

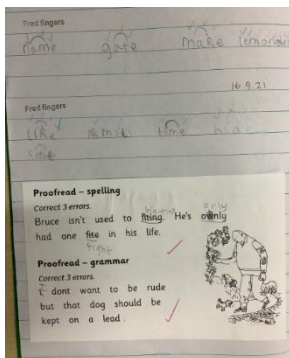
The Gnosall St Lawrence CE Primary Academy English curriculum is not only designed to equip children with the skills, knowledge and resilience to become confident readers and writers, but also to develop a love of reading. We endeavour to ensure that all children leave our school as confident, successful and critical readers, who have developed a lifelong passion for reading; this passion for reading will inspire children to be confident and successful writers. We focus on the development of reading and writing skills through varied and high quality activities. Pupils read high quality texts as a class and apply their writing skills to produce high quality pieces of work. All aspects of English including punctuation, grammar, vocabulary, spelling, handwriting and the spoken language are developed and taught through our sequential curriculum.

### **Who What When:**

In Pre School, children will explore mark making and develop the fine motor skills required to hold a pencil. Children will also experience a range of books and gain a love for listening and reading.



In Reception, children will build on their letter recognition and mark making ability through continuous provision activities and in Read Write Inc sessions. Children will also start to develop an understanding of how to use simple punctuation marks. In



Year 1 children will develop their handwriting style and increase their understanding of grammar and punctuation through Read Write Inc and topic writing. Read Write Inc instils a love for reading and ensures children's phonics are secure before moving on. *(For more information on Read Write Inc, please see our "Early Reading" page)*

In Year 2, pupils will move from the Read Write Inc programme onto our "Journey" approach to teaching English which is also established across KS2. Throughout each 2-3 week journey, children will focus on the purpose and impact of texts they read and write.

**Purpose:** why the writer is writing

**Impact:** how the reader will feel/think/react/understand

### Reading as a Writer

Each journey starts with reading lessons focused on a specific reading domain and centred around a high-quality text. Throughout these lessons, children will develop skills to: decipher and explain the meaning of new vocabulary; retrieve and record information; summarise main ideas; make justified inferences; explain word choice; and make comparisons within a text. These skills will also allow children to develop an understanding of the purpose and impact of the model text.

### Write like a Reader

Thursday 28th September 2023  
WEEK 1: How to use persuasive language to persuade others to do something.

Impression	Evidence
Jonas I think he's got a good opinion of me.	The reason why he said that is because he likes me.
Granda I think he's got a good opinion of me.	Granda believed me when I said I was happy and I was.
Teddy I think Teddy has a good opinion of me.	Teddy believed me when I said I was happy and I was.

Thursday 27th October 2023  
WEEK 1: How to write an effective persuasive argument which has the intended impact.

Purpose: to persuade others to agree with my view on the Moon landings.

I can use a relative pronoun.  
I can use a relative clause.  
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The Moon landings were real.

Since the famous lunar landings in 1969, countless people like me think that it was real but only some uneducated people have been spreading many lies about it. The purpose of writing will remove all of the lies that have been put on your head.

We had the vision of the first moon photographs on the Moon! Well, there are many photos that show the Moon but only the most popular ones are the ones that were taken by a man called Neil Armstrong. He was the first man to walk on the Moon and he was the first man to take a photograph of the Earth from the Moon. He was the first man to take a photograph of the Earth from the Moon. He was the first man to take a photograph of the Earth from the Moon.

From these many photos and videos that were taken, it is clear that the Moon landings were real. Every evidence theory that has been presented

The next step in the journey allows children to develop a grammar, punctuation or spelling skill which can be embedded in their own writing to meet the purpose and impact. GPas skills are also taught in discreet, stand-alone lessons where needed to enhance

Thursday 22nd September 2023  
WEEK 1: How to use persuasive language to persuade others to do something.

Purpose: to persuade others to agree with my view on the Moon landings.

I can use a relative pronoun to link an action and consequence.  
I can use a relative clause to link an action and consequence.

My cousin is a great person. He is very kind and he is very smart. He is very kind and he is very smart. He is very kind and he is very smart.

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children's understanding and confidence. Children then spend time creating high-quality pieces of writing demonstrating skills relating to the purpose and impact which have been taught during the journey.

