

# ENGLISH POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	20.05.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	20.05.2016
Details and dates of minor amendments:	12.05.16 Amended by RHeaney – 3 appendices added and minor amendments made to policy wording. 05.07.2019 Reviewed without amends.
Date next full review is due:	Autumn 2019

**Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.**

## School Philosophy



The Kelvin Grove Community Primary School is an inclusive school. The prime aim of our school is to give each of our children the opportunity to develop their own potential through knowledge, experience, understanding and awareness of good moral values. We feel that this can best be achieved by laying the foundations of a balanced education.

### **General Statement**

English unites the important skills of Reading, Writing and Speaking and Listening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

### **Aims**

The purpose of English education is to offer pupils intellectual excitement and challenge; to provide them with a sense of delight and wonder; to equip them with knowledge and skills and the ability and confidence to use and apply these to meet the needs of present and future society.

### **Objectives.**

At Kelvin Grove Community Primary School we aim to encourage children to:

- speak fluently and listen with attention and understanding;
- read and write with confidence, fluency and understanding;
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the phonics and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
- plan, draft, revise and edit their own writing;
- take part in their own learning progress and be proactive in address their next steps;
- have a suitable technical vocabulary for literacy through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the [National Curriculum in England: Framework Document for Teaching and in the Statutory Framework for the Early Years Foundation Stage \(2014\)](#).

### **Subject Organisation**

The English Curriculum is delivered using objectives from the [National Curriculum](#). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to

attainment, not age. Although the expectation is that all pupils will move through the programme of study at a similar rate, children's learning will always be differentiated for the stage that they are at.

### Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10).

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'Talking Topic'
- School Plays
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

**In the Early Years Foundation Stage (Nursery and Reception)** children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 1 and 2)** children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently

and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6)** children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **Reading**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13). Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

### Accelerated Reading

Each child takes an initial quiz using the Accelerated Reader programme to give them a level and book matched to this level. In AR sessions, the children read their book independently then take another quiz based on the book. If they achieve over 85 % three times they can then move onto the next level.

### Guided Reading

Once every week children will take part in a Guided Reading session with the teacher. Through this 25 minute session, the children will be taught particular skills including those linked to comprehension, inference and deduction and, for beginning readers, decoding. Objectives for this session will come from the National Curriculum and teachers will make notes to inform next steps and their summative assessments using TIPPS at the end of the half term. All reading books are banded into the Book Band colours and beginning readers have access to a range of phonically decodable books.

### Home Readers

Children also have 'home readers' which are linked to the book bands and children are encouraged to change these as often as possible. Their home reader is taken from the band below that which they read in class in order that they are able to read it at home with fluency and for enjoyment. A home school record book allows parents to have a dialogue with teachers about their child's progress and enjoyment of reading.

### Reading for Pleasure

All classrooms have a reading area which we aim to make as cosy and inviting for the children as possible. Children have access to this space at different points during

the day if they finish their learning task. All children have weekly visits to the library where they can select a book to take home and read for pleasure. They also take part in half termly visits to Gateshead library where they can choose books to bring back and read in school. The National Curriculum states that reading 'feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds' and so at Kelvin Grove we ensure whole class story time takes place at least twice a week in every class.

Every year the school celebrates World Book Day in order to raise the profile of reading for pleasure and high quality texts are chosen as a basis for English units of work to engage the children and to provide rich, exciting examples of language. Similarly, 'Take One Book' book studies take place every term.

### Phonics

Phonics is taught four times a week across Early Years and Key Stage One, to those children at this stage of reading. Each child is assessed every half term and then the children are grouped homogeneously. Children will learn a new sound every day and then practise reading a story using sounds they are already familiar with. Children in Key Stage Two access RWI as an intervention or, for children in Years 5 and 6, Fresh Start. See *Intervention Policy*.

