

# English Curriculum – St Cuthbert Mayne Junior School – 2023/2024

## Our Curriculum Vision – PRAY

<p><b>P</b>rotecting our Planet – learn and contribute to protecting God’s creation – in our community and wider work. Caring about the world we live in;</p>	<p><b>R</b>esilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;</p>	<p><b>A</b>spiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve.</p>	<p><b>Y</b>es to equality – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.</p>
<p>Lessons in English are centred around key texts. Throughout the Key Stage these have been chosen to inspire thinking about God’s creation in its enormous variety, and how we can care for it and all living things within it. Not all children will have firsthand experience of the wider world – but through books, reading and cultivated curiosity all children can form an opinion and make decisions about their actions which will make a difference to our local community and the wider world.</p>	<p>Resilience features highly in the English Curriculum. To learn to read and write, to spell, to use vocabulary, grammar and punctuation effectively, to edit, recraft and improve all takes immense resilience.</p> <p>Children are supported by exciting and relatable texts. Opportunities to use peers, Chrome books, digital dictionaries and thesauruses and voice tools to support effort in writing. From teacher modelling, pupils use and write their own Toolkits to support improvement of their writing – striving to enhance and edit each piece.</p> <p>Pride in their handwriting and presentation, or in work completed via Google Classroom encourages resilience.</p> <p>Then there are the characters in stories both fiction and non-fiction that children read about who in turn inspire resilience:</p>	<p>Children read a range of authors in order to inspire their own creative journey.</p> <p>Children are inspired by their own work and the work of others through the use of Shared writing and editing via iPad and SMART boards.</p> <p>Writing is celebrated around the school, in classrooms and outside the Headteacher’s Office.</p> <p>Curriculum is enriched through yearly Shakespeare Workshops in Spring Term:</p> <p>Book Fairs take place at school : organised by the PTA for children to donate enjoyed reads and Simon and Schuster Publishing House.</p> <p>Annually the school takes part in World Book day to celebrate treasured stories through their characters.</p>	<p>Children look at a range of authors from different cultures, genders and backgrounds from different periods of time to promote and reflect the diversity of our school and country. This is both in the texts identified in the Long Term plan, but also the books children are encouraged to choose for individual reading. Equality of access to top quality authors to children who might not get exposure at home : Teachers share recommended book lists with parents for each year group.</p>

### Our Subject Philosophy



At St Cuthbert Mayne, we are committed to providing an exciting, engaging and progressive English curriculum for our children. We aim to foster within our pupils a love of Literature through widespread reading and a strong command of the written language in all its forms. Our school believes that every child should receive a rich experience of English and should be fully equipped with the required skills to read and write fluently, comprehensively and confidently. We nurture the transferability of these skills, which allow children to access material in all curriculum areas, creating a foundation for their wider learning and enabling high quality responses to work in all subjects. Throughout the school, the pupils' teaching and learning is centred on a series of core texts. These are chosen purposefully to enhance their experience of Reading and Writing with the vision that every child will have completed and accessed a broad selection of high-quality books during their time here.

Essential skills will continue to develop in KS2 where children's reading development will heavily impact on the quality of their writing. They will need to show they can consistently apply sophisticated punctuation and sentence structures to a variety of text-types, whilst developing a writing style which engages the reader. The skills of planning, editing and re-drafting will continue to be taught however the emphasis will be placed on children being able to do this more independently and whilst they write.

**The requirements of the National Curriculum: [English National Curriculum](#)**

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## English Long term plan:

English Curriculum Map 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Stone Age Boy – descriptions/ diary</p> <p>Mary Anning Diary</p>	<p>Haikus Poetry</p> <p>Flat Stanley – plot, dialogue, description</p>	<p>Shakespeare – Midsummer's Nights Dream</p> <p>Description/ speech/play script</p>	<p>Explanation Text/ Myths &amp; Legends</p>	<p>Charlotte's Web</p> <p>Letter Writing – Ezra Jack Keats</p>	<p>Charlotte's Web</p> <p>Poetry - Kennings</p> <p>Non-Chronological Report – Iron/Bronze</p>
Year 4	<p>Butterfly Lion</p> <p>Settings, Characters, Dialogue</p> <p>Science/Geog cross curricular – Habitats Bug Hotel, research</p>	<p>Butterfly Lion complete</p> <p>Geog cross curricular - letter writing</p> <p>Poetry Christmas</p>	<p>Shakespeare – Romeo and Juliet</p> <p>Newspaper report</p> <p>Instruction Writing</p> <p>Letter Writing</p>	<p>World Book Day</p> <p>Egyptian Myths - Osiris and Seth</p>	<p>World Earth Day</p> <p>Bill's New Frock</p> <p>Character</p> <p>Playscripts</p> <p>Science CC</p> <p>Shirt Machine - Report Writing/ Instruction writing</p>	<p>Journey to Jo'Burg</p> <p>Character, setting, diary, research</p> <p>note taking S. Africa</p>
Year 5	<p>Grammar focus</p> <p>Sentence structure and punctuation</p> <p>Cosmic Narrative</p> <p>Day and night Explanation text</p>	<p>Mirror of wishes Poetry</p> <p>How to train your dragon</p> <p>Setting description &amp; non-chronological report</p>	<p>Hamlet</p> <p>Agony aunt letter &amp; newspaper report</p>	<p>Street Child</p> <p>Character descriptions &amp; fictional biographies</p>	<p>My Secret War Diary</p> <p>Setting descriptions &amp; diary entries</p>	<p>Conservation</p> <p>Balanced Arguments &amp; persuasive letter writing</p>
Year 6	<p>SPaG focus</p> <p>Harry Potter</p> <p>Descriptive Writing, Newspaper Reports</p>	<p>Remembrance Poetry</p> <p>Wing</p> <p>Character description, Show, not tell</p> <p>Cloud Tea monkeys</p> <p>Setting description, Formal persuasive letter</p>	<p>Martin Luther King / Katherine Johnson</p> <p>Biography</p> <p>Macbeth</p> <p>Witch's spell, poem, newspaper report</p>	<p>Macbeth</p> <p>Balanced argument</p> <p>The Spiderwick Chronicles</p> <p>Non-chronological report (Cockatrice)</p>	<p>Skellig</p> <p>Narrative with dialogue</p>	<p>The Explorer</p> <p>Creating original narrative</p>

## Curriculum Progression at St Cuthbert’s Mayne Junior School

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)	write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)	write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†
	use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action
		use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Year 3	Year 4	Year 5	Year 6

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Writing in non-fiction forms			
write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)	write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)	write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

Year 3	Year 4	Year 5	Year 6
Writing narratives			
create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†
use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action

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	use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
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Year 3	Year 4	Year 5	Year 6
<b>Cohesion</b>			
use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next, underneath, with) for cohesion and to add detail	use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Year 3	Year 4	Year 5	Year 6
<b>Verb tenses</b>			
use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	use verb tenses consistently and correctly throughout most of their writing	use verb tenses consistently and correctly throughout their writing

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Year 3	Year 4	Year 5	Year 6
Sentence punctuation			
use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)	use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)	use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Year 3	Year 4	Year 5	Year 6
Spelling			
spell most common exception words*	spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings	spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary	spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible			
Year 3	Year 4	Year 5	Year 6
Handwriting			

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increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant	write legibly and with increasing fluency, paying attention to size and spacing	write legibly, fluently and with increasing speed	maintain legibility in joined handwriting when writing at speed <sup>2</sup>
join letters with diagonal and horizontal strokes where appropriate <sup>2</sup>	maintain the use of joined handwriting <sup>2</sup> throughout independent writing		