



### Curriculum Intent

At Avonwood, we believe that English is a fundamental life skill that every child has the right to in order to participate fully as members of society. Our English curriculum promotes high standards of language and literacy in both spoken and written word and fosters a genuine love of reading and writing of all text types. Our curriculum is carefully curated and sequenced in a way to balance composition and transcription, nurture creative and imaginative expression whilst making continual links between reading and writing. Ultimately, our aim is to promote progressive learning for all children.

### Our writing curriculum is built on four key principles:

- Developing pupils' metacognitive and critical thinking skills
- Ensuring the highest expectations for the attainment and progress of all pupils
- Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice
- Developing a secure understanding of the writing process

### **1. How do you ensure consistent delivery across all key stages?**

Consistency is maintained by ensuring that each year group incorporates the Rosenshine principles into the delivery of their lessons. Each year group is provided with rich, high-quality diverse texts and classes contain an English working wall. The working wall is referred to throughout lessons and clearly identifies the purpose, audience, features, form and tone of the current unit of learning as well as clear visuals to scaffold new learning. Teachers are provided with regular CPD sessions that also ensures consistency across the curriculum.

### **2. How does the curriculum cater for disadvantaged, SEND and other minority group students?**

Our English curriculum is an inclusive one that allows all children the opportunity to access it through quality first teaching:

- Lessons are broken down into small steps to allow children to digest material in stages, mastering a concept before moving onto the next steps,
- Teachers explicitly model new skills before children attempt to do them independently.
- The curriculum is differentiated and tailored to each child's specific needs. Where necessary, scaffolds are put in place to provide the appropriate amount of support needed during the learning process. These scaffolds are given in many forms for example, pre-teaching new vocabulary, providing sentence stems and diversifying learning outcomes. As confidence and independence builds, these scaffolds are slowly removed.

### **How does the curriculum embed prior knowledge and aid long term retention of knowledge?**

Each lesson begins with a review which activates prior learning. This allows children to practise their recall skill and prepares them to build on it and make connections during the lesson. As well as deepening the children's understanding, reviews offer

teachers the chance to check whether key knowledge has been acquired and make adaptations as needed. As the English curriculum is a progressive one, concepts build on what has been previously taught which develops greater fluency and automaticity in retrieving knowledge from the long-term memory to the working memory and vice versa

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>The Early Years Foundation Stage is a statutory framework which sets out the standards for learning, development, and care of children from 0-5 years. For English there is a particular focus on Communication and Language and Literacy, as set out in the seven areas of learning and development. The Early Learning Goals guide children’s overall learning and development. At the end of the academic year, every child is assessed against the Early Learning Goals before transitioning into Year One.</p> <p>The 3 <b>PRIME</b> areas are essential. They support development in all areas of learning.</p> <ul style="list-style-type: none"> <li>▪ Personal, Social and Emotional Development – self-regulation; managing self; and building relationships.</li> <li>▪ Physical Development – fine motor; and gross motor.</li> <li>▪ Communication and Language – listening, attention and understanding; and speaking.</li> </ul>					
<b>1</b>	<p><b>Poetry link</b> Poems to Perform - Julia Donaldson)</p> <p><b>Retelling Narratives:</b> The Lonely Beast – Chris Judge</p> <p><b>Developing Description:</b> Lost in the Toy Museum – David Lucas</p>	<p><b>Developing Sentence Structure</b> Little Red/Rapunzel – Bethan Woollvin</p> <p><b>Character and Plot:</b> Beegu – Alexis Deacon</p> <p><b>Writing About Real Life:</b> The Big Book of the UK – Imogen Russell Williams</p>	<p><b>Developing Narrative Structure:</b> Stanley’s Stick – John Hegley</p> <p><b>Writing to Inform</b> Look Up! – Nathan Byron</p> <p><b>Developing Punctuation:</b> Traction Man is Here – Mini Grey</p> <p><b>Poetry link</b> Daydreams and Jellybeans - Alex Wharton &amp; Katy Riddell</p>	<p><b>Fairy Tales</b> Mixed Up Fairy Tales- Hilary Robinson &amp; Nick Sharratt Billy and the Beast – Nick Sharratt</p> <p><b>Persuasion</b> Here We Are – Oliver Jeffers</p>	<p><b>Creating Descriptions:</b> Journey - Aaron Becker</p> <p><b>Poetry link</b> Out &amp; About: The First Book of Poems- Shirley Hughes</p> <p><b>Recounts:</b> Nimesh the Adventurer – Ranjit Singh</p> <p>On the Way Home – Jill Murphy</p> <p><b>Fact Files:</b> Ada Twist, Scientist</p>	<p><b>Writing Letters:</b> Where the Wild Things Are – Maurice Sendak</p> <p><b>Instructions:</b> The Cook and the King – Julia Donaldson</p> <p><b>Writing About Real Events:</b> Meesha Makes Friends – Tom Percival</p>

