

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 3

	Key Objectives	Ongoing objectives	Assessment
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	WALT- to sequence a series of steps on how to make a clay pot adding in the imperative verbs and adverbs		
	WALT- to write a set of instructions <ul style="list-style-type: none"> - Time adverbials - Imperative verbs - Adverbs of manner 		
	WALT- to write a set of instructions <ul style="list-style-type: none"> - Time adverbials - Imperative verbs - Adverbs of manner (2 days)		
Autumn 2 Holiday brochure – Leicester (2 weeks) Theme – significance	WALT- to create a persuasive poster to advertise Earth to Martians <ul style="list-style-type: none"> - Expanded noun phrases - Imperative verbs 	Using capital letters for names and for the start of sentences Using full stops to punctuate their work accurately. Developing a neat, joined cursive	FLYING HIGH Stimulus: Marriott Primary School
	WALT- to write a persuasive radio advert Broadcast to Mars		

	<ul style="list-style-type: none"> - Expanded noun phrases - Imperative verbs - Paragraphs - Rhetorical questions 	<p>handwriting style. Develop and use a rich and varied vocabulary</p> <p>Appropriate use of past and present tense</p>	<p>WALT: to write a leaflet to persuade children to come to Marriott Primary School.</p> <p>FLYING HIGH</p> <p>Stimulus: Santa's job</p> <p>WALT: to write an explanation of Santa's job for prospective applicants</p>
	<p>WALT- to write a review using subordination conjunctions</p> <p>Write a trip advisor review for our favourite attraction</p> <ul style="list-style-type: none"> - Expanded noun phrases - Subordinating conjunctions (because) 	<p>Spell an increasing number of words phonetically</p> <p>Spell an increasing number of common exception words correctly.</p>	
	<p>WALT- to identify proper nouns and punctuate them correctly</p> <p>Label the landmarks in Leicester with the proper noun and use capital letters correctly.</p> <ul style="list-style-type: none"> - Proper nouns 	<p>Use pronouns to improve cohesion of writing</p>	
	<p>WALT- to use expanded noun phrases</p> <p>Making an advert poster for Leicester aimed at people</p> <ul style="list-style-type: none"> - Expanded noun phrases - Imperative verbs 	<p>Use commas to separate two adjectives when describing a noun</p> <p>Use adverbs of time to sequence</p>	
	<p>WALT- to write a persuasive letter</p> <p>Letter to a friend to persuade them to move to Leicester.</p> <ul style="list-style-type: none"> - Imperative verbs - Expanded noun phrases - Conjunctions 		
	<p>WALT- to identify the features of a brochure</p> <p>Coventry and Leicester examples</p> <ul style="list-style-type: none"> - Conjunctions - Expanded noun phrases - Imperative verbs 		
	<p>WALT- to use subordinating conjunctions to persuade (when, if).</p>		

How Bees Make Honey (The life and Times of the Honeybee) (2/3 weeks) Theme- Playing my part	Persuasive brochure about Leicester <ul style="list-style-type: none"> - Subordinating conjunctions (when, if) - Expanded noun phrases Imperative verbs		
	WALT- to use rhetorical questions Write a list of rhetorical questions about attractions in Leicester to persuade people from Nottingham to come to Leicester. <ul style="list-style-type: none"> - Rhetorical questions 		
	WALT- to plan a brochure. Write a plan for our travel brochure. <ul style="list-style-type: none"> - Expanded noun phrases - Imperative verbs - Rhetorical questions 		
	WALT- to write a promotional leaflet for Leicester <ul style="list-style-type: none"> - Expanded noun phrases - Imperative verbs - Rhetorical questions - Conjunctions (2 days)		
	WALT- to write a promotional leaflet for Leicester <ul style="list-style-type: none"> - Expanded noun phrases - Rhetorical questions - Imperative verbs - Conjunctions (see flying high)		
	WALT-		
	WALT- to share write a note to tell someone something about bees you have learned <ul style="list-style-type: none"> - Use conjunctions (because) - Format of a letter - Expanded noun phrases 		