### **Writing**

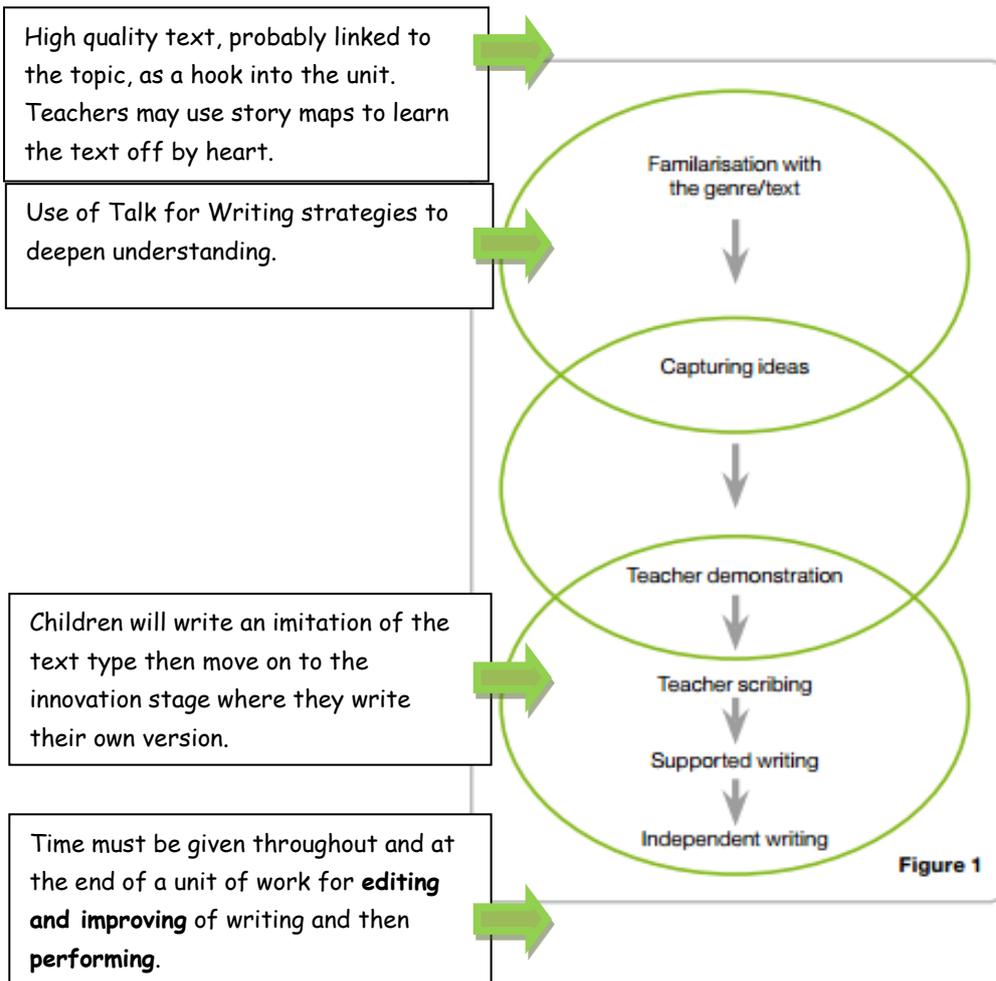
All children in Early Years are provided with opportunities that encourage and celebrate emergent writing. Depending on the level they are working at in RWI, children in Early Years also practise segmenting words for spelling using magnetic boards and letters and, as they progress, more extended writing linked to that day's story book.

In Key Stage One the children take part in RWI lessons four times a week where they practise spelling and more extended writing linked to the day's story book. As well as following this program with fidelity, teachers also use strategies from Talk for Writing where appropriate. These strategies include:

- Magpieing vocabulary from high quality texts and from peers in the class
- Drama activities to deepen understanding of the text such as freeze framing or hot seating
- Use of Writing Toolkits or Success Criteria
- The 'First thought not always the best thought' ethos

The children also take part in a weekly Big Write session to develop creative and extended writing. In Key Stage One, this lasts a whole morning and encompasses planning, shared and guided writing and self-assessment.

In Key Stage Two, children have daily English lessons which make up a unit of work over two or three weeks and follow the sequence below:



Teachers can choose appropriate Talk for Writing strategies for the unit of work. These include:

- Drama activities like freeze framing, hot seating or conscience alley
- Writing in role
- Receiving letters or phone calls from characters
- Boxing up
- Story maps
- 'Magpieing' vocabulary
- Book and writer talk

In Key Stage Two, children also have a Big Write lesson every other week. This alternates between the end of unit outcome and a text type taught a couple of weeks ago. The latter gives the opportunity for children to apply their skills independently.

The teaching -of writing should be:

- discursive - characterised by high quality oral work;
- interactive - pupils' contributions are encouraged, expected, and extended;

- well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- confident - teachers have a clear understanding of the objectives;
- ambitious - there is optimism about and high expectations of success.
- differentiated – to meet the needs of all pupils including SEN and EAL.

Teachers need to use a wide range of teaching strategies including:

- direction;
- demonstration;
- modelling ;
- scaffolding;
- explanation to clarify and discuss;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration;
- investigating ideas;
- discussing and arguing;
- listening to and responding

Classroom organisation is a key area to success in the teaching and learning of English. English will be taught in both designated English sessions and through cross-curricular themes. Pupils will spend time daily, being taught as members of a whole-class or a smaller ability group. We ~~should~~ ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as an additional language. Clear and careful planning is important to the success of the learning and teaching of literacy. Lessons will be planned with reference to the objectives contained within the National Curriculum and following the whole school long term plans. Medium and short-term planning is recorded on the English Unit of Work planning sheets and evaluations are made of learning outcomes and teaching.