### Edit for Impact

During the final stage of the journey, children spend time editing their work to ensure it has the desired purpose and impact. This will include

children proof-reading for spelling/ grammatical errors; reflecting upon word choices for desired impact; and checking for sense and

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cohesion. Editing sessions will include guided edits, self-editing and peer editing.

## Spellings

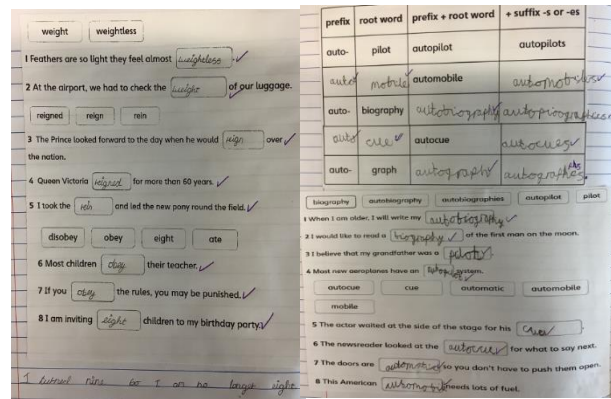
Spellings are taught explicitly in every year group, every day. In Early Years and Key Stage 1, spellings are taught through Read

RWI sessions involve systematic synthetic phonics to develop reading and spelling. In addition to this daily spelling practice, pupils in Y1 and 2 take home 5 spellings and are tested on these each week. Pupils are grouped appropriately based on regular RWI assessments.

In Key Stage 2, excluding Year 6, pupils follow the RWI KS2 Spelling Programme to ensure consistency and appropriate sequencing from KS1. Pupils have daily spelling sessions of approximately 15 minutes in which they complete a range of tasks from the RWI Spelling Programme. Pupils take home up to 10 spellings linked to their daily sessions and are tested on these spellings each week. Year 6 pupils complete daily spelling activities which focus on statutory end of key Stage expectations and consolidating previous learning. Pupils take home 20 spellings, linked to their daily sessions. These are tested each week. Please see our Spellings Policy for more information.

## Handwriting

It is our aim that every child develops a fluent, legible and personalised style of handwriting by the time they leave in Year 6. We believe that when taught effectively and consistently, handwriting can be mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school. Please see our Handwriting Policy for more information.



## Speedy SPaG

Task	Monday	Tuesday	Wednesday	Thursday	Friday
Underline the capital letters	My friend Lucy went to Oxford.	I had an hour on the school bus.	Thomas the cat had silky fur.	On Wednesday, Jack is going to the dance's dress.	My dog Billy always barks at the post man.
Add the missing capital letters	they're	couldn't	I'll	won't	won't
Write a synonym					

In KS2, pupils have the opportunity to embed their SPaG learning at the start of every English lesson through their Speedy SPaG starter. This is self-marked and checked by the teacher. It is an excellent opportunity to practise previously taught spelling, grammar and punctuation skills which can then be embedded into children's writing.

	Add the missing capital letters	Underline the adjective	Add the apostrophe	Circle the correct spelling	Underline the conjunction	Write a synonym
Monday	Open and Lucy went to Oxford.	Domonic was wearing blue trousers.	Scott ran in the corridor!	Liberty Liberty Liberty	Because it was raining, I wore my wellies.	wet long
Tuesday	Have you seen this sweet today? It's NO.	The cat had silky fur.	Tom's hamster is called Fred.	Wright Wright Wright	I ate my breakfast before I put my uniform on.	sad happy
Wednesday	I really like chocolate cake.	Scarily beads covered the dancer's dress.	On Wednesday, Jack is going to Adam's house for tea.	Question Question Question	Harry wanted to play outside but Mum said it was time for bed.	cold freezing
Thursday	My dog Billy always barks at the post man.	Mrs Dashfield's cake was delicious.	I didn't really enjoy those sprouts!	Business Business Business	What you have practised your spellings, we can go to the park.	scary frightening
Friday	In the holidays, I went to France and Cornwall.	Can I have a go on your bike, please?	We better get going or we'll be late!	Favorite Favorite Favorite	I love kittens because they are cute!	happy lovely

## Helping at Home

Parents are encouraged to support their child/children at home by reading with them regularly and by assisting children with spelling practise. These can be recorded in pupils' reading records and remember 5 reads equals a sticker on your sticker card! Within the school's Learning Log projects, there are always a variety of extended writing tasks for children to complete at home.