	<p>WALT- to use expanded noun phrases to add captions to a bee picture in a children's encyclopaedia</p> <ul style="list-style-type: none"> - Expanded noun phrases - Comma to separate two adjectives 		
	<p>WALT- use expanded noun phrases to write a description of a bee for an alien.</p> <ul style="list-style-type: none"> - Expanded noun phrases - Pronouns - Extend sentences using relative pronouns, prepositions and conjunctions 		
	<p>WALT- to use adverbs of time to write a simple script for a kids' TV programme.</p> <ul style="list-style-type: none"> - Time adverbials - Technical vocabulary 		
	<p>WALT- to produce a video to explain to KS1 children how bees make honey using time adverbials and technical language</p>		
	<p>WALT- to identify the features of an explanation text</p> <ul style="list-style-type: none"> - Using a WME to find expanded noun phrases, time adverbials, causal conjunctions, adverbs of manner 		
	<p>WALT- Use causal conjunctions to answer questions about the video from KS1 children</p> <ul style="list-style-type: none"> - Use so - Include expanded noun phrases 		
	<p>WALT- to plan writing an explanation using different types of adverbs</p> <ul style="list-style-type: none"> - Adverbs of time - Adverbs of manner 		
	<p>WALT- to write an explanation for a tv programme aimed at KS2 children of how honey is made</p>		

	<ul style="list-style-type: none"> - Adverbs of manner - Adverbs of time - Expanded noun phrases - Causal conjunctions - pronouns 		
The Magic Box (poem by Kit Wright) 1 week Theme - significance	WALT – see flying high (2/3 days)		
	WALT – identify the features of different poetic forms <ul style="list-style-type: none"> - read a variety of poetic styles - identify rhyme and rhythm 		
	WALT – to identify and use prepositional phrases to tell you where		
	WALT – to create a wish list of items to take with you from the Earth using expanded noun phrases		
	WALT – to write a poem of your list to perform to the class using prepositional phrases for clarity <ul style="list-style-type: none"> - use expanded noun phrases 		
	WALT – perform a poem to an audience <ul style="list-style-type: none"> - clear voice - read with rhythm 		
Spring 1 The Roman Soldiers Handbook (2/3weeks) Theme- conflict	WALT- write new year’s resolutions using subordinating conjunctions	Using full stops to punctuate their work accurately.	FLYING HIGH
	WALT- to use expanded noun phrases to create a brochure page for a unique present	Developing a neat, joined cursive handwriting style. Develop and use a rich and varied vocabulary	Stimulus: The Tiger who came to tea
	WALT- write a diary entry about receiving an incredible present and explaining what it is and what it does <ul style="list-style-type: none"> - expanded non phrases - conjunctions 	Appropriate use of past and present tense	WALT: to write a diary entry using prepositions and expanded noun phrases to add detail
	WALT- to make a list of reasons to join and not to join the Roman Army	Spell an increasing number of words phonetically	
	WALT- to write a note advising someone whether to join the	Spell an increasing number of common	

	<p>Roman Army or not using causal conjunctions (so, because)</p> <ul style="list-style-type: none"> - short note to show opinion - include explanation 	<p>exception words correctly.</p>	<p>Another flying high for story telling but not sure what yet as we have not had time to do one before. Possibly could do own myth.</p>
	<p>WALT- to write an advert to persuade someone to join the Roman Army using subordinating conjunctions (if, during, when, because)</p> <ul style="list-style-type: none"> - expanded noun phrases to add detail - rhetorical questions to engage and persuade - use of subordinating conjunctions adds why and when 	<p>Use pronouns to improve cohesion of writing</p>	
	<p>WALT- to write a letter to a family member to persuade someone not to join the army using but</p> <ul style="list-style-type: none"> - use but to put counter argument - develop with a number of reasons 	<p>Use commas to separate two adjectives when describing a noun</p>	
	<p>WALT- to identify the features of a diary entry</p> <ul style="list-style-type: none"> - use WME to highlight these and show understanding of what they look like 	<p>Use adverbs of time to sequence</p>	
	<p>WALT- to use prepositional phrases to identify different jobs you had to do whilst training</p> <ul style="list-style-type: none"> - prepositions to show where - expanded noun phrases to add detail 	<p>Use rhetorical questions to persuade</p>	
	<p>WALT- to plan writing to include expanded noun phrases</p> <ul style="list-style-type: none"> - use of determiner, adjective noun and some use of two adjectives 	<p>Use of third and first person in story telling appropriately</p>	
	<p>WALT- to plan writing to include prepositional phrases</p> <ul style="list-style-type: none"> - where or when did events happen 		
	<p>WALT- to write a diary for a new recruit to the Roman Army</p> <ul style="list-style-type: none"> - expanded noun phrases and prepositional phrases add description - use of subordinating conjunctions and causal 		