					Iggy Peck, Architect Rosie Revere, Engineer – Andrea Beaty	
<b>2</b>	<p><b>Poetry:</b> Thinker: My Puppy Poet and Me - Eloise Greenfield</p> <p><b>Writing to Inform:</b> Instructions The Disgusting Sandwich - Gareth Edwards</p> <p><b>Connecting Narratives:</b> Lubna and Pebble - Wendy Meddour</p>	<p><b>Personal Narratives:</b> The Proudest Blue - Ibtihaj Muhammad-N</p> <p><b>Developing Punctuation:</b> Don't Let the Pigeon Drive the Bus! - Mo Willems</p> <p><b>Writing Letters:</b> Paddington's Post – Michael Bond</p>	<p><b>Creating Persuasive Texts:</b> The King Who Banned the Dark - Emily Haworth Booth</p> <p><b>Writing to Entertain:</b> The Dragon Machine - Helen Ward</p> <p><b>Poetry</b> Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters</p> <p><b>Writing about Real Life:</b> What Do Grown Ups Do All Day? - Virginie Morgand</p>	<p><b>Writing Instructions:</b> How to babysit Grandma – Jean Reagan</p> <p><b>Writing Fact Files:</b> Monstrous Book of Monsters - Johnny Duddle &amp; Aleksei Bitskoff</p> <p><b>Inventing Narratives:</b> The Night Gardener – The Fan Brothers</p>	<p><b>Developing Description:</b> The Tunnel – Anthony Browne</p> <p><b>Poetry Link</b> An Emotional Menagerie – The School of Life</p> <p><b>Writing Recounts:</b> Augustus and his Smile -Catherine Rayner</p>	<p><b>Developing Vocabulary:</b> Never Smile at a Monkey – Steve Jenkins</p> <p><b>Writing to Inform:</b> Africa, Amazing Africa - Atinuke</p> <p><b>Narratives:</b> The Midnight Fair – Gideon Sterer</p> <p><b>Informative Writing</b> Welcome to our World – Moira Butterfield</p>
<b>3</b>	<p><b>Poetry:</b> Jabberwocky – Lewis Carroll (1 week)</p> <p><b>Developing Description:</b> Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)</p>	<p><b>Writing to Inform:</b> Day of the Dinosaurs – Steve Brusatte (2 weeks)</p> <p><b>Developing Dialogue:</b> Stone Age Boy - Satoshi Kitamura (3 weeks)</p>	<p><b>Investigating Viewpoint:</b> Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)</p> <p><b>Discussion:</b> Fairy Tale Crimes</p>	<p><b>Class Fact File:</b> This is How We do It – Matt Lamothe (2 weeks)</p> <p><b>Traditional Fables:</b> Poetry Link (3 weeks)</p>	<p><b>Creating Atmosphere:</b> Escape From Pompeii –Cristina Balit Poetry Link (4 weeks)</p> <p><b>Writing to Inform:</b></p>	<p><b>Writing to Persuade:</b> Adverts &amp; Reviews Izzy Gizmo –Pip Jones (2 weeks)</p> <p><b>Letter Writing for Different</b></p>

