

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 4

	Key Objectives		Assessment
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<p>Autumn 1</p> <p>Recap of Yr 3 work 2 weeks)</p> <p>Theme-</p> <p>Beowulf (3 weeks)</p> <p>Theme- conflict</p> <p>Genre Recount Diary</p> <p>Non Chronological Report Teeth Open Wide (2 weeks)</p>	WALT- Punctate sentences correctly using capital letters, full stops, ? and !	<p>This will be discreetly taught throughout the year through lessons</p> <p>Recap and revision of different word classes eg noun/ adjective</p> <p>Purpose and audience of writing and how that effects sentences, vocabulary, formality.</p> <p>Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</p> <p>Vocabulary and grammar – unpicking features and why this work is a good example and to proposing changes to and vocabulary</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Discussing and recording ideas – related to theme / paragraphing</p>	<p>FLYING HIGH</p> <p>Stimulus Beowulf text and pictures</p> <p>WALT: Write a diary as if you are Beowulf – describe how you have killed Grendel</p> <p>Use expanded noun phrases, show don't tell emotions and subordinating conjunction as.</p> <p>WALT Write a leaflet about keeping Healthy (linked with PSHE)</p>
	WALT- Use verbs and adverbs correctly. Choose adverbs that are appropriate.		
	WALT- Use appropriate pairs of adjectives to write noun phrases		
	WALT- Use adjectives (noun phrases) and adverbials to write a diary entry.		
	WALT- Use prepositional phrases to describe		
	WALT- Use noun phrases to describe		
	WALT- Use conjunctions to extend sentences and but so because		
	WALT- Use time adverbials correctly		
	WALT- Write and form the past progressive correctly I was walking They were playing		
	WALT- write a narrative using description with noun phrases and adverbials		
	Beowulf		
	WALT - create settings and characters.		
	WALT- know the main events in the story of Beowulf		
	WALT- Express feelings and emotions with our descriptions. 'Show don't tell' sentences		
	WALT-: Identify main and subordinate clause		
	WALT- Write sentences using the subordinating conjunction 'as'		
	WALT: Write a short diary entry using subordinating conjunction 'as' and 'Show don't tell' sentences		
	WALT- write sentences with subordinating conjunctions as – change position of main clause		
	WALT- write sentences to add description and detail using expanded noun phrases		
	WALT- Plan and write a dairy entry using correct features Use expanded noun phrases, show don't tell emotions and subordinating conjunction as.		
	Teeth		
	WALT- identify features of a non-chronological report		
	WALT- Write sentences using subordinating conjunction if		

Theme: Playing my Part Genre Non Chronological report	Use a comma to separate clauses	<p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements – using WME checklist and purple pen improvements</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – related to text features /</p> <p>purpose and audience of writing</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>indicating possession by using the possessive</p>	<p>work)</p> <p>Using paragraphs/ subheadings</p> <p>Sentences with subordinating conjunctions</p> <p>Technical vocabulary and precise noun phrases</p>
	WALT- Write sentences using technical vocabulary and precise noun phrases		
	WALT- identify main and subordinate clauses.		
	WALT - Write sentence using subordinate conjunction when		
	WALT - To write a paragraph using features of a non chronological report (see objectives above)		
	WALT - organise information into paragraphs		
	WALT:To plan report about teeth		
	Write introduction, and types of teeth paragraph using features		
	WALT Use editing to improve work		

Autumn 2	Narrative		FLYING HIGH
Charlotte's Web	WALT- Write expanded noun phrases – with preposition phrase to add detail		Narrative – Charlottes Revenge
Theme: inequality & significance	WALT- Write and informal letter using expanded noun phrases to give detail		Stimulus: Children given plot and must write narrative
Genre - Narrative	WALT – Write sentences using the simple past and the past progressive tense correctly		
Genre – Persuasive letter writing	WALT- Write sentences using appropriate adverbs of manner – gracefully, frantically etc		
Argument / debate	WALT- To understand how to punctuate speech properly using inverted commas		WALT
Ruth said this was OK as we used it for 2 different text types	WALT- :use interesting and appropriate synonyms for said		Write a narrative with paragraphs – using expanded noun phrases for detail, adverbials to show time and manner (fronted adverbials and dialogue with correct punctuation
	WALT- Write a conversation using inverted commas correctly		
	WALT- Write sentences using fronted adverbials (At last, early in the morning) and subordinating conjunctions – as if when		
	WALT - using commas after fronted adverbials		
	WALT- To plan a narrative – 3 parts beginning middle end		
	WALT- Write a narrative – using expanded noun phrases for detail, adverbials to show time and manner (fronted adverbials and dialogue with correct punctuation)		
	WALT- use conjunctions, adverbs and prepositions to express time (As the dawn broke/Early in the morning/Throughout the day)		
	WALT- in narratives, creating settings, characters and plot		
	Persuasive letter		
	WALT- Give reasons for and against vegetarianism		
	WALT- Use adverbial and emotive vocabulary in discussion – Surely it is wrong		
	WALT- Use fronted adverbial (unfortunately) with a comma after in persuasive sentences		
	WALT- Write a short comment to persuade magazine readers how wrong it is to kill animals for food – using		