Book Title: Romulus and Remus (2 weeks) Theme- success	conjunctions to reflect feelings		
	WALT- to learn a myth and retell the main points of the story - summarise the key points in simple sentences		
	WALT- retell a story orally - look at the audience - use expression - learn lines - work together		
	WALT- to write a breaking news report using expanded noun phrases - use adventurous vocabulary to describe - use exclamation marks - use a catchy headline		
	WALT- witness statement from Amulius viewpoint using so and but - write in the first person - pick the key events - use so and but to explain		
	WALT- to learn the features of a myth - identify the use of techniques to add detail such as adverbs, prepositions, conjunctions - use of third person and past tense		
	WALT- plan writing to use adverbs - select adverbial phrases for key parts of the story - use powerful verbs		
	WALT- plan writing to use prepositional phrases - include key times and places for each key action		

	<p>WALT- write a Roman Myth in detail using expanded non phrases (2 lessons)</p> <ul style="list-style-type: none"> - use of prepositional and adverbial phrases - use of adventurous vocabulary 		
<p>Spring 2</p> <p>Book Title: Flashlight (2 weeks)</p> <p>Theme- success</p>	<p>WALT- identify the features of a successful setting description</p> <ul style="list-style-type: none"> - pick out how the scene is set - look at use of language and how it paints a picture 	<p>Using full stops to punctuate their work accurately.</p>	<p>FLYING HIGH</p>
	<p>WALT- to write a diary about the first night in the rainforest by describing what you could hear</p> <ul style="list-style-type: none"> - say where the sound comes from - use powerful vocabulary 	<p>Developing a neat, joined cursive handwriting style.</p> <p>Develop and use a rich and varied vocabulary</p>	<p>Stimulus- The Clock Tower</p>
	<p>WALT- to describe what you can see in note form</p> <ul style="list-style-type: none"> - what, where, how 	<p>Appropriate use of past and present tense</p>	<p>WALT- use prepositions and adverbials in expanded noun phrases</p>
	<p>WALT- create expanded noun phrases saying what where and how.</p>	<p>Spell an increasing number of words phonetically</p>	
	<p>WALT – to write a voice over for a nature documentary using expanded noun phrases</p> <ul style="list-style-type: none"> - use phrases from previous day - use a range of sentence openers to avoid repetition 	<p>Spell an increasing number of common exception words correctly.</p>	<p>Stimulus – The Lighthouse</p>
	<p>WALT- identify the features of a story opener</p>	<p>Use pronouns to improve cohesion of writing</p>	<p>WALT: to write a newspaper article using quotes</p>
	<p>WALT – write questions to ask the boy about the night in the garden</p>	<p>Use commas to separate two adjectives when describing a noun</p>	
	<p>WALT- write a story starter about a night in a garden using expanded noun phrases (2 lessons)</p> <ul style="list-style-type: none"> - use short sentences for tension - use rhetorical questions - include prepositional and adverbial phrases 	<p>Use adverbs of time to sequence</p> <p>Use rhetorical questions to persuade</p> <p>Use of third and first person in story telling appropriately</p> <p>Use adjectives to in expanded noun</p>	

Book Title: The Invention of the lightbulb (2 weeks) Theme- success		phrases	
	WALT- to write quotes about an alien ship flying over the school <ul style="list-style-type: none"> - use speech bubbles - comment on what seen 		
	WALT- write a news flash using quotes with speech marks <ul style="list-style-type: none"> - comment on key details - paragraphs 		
	WALT- summarise a story using simple sentences		
	WALT- to write a letter about the invention using coordinating conjunctions		
	WALT- identify the features of a newspaper article		
	WALT- write the orientation of a newspaper article <ul style="list-style-type: none"> - say what, when, where and how 		
	WALT- write the story for a newspaper article <ul style="list-style-type: none"> - use expanded noun phrases - third person - past tense 		
	WALT- write the quotes and reorientation for a newspaper article <ul style="list-style-type: none"> - use speech marks for what is said - vary the reporting clause 		