	<p><b>Instructions:</b> Instructions – Neil Gaiman (2 weeks)</p>		<p>Who Pushed Humpty Dumpty &amp; Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)</p> <p><b>Reporting:</b> Fairy Tale Crimes (2 weeks)</p>		<p>Earth Shattering Events – Robin Jacobs (2 weeks)</p>	<p><b>Purposes &amp; Audiences:</b> The Day the Crayons Quit –Drew Daywalt (3 weeks)</p>
4	<p><b>Poetry:</b> Poems Aloud - Joseph Coelho (1 week)</p> <p><b>Instructional Writing:</b> Building with Lego Chop, Sizzle Wow: The Silver Spoon Comic Cookbook – Tara Stevens (2 weeks)</p> <p><b>Developing Description:</b> The Building Boy – Ross Montgomery (3 weeks)</p>	<p><b>Writing to Inform:</b> <b>Dragonology:</b> The Complete Book of Dragons – Dugald Steer (3 weeks)</p> <p><b>Writing Short Stories:</b> The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)</p>	<p><b>Creating Narrative:</b> Traditional Tales Usborne Illustrated Arabian Nights (3 weeks)</p> <p><b>Dual Purpose Writing:</b> David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)</p>	<p><b>Creating Narrative:</b> The Great Kapok Tree--Lynn Cherry (2 weeks)</p> <p><b>Persuasion:</b> Save the Rainforest Poetry Link: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon (3 weeks)</p>	<p><b>Writing to Entertain:</b> Personal Recounts Quick! Let’s Get Out of Here - Michael Rosen Poetry Link (3 weeks)</p> <p><b>Discussion:</b> This or That? Pippa Goodheart (3 weeks)</p>	<p><b>Author Study:</b> Nicola Davies (3 weeks)</p> <p><b>Biography:</b> <b>Inventors:</b> Incredible stories of the world's most ingenious inventions –Robert Winston (2 weeks)</p>
5	<p><b>Poetry:</b> Rhythm and Poetry - Karl Nova (1 week)</p> <p><b>Character &amp; Setting:</b> Painting A Picture with Words (3 weeks)</p>	<p><b>Creating a New Chapter:</b> The Invention of Hugo Cabret – Brian Selznick (3 weeks)</p> <p><b>Explanations:</b> The Way Things Work –David Macaulay</p>	<p><b>Creating Recounts:</b> Shackleton’s Journey – William Grill (3 weeks)</p> <p><b>Creating Pace and Tension in Narrative:</b> Varjak Paw – S F Said (3 weeks)</p>	<p><b>Writing to Entertain:</b> Cloud Busting – Malorie Blackman Poetry Link (3 weeks)</p>	<p><b>Writing Narrative:</b> The Water Tower – Gary Crew (2 weeks)</p> <p><b>Writing to Inform:</b> Real-Life Mysteries – Susan Martineau (2 weeks)</p>	<p><b>Narrative &amp; Poetry:</b> Playing with Words Varmints – Helen Ward; The Rabbits – John Marsden</p>

	<p><b>Writing to Inform &amp; Discuss:</b> Comparative writing What's The Difference – Emma Strack (2 weeks)</p>	(2 weeks)		<p><b>Writing Biographies:</b> Survivors – David Long (2 weeks)</p>	<p><b>Discussion:</b> Real-Life Mysteries – Susan Martineau (2 weeks)</p>	<p><b>Poetry Link –</b> The Lost Words - Robert Macfarlane (3 weeks)</p> <p><b>Persuasion:</b> Global Warming (2 weeks)</p>
6	<p><b>Poetry:</b> <b>Poetry Please: The Seasons</b> – Various. If All the World Were - Joe Coelho (1 week)</p> <p><b>Creating Narrative: Quest</b> How To Train Your Dragon – Cressida Cowell (2 weeks)</p> <p><b>Informative Writing:</b> Experimenting with Formality &amp; Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)</p>	<p><b>Creating a New Chapter:</b> SeaBEAN – Sarah Holding (3 weeks)</p> <p><b>Persuasion:</b> Reducing Waste Campaign (2 weeks)</p>	<p><b>Multi-Text Storytelling:</b> The Arrival – Shaun Tan Poetry Link 'On the Move' - Michael Rosen (4 weeks)</p> <p><b>Biographies:</b> Little Leaders - Vashti Harrison (2 weeks)</p>	<p><b>Discussion:</b> What Is Right &amp; Wrong? ... - Michael Rosen &amp; Annemarie Young (3 weeks)</p> <p><b>Narrative Non-fiction:</b> Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)</p>	<p><b>Narrative</b> Traditional Tales Grimm Tales: For the Young and Old – Phillip Pullman</p> <p><b>Writing to Inform</b> The Tiger's Tale: A conservation story – Catherine Barr The Big Picture: Wildlife Conservation – Lyn Counts</p>	<p><b>Class Anthology:</b> Book of Hopes – Katherine Rundell Poetry Link (3 weeks)</p> <p><b>Fact or Fiction:</b> History's Mysteries - National Geographic Kids (2 weeks)</p>