
| | WALT- Use Time adverbials and imperative verbs to write instructions | | |
| | WALT- Use time adverbials to write a diary | | |
| | WALT- Use ... to write a letter from Goldilocks. | | |

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| Meerkat Mail (2 weeks) Theme- playing my part | | | |
| | WALT- use noun phrases when describing objects/people | | |
| | WALT- use the past tense to say what happened to the girl (Long Write) | | |
| | WALT- write a setting description using the past progressive (Long Write) | | |
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| | WALT: use noun phrases to describe an imaginary family member | | |
| | WALT: use time adverbials and past tense verbs | | |
| | WALT: Write sentence using the conjunction but | | |
| | WALT: Plan writing using conjunctions and time adverbials | | |
| | WALT: write a postcard using conjunctions but and because. (Long Write) | | |
| | WALT: write a letter to describe a character using noun phrases | | |
| | WALT: Write sentences using the conjunction so to write key facts about a meerkat | | |
| | WALT: write subheadings using questions | | |
| | WALT: Write a non-chronological report using so (Long write over 2 days) | | |
| | WALT: write a non-chronological report using so (Long write over 2 days) | | |
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| Spring 2- | WALT- use conjunctions (because, but) to compare princesses | ♣planning or saying out loud what they are going to write about | FLYING HIGH |
| | WALT- use simple past tense verbs | | |

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| Do/ Don't Michael Rosen Poem (1 week) Theme-playing my part | WALT- use because to share our opinion Preform poetry | | |
| | WALT- create rhyming pairs to use in our poem | | |
| | WALT- use imperative verbs | | |
| | WALT- write a rhyming poem (LONG WRITE) | | |
| Summer 1 – 7 Weeks Pandora's Box (2 weeks) Theme-conflict The Magic Box (1 weeks) Theme-significance Storm Whale | WALT- use because to write about a character's feelings | ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence | FLYING HIGH Stimulus: The winter whale WALT: write a story using conjunctions |
| | WALT- Write a letter using the conjunction or | | |
| | WALT- Write a diary using the conjunction when and noun phrases (When I opened the box, ...) | | |
| | WALT- describe a character using noun phrases | | |
| | WALT- use past tense verbs to plan a myth | | |
| | WALT- retell a myth using past tense verbs | | |
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| | WALT- use because to give a reasons | | |
| | WALT- use noun phrases (with) My box is ... with ... | | |
| | WALT- use noun phrases to plan our writing | | |
| | WALT- write a verse of poetry using noun phrases | | |
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| | WALT- use if to write a letter | | |
| | WALT: write instructions using so | | |

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| (3 weeks) Theme-playing my part | WALT: use if to write sentences | | |
| | WALT- write captions using the conjunction so | | |
| | WALT: write diary using but | | |
| | WALT- use that to give more information about an animal | | |
| | WALT- write a story using conjunctions (LONG WRITE) | | |
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| | WALT- | | |
| Summer 2 – 5 Weeks The Tin Forest (2 weeks) Theme-conflict Shakespeare – The Tempest | WALT- describe the ‘tin forest’ Based on initial 2 sentences (children to visualise) | ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence | FLYING HIGH Stimulus: WALT: |
| | WALT: write a thought bubble to describe senses From the old man (I heard the rustling of leaves.) | | |
| | WALT: write a thought bubble using progressive verbs | | |
| | WALT: use noun phrases and verbs to describe your dream location | | |
| | WALT: use commas to write a list | | |
| | WALT: retell a story describing a dream location using noun phrases (Long write – over 2 lessons) | | |
| | WALT: retell a story describing a dream location using noun phrases (Long write – over 2 lessons) | | |
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| | WALT- write a thought bubble from Ferdinand using past tense verbs | | |

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| <p>(1 weeks) Theme-conflict</p> | WALT- write a postcard using present perfect Eg. It has been a terrible experience. I have collected firewood. | | |
| | WALT- write noun phrases to describe a storm | | |
| | WALT- use the past progressive to describe a storm | | |
| | WALT- Write sentences using the conjunction so The wind was howling so we put up the sail. | | |
| | WALT- write a diary using present prefect tense (Long write) | | |
| | WALT- write a diary describing ‘The Tempest’ using past progressive tense (Long Write) | | |
| <p>Transition (2weeks)</p> | | | |