	emotive vocabulary and fronted adverbials		
	WALT- Use subordinating conjunctions in persuasive argument sentences as if when yet although		
	WALT- Plan letter with relevant points that link together Consider cohesion. Introduce point then give reasons		
	WALT-Write letter to give reasons to persuade Mr Zuckermann not to kill Wilbur Make him think about his actions. Use emotive vocabulary and make paragraphs cohesive – introduce then make points		
	WALT- Edit and improve writing		
Spring 1	Viking Saga		FLYING HIGH
Bear in Chains (3 weeks) Theme- Success	WALT - in narratives, creating settings, characters and plot		Stimulus: Letter home to Mum saying things he has seen
	WALT- Sequence the story correctly identifying main elements of the plot – including build- up, problem resolution and ending.		
	WALT- Use pronouns and synonyms to replace nouns		
	WALT – Write sentences using the simple past and the past progressive tense correctly		
Genre – narrative (Viking Saga)	WALT- Use subordinating conjunction while in sentences		WALT:
	WALT- Punctuate speech correctly using inverted commas		Write an informal letter with synonyms, pronouns, subordinating conjunctions, fronted adverbials
	WALT- Write and punctuate reporting clause in speech		
	WALT- Write dialogue for narrative – using conventions of speech – new line new speaker		
	WALT- Use adverbials of manner as fronted adverbials		
	WALT- Write paragraphs of story using features of narrative including paragraphs with story structure and plot Using synonyms, pronouns, subordinating conjunctions, fronted adverbials and speech correctly punctuated		
Viking Non Chronological report (3 weeks) Theme- Conflict & significance	WALT- Edit and improve writing		
	Viking Non Chronological Report		
Genre – Non	WALT-identify features of a historical non-chronological report to include The layout of the text. Title – grabs audience attention.		

Chronological report	Introduction – General intro to the topic. Main Paragraphs with subheading – different paragraph for different ideas in the topic area. Can be swapped around.		
	WALT- Plan paragraphs for a historical non-chronological report.		
	WALT Write expanded noun phrases to use in our historical non-chronological reports – technical and precise		
	WALT-Write subordinating conjunctions in sentences – swap position of main and subordinate clause		
	WALT- improve texts using expanded noun phrases and subordinating conjunctions in varying positions		
	WALT- Use of conjunctions and synonyms for cohesion		
	WALT- Write an introduction with only the most important and more general information.		
	WALT- Write a paragraph about Viking food using features of report – focus structure of paragraph 1 st sentence to introduce the topic Followed by sentences to give more information facts		
	WALT- Plan and Write a paragraph of choice using features of non- chronological report		
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Spring 2 Charlie and the Chocolate Factory (3 weeks) Theme- Playing My Part /			FLYING HIGH Stimulus-lightning strike on school
	Charlie and Chocolate Factory		
	WALT - Identify why newspapers are effective		
	WALT – Identify and use appropriate emotive and powerful vocabulary for a newspaper audience		
	WALT – Write an effective headline using alliteration		
	WALT- Write clear and concise sentences using the 5 w's		

Success			
	WALT – Use fronted adverbials (with a comma after) to convey the passing of time		
	WALT- Understand the contents of quotations		
	WALT – Identify and use subordinating conjunction to extend sentences (while, as, if, when)		
	WALT – Write sentences using the simple past and the past progressive tense correctly		
	WALT- Record speech correctly using inverted commas in quotations		
	WALT- Organise paragraphs in order to maintain cohesion		
	WALT- Write a paragraph using adverbials for cohesion		
	WALT- Plan a newspaper report with paragraphs for introduction, main event and quotations		
	WALT- Write a newspaper report with paragraphs for introduction, main event and quotations using fronted adverbials to show passage of time, powerful and emotive vocabulary and subordinating conjunctions (while, as, if, when) to extend sentences		
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Summer 1 Midsummer Night's Dream (2 weeks) Theme-	WALT- Identify the main human characters in Midsummer Night's Dream		FLYING HIGH
	WALT- Write multi-clause sentences		Stimulus: Imaginary world
	WALT- Write a short informal letter using multi-clause sentences to extend information		WALT:

	WALT- Write an explanation of how chocolate is made, using the features of the text in the simple present tense		
	WALT- Edit and improve work		
	WALT-		
	WALT-		
Summer 2 The Vanishing Rainforest (3 weeks) Theme- Conflict and Playing My Part	WALT- Understand the reasons for deforestation (discussion – oracy lesson)		FLYING HIGH Stimulus: Explaining about a new creature in the rainforest WALT: Write a letter Explaining you have discovered a new creature Paragraphs. Expanded noun phrases, adverbials and multi clause sentences.
	WALT – Identify persuasive devices in letters		
	WALT – Identify and use powerful and precise vocabulary to persuade the reader		
	WALT – Understand how a rhetorical question can be effective and use it to engage the reader		
	WALT- Identify and use subordinating conjunctions in sentences to explain importance of rainforest (as, if, when)		
	WALT- Write sentences using subordinating conjunction with subordinate clause at the beginning or end		
	WALT- Identify and use adverbial phrases within sentences to give information (time, place, manner, possibility)		
	WALT- Write an introductory paragraph to grab the reader's attention		
	WALT- Write a persuasive letter, using features of the text to maintain cohesion		
	WALT- Edit and improve work		
	WALT-		
	WALT-		
	WALT- Identify features of an instructions and explanations (numbered steps, clear and precise language, time adverbials, imperative verbs, pictures/diagrams, prepositions)		
	WALT- Sequence steps to maintain cohesion within an instructional text using pictures and text		
Instructions for Cooking (2 weeks) Theme-			

	WALT - Identify time adverbials and write sentences		
	WALT- Write sentences using imperative verbs and appropriate adverbs of manner in the simple present tense		
	WALT – Identify and use appropriate prepositions to explain		
	WALT- Write precise, expanded noun phrases to add detail		
	WALT- Plan a set of instructions to make their own smoothie, using the features of the text in the simple present tense		
	WALT- Write a set of instructions to make their own smoothie, using the features of the text in the simple present tense		
	WALT- Edit and improve work		
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