	WALT- create a headline for a newspaper article - use rhyme, puns etc to grab attention		
Summer 1 Traditional Tales: How the Tiger got his stripes (2 weeks) Theme- significance Book title: The Sound Collector Theme: significance (1 week)	WALT- retell a story to an audience using a clear voice and looking at them	Using full stops to punctuate their work accurately.	FLYING HIGH Stimulus: How the Elephant got his trunk WALT: using speech in a story Flying High on something related to Egyptian work that we do.
	WALT- summarise a story into key points in simple sentences	Developing a neat, joined cursive handwriting style.	
	WALT- create expanded noun phrases saying where and how	Develop and use a rich and varied vocabulary	
	WALT- write eye witness statements using expanded noun phrases - different animals say what they saw	Appropriate use of past and present tense	
	WALT- identify the features of a traditional tale	Spell an increasing number of words phonetically	
	WALT- write speech in speech bubbles for parts of the story - new speaker new line - inverted commas round what is said - reporting clause	Spell an increasing number of common exception words correctly.	
	WALT- write a story using speech marks (2 lessons)	Use pronouns to improve cohesion of writing	
	WALT- to recite poetry with rhythm	Use commas to separate two adjectives when describing a noun	
	WALT- to identify rhyming words and make rhyming pairs	Use adverbs of time to sequence	
	WALT- write a poem about the sounds they hear in school	Use rhetorical questions to persuade	
	WALT- perform a poem to an audience using a clear voice and timing	Use of third and first person in story	

Stimulus: Flat Stanley: The Great Egyptian Grave Robbery (2 weeks)	WALT- to ask question and make inferences	telling appropriately	
	WALT- write a letter using conjunctions and adjectives to describe and explain	Write expanded noun phrases which tell me what, where and how	
	WALT- to write a persuasive invitation using conjunctions	Use conjunctions to add extra information	
	WALT- use so, because and but to add explanation into sentences	Use adverbs of manner to say how	
	WALT- to write a persuasive letter using coordinating and subordinating conjunctions	Use inverted commas to punctuate speech	
	WALT- identify the features of an adventure story	Use adventurous adjectives to describe	
	WALT- to show emotions in writing through physical description	Use prepositions to identify place and time	
	WALT – to write expanded noun phrases including adverbs and prepositions		
	WALT – to write a chapter in an adventure story (2 lessons)		
Summer 2 Book Title: King Lear (2 weeks) Theme- conflict	WALT- learn a story and retell	Using full stops to punctuate their work accurately.	FLYING HIGH Stimulus: Cordelia diary for scene one WALT: to use subordinating and coordinating
	WALT- summarise the story for a study guide using simple sentences		
	WALT- write a short article about Lear's decision to give up his kingdom using speech	Developing a neat, joined cursive handwriting style. Develop and use a rich and varied vocabulary	
	WALT- use subordinating conjunctions to write a diary for King Lear after he is rejected by his daughters	Appropriate use of past and present tense	
	WALT- write quotes using speech bubbles	Spell an increasing number of words phonetically	
	WALT- create expanded noun phrases for key events in the story		

Book Title: Volcanoes and natural disasters Theme- significance? (2 weeks)		Spell an increasing number of common exception words correctly.	conjunctions to write a diary entry
	WALT- Plan story retell for Year 3 audience		
	WALT- Write act 1 of King Lear as a story for children using speech punctuation	Use pronouns to improve cohesion of writing	
	WALT- write expanded noun phrases about a volcanic eruption	Use commas to separate two adjectives when describing a noun	
	WALT- to describe a volcanic eruption using expanded noun phrases	Use adverbs of time to sequence	
	WALT- to write instructions using conjunctions and adverbs of time	Use rhetorical questions to persuade	
	WALT- write a newsflash using speech punctuation for quotes	Use of third and first person in story telling appropriately	
	WALT- identify the features of a non-chronological report	Write expanded noun phrases which tell me what, where and how	
	WALT- to write a non-chronological report using sub-headings (4 lessons)	Use conjunctions to add extra information Use adverbs of manner to say how Use inverted commas to punctuate speech Use adventurous adjectives to describe Use prepositions to identify place and time Use sub-headings to organise text	