

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 5

	Key Objectives	Ongoing Objectives	Assessment
Autumn 1 Key Themes- Conflict and Significance Book Title King Richard III Audience & purpose of a diary entry: Ourselves later on in life/to remind us of an event and feelings at this time Audience & purpose of a letter- Mother/to reassure and describe an event. What's so special about Shakespeare? Key Theme: Success Audience & purpose- KS2 children/ to educate a person	WALT- Understand the purpose and audience of a diary entry	Vocabulary: To select vocabulary to enhance meaning e.g. improve language choices to enhance meaning Cohesion: To use a wide range of devices to build cohesion within a paragraph Draft and write by: To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, and atmosphere - using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, - proof-read for spelling and punctuation errors	Flying High- Diary entry based on a scene from.... Focus: conveying atmosphere and emotion
	WALT- Use subordinating conjunctions to convey a message- after, if and when		
	WALT- Use fronted adverbials to indicate the passing of time		
	WALT- Use expanded noun phrases with a prepositional phrase to create an atmosphere		
	WALT – Use present perfect tense to describe an event		
	WALT- write a diary entry conveying atmosphere and emotion -Fronted adverbials -Subordinating conjunctions -Expanded noun phrases		
	WALT- Understand the audience and purpose of a setting description within a letter		
	WALT- Use adverbs to describe manner and place		
	WALT- Use expanded noun phrases with a prepositional phrase to convey an impression.		
	WALT- Use figurative language to create an atmosphere.		
	WALT- write a letter including a setting description. -Adverbs -Expanded noun phrases -Figurative language		
	WALT-To understand the audience and purpose of a chronological report		
	WALT- Use relative clauses to include more information- who		
	WALT- Use subordinating conjunctions to provide more information- since, before and after		
	WALT- Use appropriate paragraphing		
	WALT-Write a chronological report using subordinating conjunctions- since, before and after. -Relative clauses using who -Paragraphs		

	-Consistent use of the correct tense		
Autumn 2	WALT- create a setting inferring information from a video and text	Vocabulary: To select vocabulary to enhance meaning e.g. improve language choices to enhance meaning Cohesion: To use a wide range of devices to build cohesion within a paragraph Tense: -use of past perfect as a cohesive device ‘ she had calculated’, ‘she had only found’ Cohesion: - use a wide range of devices to build cohesion within a paragraph (e.g. adverbs then, at last, later) and link ideas across paragraphs using adverbials of time, place and number or tense choices ‘that had gathered... out in the Atlantic’ ‘she knew her moment had come’ Draft and write by: To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, and atmosphere - using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by:	Flying High- Write a letter to a parent to describe Hogwarts Write an advert for the Sea Life Centre
Harry Potter and the Philosopher’s Stone Key Theme: Inequality Audience & purpose of a narrative- UKS2/to build tension An advert-Children and parents/to persuade people to visit and purchase and item	WALT- understand the audience and purpose of a narrative		
	WALT- create expanded noun phrases with a prepositional phrase		
	WALT- write a setting description using expanded noun phrases to create tension		
	WALT- use relative clauses to add detail- which		
	WALT- plan a narrative which creates a tense atmosphere for a KS2 child.		
	WALT- use dialogue to convey character and move on action		
	WALT- write a story which creates tension for a KS2 child		
	-Expanded noun phrases		
	-Relative clauses-which		
	-Dialogue to move an action on		
	-Adverbials to build cohesion within paragraphs		
	WALT- write a story which creates tension for a KS2 child		
	WALT- Understand the purpose of an advert		
	WALT- Use expanded noun phrases to create a positive image		
	WALT- Understand the purpose of modal verbs		
	WALT-Plan an advert for a fictitious shop		
Secret of the Seas Key Theme: Playing My Part Audience & purpose of An encyclopaedia entry KS2 child/ to interest and	WALT- write an advert using appropriate modal verbs		
	WALT- understand the audience and purpose of encyclopaedia entries		
	WALT- Use expanded noun phrases to describe appropriately for an audience		
	WALT-Use subject specific and technical vocabulary to describe an animal		
	WALT- create a fact file using subject specific and technical vocabulary		

