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:

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

Lila and the secret rain (2 weeks) Theme- success	-noun phrases, past tense, (LONG WRITE) WALT-write the middle and end of a storynoun phrases, past tense, conjunction because (LONG WRITE) WALT-use and to join to ideas together. WALT-use the conjunction when in a sentenceHAPs 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 verbsclimbed, visited, waited WALT-write a diary using the conjunctions but, because and when. (LONG WRITE)		
Autumn 2 The Tunnel (2 weeks) Theme-conflict	WALT- Use noun phrases to describe a holiday location WALT- Use noun phrases to write a description for a missing poser	* 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	FLYING HIGH Stimulus: Tunnel Book – children to write about an alternative
	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)	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,	alternative location (beach) WALT: Write a note using noun phrases and the conjunction if and because

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

Jolly Postman (2 weeks) Theme-playing my part	WALT- Use to write a letter from Goldilocks. (LONG WRITE) WALT- use because to give reasons to come to a party (invitation)		Christmas WALT: write a letter with instructions using time adverbials and
	WALT: use or to give alternative of what you could buy (advert) WALT: use time adverbials and imperative verbs to write instructions		conjunctions (so)
	WALT: use time adverbials to write a diary WALT: write a letter using the conjunctions or / because (Over Two Days – Long Write)		
On the Way Back Home (2 weeks) Theme- success	WALT: write a postcard using time adverbials WALT: write a letter giving reasons using the conjunction so WALT: use subject specific vocabulary to describe things that are broken WALT: use the conjunction so to join ideas WALT: write a letter with instructions using time adverbials and the conjunction so (2 Lessons) (Long Write)		
Spring 1	WALT- use because to make a prediction	*planning or saying out loud what they are going to write about	FLYING HIGH
The Day The Crayons Quit (2 weeks)	WALT- use the conjunction so to give reasons WALT- write speech bubbles using the conjunction because to explain an emotion.	 writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, 	Stimulus: WALT

Theme-		sentence by sentence
Playing my part	WALT- write a who am I poem to describe a character.	writing down ideas and/or key words, including new vocabulary
	WALT- write a letter using the conjunction because	• encapsulating what they want to say, sentence by sentence
	WALT- write instructions using imperative verbs and the conjunction so	
	WALT- write speech bubbles for a character using sentence stems for our letter.	
	WALT- plan our writing using the conjunction because	
	WALT- write a letter to Duncan explaining why we are quitting, using the conjunctions so and because (Long Write)	
The tear thief (2 weeks) Theme-significance	WALT- use the conjunction when to make a prediction	_
	WALT- use noun phrases to describe the tear thief	
	WALT- use past tense verbs in a diary entry	
	WALT- use the past progressive and because to explain why each child is crying	
	WALT- use noun phrases to describe the tears the tear thief has stolen	
	WALT- identify singular and plural nouns and write sentences using was and were	
	WALT- use the past progressive to say what the objects/people were doing.	

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	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)		
Meerkat Mail (2 weeks) Theme- playing my part	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)		
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	and going to mile about	

Paper Bag Princess		writing down ideas and/or key words,	Stimulus-
(2 weeks)	WALT- Write reasons in the past progressive tense	including new vocabulary	WALT-
Theme: equality	WALT- Write questions and appropriate answers.	 encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, 	WALI-
	WALT- compare character's actions using the past progressive tense	including new vocabulary • encapsulating what they want to say, sentence by sentence	
	WALT- Use because to join clauses together	sentence by sentence	
	WALT- write a letter using the past progressive to say what a characters (Long Write)		
	WALT- Write noun phrases linked our new book		
Bear and The Piano (2 weeks)	WALT- Write a thought bubble using noun phrases to describe a piano		
Theme-success	WALT- Write a diary entry using noun phrases		
	WALT- Write sentences to compare the bear's life		
	WALT- Write sentences using fronted adverbials		
	WALT- Write sentences using the present perfect tense		
	WALT- Write a letter using the present perfect tense		
	WALT- learn features of a newspaper report		
	WALT- write a newspaper report (LONG WRITE)	-	

Pandora's Box (2 weeks) Theme-conflict 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 HIGH ** 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 WALT: write a story using conjunctions		XXIAY ID. 1 . 1		
WALT- use imperative verbs		_		
WALT- create rhyming pairs to use in our poem (1 week) Theme-playing my part WALT- use imperative verbs WALT- write a rhyming poem (LONG WRITE) Summer 1 – 7 Weeks Pandora's Box (2 weeks) Theme-conflict 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 WALT- use because to give a reasons WALT- use because to give a reasons	Do/ Don't Michael			
WALT- use imperative verbs	•	WALT- create rhyming pairs to use in our poem		
WALT- write a rhyming poem (LONG WRITE)				
WALT- write a rhyming poem (LONG WRITE) WALT- use because to write about a character's feelings Pandora's Box (2 weeks) Theme-conflict 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- use past tense verbs to plan a myth WALT- retell a myth using past tense verbs 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 # writing down ideas and/or key words, including new vocabulary # encapsulating what they want to say, sentence by sentence WALT- use past tense verbs to plan a myth WALT- use past tense verbs to plan a myth WALT- use because to give a reasons	•	WALT- use imperative verbs		
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Theme-conflict 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	(2 weeks)	WAI T- Write a diary using the conjunction when and noun	-	winter whale
(When I opened the box,) ★ writing down ideas and/or key words, including new vocabulary ★ encapsulating what they want to say, sentence by sentence WALT- use past tense verbs to plan a myth WALT- retell a myth using past tense verbs WALT- use because to give a reasons WALT- use because to give a reasons	Theme-conflict	, , ,		
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WALT- retell a myth using past tense verbs The Magic Box WALT- use because to give a reasons		WATER A 1 A 1		Conjunctions
The Magic Box WALT- use because to give a reasons		WAL1- use past tense verbs to plan a myth	sentence by sentence	
5		WALT- retell a myth using past tense verbs		
	The Magic Box	WALT- use because to give a reasons		
	Theme-significance	WALT- use noun phrases (with)		
My box is with	Theme-significance			
WALT- use noun phrases to plan our writing			7	
WALT- write a verse of poetry using noun phrases		WALT- write a verse of poetry using noun phrases		
Storm Whale WALT- use if to write a letter	Storm Whale	WALT- use if to write a letter		
WALT: write instructions using so			- 	ĺ

(3 weeks)	WALT: use if to write sentences		
Theme-playing my part	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)		
	WALT- write a story using conjunctions (LONG WRITE)		
	WALT- write a story using conjunctions (LONG WRITE)		
	WALT-		
Summer 2 – 5 Weeks	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	FLYING HIGH
The Tin Forest (2 weeks)	WALT: write a thought bubble to describe senses From the old man (I heard the rustling of leaves.)	 writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, 	Stimulus:
Theme-conflict	WALT: write a thought bubble using progressive verbs WALT: use noun phrases and verbs to describe your dream	sentence by sentence writing down ideas and/or key words,	WALT:
	location	including new vocabulary • encapsulating what they want to say,	
	WALT: use commas to write a list WALT: retell a story describing a dream location using noun	sentence by sentence	
	phrases (Long write – over 2 lessons)		
	WALT: retell a story describing a dream location using noun		
	phrases (Long write – over 2 lessons)		
Shakespeare – The Tempest	WALT- write a thought bubble from Ferdinand using past tense verbs	-	

(1 weeks)	WALT- write a postcard using present perfect
Theme-conflict	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)
Transition (2weeks)	