educate	WALT- use brackets for parenthesis	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, - proof-read for spelling and punctuation errors 	
	WALT- Understand how to create cohesive paragraphs		
	WALT- understand how to use cohesive devices within and across paragraphs effectively		
	WALT- Use relative clauses to include additional information-which		
	WALT- Plan an encyclopaedia entry		
	WALT- write an encyclopaedia entry for a KS2 child using cohesive devices. -Brackets -Relative clauses -Use of cohesive devices		
	WALT- edit and improve a piece of writing		
	WALT- understand the purpose and audience of a poem		
	WALT- identify key features of a poem		
	WALT- rewrite a poem		
Spring 1 Key Theme: Inequality Street Child Audience & purpose of a diary entry- ourselves later on in life/ describe an event and recall different emotions	WALT- extract and infer information from a picture	- Draft and write by: To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, and atmosphere - using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Flying High- Write an advert persuading people to visit Victorian street sellers
	WALT- understand the purpose and structure of a diary entry.		
	WALT- use subordinating conjunctions to add extra information about a character's emotions.		
	WALT- use expanded noun phrases with a prepositional phrase to provide detail.		
	WALT-use dashes to include extra information		
	WALT – Use past progressive to recount an event.		
	WALT- use emotive language to write a diary entry. -subordinating conjunctions --expanded noun phrases -dashes -past progressive tense - use of the correct subject and verb agreement		

narrative- UKS2/ engage and build tension	WALT- identify how a narrative demonstrates tension.	- ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, - proof-read for spelling and punctuation errors Tense: -use of past perfect as a cohesive device ‘ she had calculated’, ‘she had only found’ Noun phrases: - add detail using relative clauses ‘the winding track that would take her up to the cliff path and safety’ ‘the sea, sucked back into the Atlantic for a brief moment, revealed...’ Vocabulary: - selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning Cohesion: - use a wide range of devices to build cohesion within a paragraph (e.g. adverbs then, at last, later) and link ideas across paragraphs using adverbials of time, place and number or tense choices ‘that had gathered... out in the Atlantic’ ‘she knew her moment had come’ Sentence types: - relative clauses (beginning with who, which, where, when, whose, that) Eg. The warm water, which laps at your feet, gently tickles your toes.	
	WALT- use expanded noun phrases effectively to convey emotion- COMPARE and CONTRAST a character description		
Horrible Histories- Victorians Key Theme:Significance Audience & purpose of A non-chronological report -UKS2 child/entertain and engage a reader Newspaper report- young adults/inform and retell an event	WALT-Use dialogue to move an action on		
	WALT- use a range of descriptive language to create tension.		
	WALT- plan a continuation for a narrative.		
	WALT- write a continuation of a narrative which builds tension. - Dialogue - Descriptive language - Cohesive devices across paragraphs		
	WALT-identify features of a non-chronological report		
	WALT-research and collate information for a non-chronological report		
	Use subordinating conjunctions to extend a sentence- although, even though		
	WALT- use bullet points for a list		
	WALT- use brackets to add extra detail		
	WALT- structure a paragraph for a non-chronological report		
	WALT- plan a non-chronological report		
	WALT- Use a range of sentences types to write a non-chronological report to inform others -Subordinating conjunctions -Bullet points -Brackets -Vocabulary choices		
	WALT- identify features of a newspaper report		
	WALT- plan a newspaper report		
	WALT- use the present perfect tense in a newspaper report		
	WALT- use reported speech		
	WALT- use direct speech		
	WALT-use fronted adverbials to describe time and place		

	<p>WALT- write a newspaper report to recount an historical event</p> <ul style="list-style-type: none"> - Direct speech - -Reported speech - Present perfect tense - Fronted adverbials 	<p>Punctuation:</p> <ul style="list-style-type: none"> - brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or to avoid ambiguity 	
<p>Spring 2</p> <p>Welcome to Nowhere</p> <p>Key Theme: Inequality</p> <p>Audience & purpose of</p> <p>An argument- discuss and provide evidence for 2 sides of an argument</p> <p>A formal letter-a family/to inform then and give options</p> <p>Biography –</p>	<p>WALT-extract and infer information from a piece of text</p> <p>WALT- convey a character's thoughts and feeling through verb and adverb choices.</p> <p>WALT- recognise key features of a balanced argument</p> <p>WALT-explore reasons for and against an argument</p> <p>WALT- plan an argument</p> <p>WALT- use conjunctions to extend an argument- Furthermore, In addition to, Moreover</p> <p>WALT- write a balanced argument to discuss both points of view</p> <ul style="list-style-type: none"> -A range of conjunctions -Appropriate vocabulary choices -Cohesive devices used within and across paragraphs <p>WALT-understand the features of a formal letter</p> <p>WALT- use formal language</p> <p>WALT-understand how to use modal verbs</p> <p>WALT – Use present perfect form of verbs</p> <p>WALT-plan a letter with a clear structure</p> <p>WALT write a formal letter to inform a family</p> <ul style="list-style-type: none"> -Formal language -Present perfect tense -Modal verbs -Relative clauses <p>WALT- identify the features and the audience and purpose of</p>		<p>Flying High- a continuation of a narrative-</p>

Coming to England – Floella Benjamin Key Theme: Success Audience & purpose of A biography- others who are interested in an individual's life story/ retell a life story	a biography		
	WALT-infer information about a text		
	WALT- use a range of relative clauses to provide additional information- who, which and that		
	WALT- use a range of conjunctions- despite and yet		
	WALT- use dashes for parenthesis		
	WALT – Use past perfect form of verbs to recount an event		
	WALT- plan a biography		
	WALT- write a biography which recounts significant events. -Relative clauses -Conjunctions- despite and yet -Dashes -Past perfect tense		
Summer 1 Suzy Orbit Astronaut Key Theme: Success Audience & purpose of An explanation- an astronaut/ to explain how a machine works. Jamie Drake Equation	WALT- recognise features of an explanation text	Tense: -use of past perfect as a cohesive device ‘she had calculated’, ‘she had only found’ Noun phrases: - add detail using relative clauses ‘the winding track that would take her up to the cliff path and safety’ ‘the sea, sucked back into the Atlantic for a brief moment, revealed...’ Vocabulary: - selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning Cohesion: - use a wide range of devices to build cohesion	WALT- write a formal letter to the headteacher to request a trip to space
	WALT-generate ideas for an explanation text		
	WALT-explore the use of technical vocabulary		
	WALT- plan an explanation text		
	WALT- use time conjunctions to create a set of instructions		
	WALT- use causal language to explain an idea		
	WALT – use present progressive to explain		
	WALT- use relative clauses to give extra information- which and that		
	WALT- write an explanation for an astronaut using a range of punctuation --Time conjunctions -Causal language -Present progressive tense -Relative clauses		
	WALT- recognise features of a sci-fi story		
	WALT-generate ideas for a sci-fi story		

Key Theme: Playing My Part Audience & purpose of An adventure story- ks2 child/ entertain and engage a reader	WALT- create and describe a character for a story using expanded noun phrases	<p>within a paragraph (e.g. adverbs then, at last, later) and link ideas across paragraphs using adverbials of time, place and number or tense choices ‘that had gathered... out in the Atlantic’ ‘she knew her moment had come’</p> <p>Sentence types:</p> <ul style="list-style-type: none"> - relative clauses (beginning with who, which, where, when, whose, that) <p>Eg. The warm water, which laps at your feet, gently tickles your toes.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> - brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or to avoid ambiguity <p>Draft and write by:</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> - in narratives, describing settings, and atmosphere - using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing 	
	WALT- create and describe a setting for a story using expanded noun phrases		
	WALT- plan a story which has a clear beginning, middle and end		
	WALT- write dialogue which moves a story on		
	WALT- use a range of sentence types to build tension		
	WALT- write a beginning of a story which describes a setting		
	WALT- write the middle of a story which includes dialogue		
	WALT- write the end of a story using a range of sentence types.		
Summer 1 Text: ‘Curiosity’ The story of a Mars Rover Audience and purpose: Newspaper report to inform	WALT: Recognise features of a newspaper report		
	WALT: Gather factual information for a newspaper report		
	WALT: Plan a newspaper report		
	WALT: Use expanded noun phrases with a prepositional phrase		
	WALT: Use relative clauses to add information (which, that, when)		
	WALT: Use direct speech (quotation)		
	WALT: Use reported speech		
	WALT: Use the perfect past tense		
Summer 2 The extraordinary colours of Auden Dare Key Theme: Playing My Part Audience &	WALT: Write a newspaper report		
	WALT: Edit and improve your work		
	WALT – find and discuss features of an adventure story		
	WALT – generate ideas for an adventure story		
	WALT – use expanded noun phrases to describe a setting		
	WALT – select vocabulary to enhance meaning -verbs to build tension (character)		
	WALT – plan an adventure story which includes a range of cohesive devices		
	WALT – link ideas across paragraphs to write a continuation of a narrative		

<p>purpose of A science fiction story- KS2 children/develop a child's imagination and engage a reader.</p> <p>Iceland Orang-utan Sustainability advert</p> <p>Key Theme: Conflict Audience & purpose of A speech- a year 5 class/ express a point of view and provide evidence A letter- a parent/to persuade someone to think about our environment.</p>		<p>- ensuring correct subject and verb agreement when using singular and plural, - proof-read for spelling and punctuation errors</p>	
	WALT – Identify a range of persuasive devices used within a speech		
	WALT- Research and collate information on a specific subject		
	WALT – Write a setting description using emotive language		
	WALT – use subject specific language to write an animal description		
	WALT – Plan a speech using emotive language		
	WALT – Use persuasive language to write a speech		
	WALT – Perform a speech using emotion		
	WALT – recognise and discuss features of a persuasive letter		
	WALT – Plan a persuasive letter		
	WALT – Use past perfect within a persuasive letter		
	WALT – select appropriate grammar and vocabulary to enhance meaning to write a persuasive letter		