### Handwriting

Handwriting is taught three times per week following the Collins Primary Focus published scheme. In Early Years and where necessary in other year groups, children will access activities to support fine motor control such as:

- Threading beads onto a pipe cleaners
- Writing in shaving foam/ sand/ glitter
- Using play dough to form letters
- Matching or sorting with small objects such as bottle tops or shells

Nursery children take part in Dough Disco daily and more able children will learn letter formation through Read Write Inc sessions.

### Spelling

Once children have completed the RWI program they then begin to learn the spelling rules and patterns detailed in the National Curriculum. Rules and patterns are matched to year groups as they are found in the overview attached in the Appendix.

Children are taught spellings in differentiated guided groups while other children work on consolidation activities. Spellings are sent home on Mondays and tested on a Friday and include a spelling rule and also 3 or 4 high frequency words from the word list for that year group (see Appendix). There is also a Friday dictation where children apply spellings and high frequency words learnt two weeks ago.

### **Cross Curricular Links**

English is an integral part of our daily lives and therefore manifests itself in many areas of the curriculum. Links will be made with ~~other curriculum areas~~ such as topic, RE and science at Key Stages One and Two and with other areas of learning in the Foundation Stage.

### **Assessment, Recording and Reporting**

Formative assessment is part of everyday teaching and learning. Assessment for Learning strategies such as sharing the learning intention and success criteria and peer assessment are part of everyday practice enabling children to take a more proactive role in their learning. Children assess themselves at the end of each unit of work and by their teacher using marking ladders linked to their targets and to the specific features of the text type studied. At the end of each term TIPPS assessments are updated for target children in reading and writing by highlighting the objectives that the child has met. This information is then used to set new targets for the coming half term and targets are shared with children. In Key Stage One targets are displayed on menu cards on children's tables and in Key Stage Two they are stuck in children's books.

Intervention measures are in place for children who have SEN or who are just below the ARE in Reception, Key Stage One and Key Stage Two children to ensure that they are making the best possible progress. This can include 1:1 reading or work on group targets that is planned by the teacher and delivered by the teaching assistant in the afternoon. Opportunities are also planned for children to respond to their teacher's marking and, if more in depth support is needed, responsive intervention will be given by the teacher or teaching assistant. See Intervention Policy.

Summative assessments are used in Years 2-6 to record end of year levels. These are also used to set whole school and year group targets.

A written report on each child's achievements in speaking and listening, reading and writing is sent to parents as part of an overall report on the child's progress to date in the July of each academic year.

Moderation of assessed writing takes place in staff meetings and staff attend moderation with other schools organised by Gateshead LA.

English scrutinies of planning, books, targets and assessment, take place throughout the year.

### **Special Educational Needs**

The study of English will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. When teachers assess children as

being secure with the objectives for their year group, they must allow time for them to be able to deepen their understanding so they can apply these skills automatically and with fluency, otherwise known as 'mastering' these skills. It is only when the teacher feels very confident about this that the children may move on to the next year group's programme of study.

Such enrichment activities may include independent or group research, application of skills in a different context or evaluation of an existing piece of writing. Use of Bloom's Taxonomy can be very helpful in planning such enrichment activities.

For pupils with SEN, the task will be adjusted, pupils may be given extra support or they may have an entirely different task if this is more appropriate. The grouping of pupils will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Equal Opportunities**

This is a great cause for national concern in the area of English. Girls tend to achieve higher in reading and writing than boys and given the central importance of English to the development of other areas of the curriculum, this is of serious concern. White British and Eastern European children are also underperforming compared to their peers. At Kelvin Grove Primary School we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including English, regardless of gender, race or ability. Gender issues will be closely monitored in relation to English.

### **Computing**

At Kelvin Grove Primary School we recognise the importance of Computing as a tool for learning in all curriculum areas. We will ensure that a good variety of up to date digital literacy resources are built up within the school and that the school iPads and laptops are well utilised within English lessons. There is already a wealth of digital literacy apps on the laptops used in English lessons.

### **Monitoring and Evaluation**

The monitoring and evaluation of the English policy is the responsibility of the English Co-ordinator who is responsible to the Head teacher and the Governors for the development of English throughout the school.

### **Review**

This policy will be reviewed every two years or in the light of changes to legal requirements and or National guidelines.

## **Appendix 1**

<b>Wordlists 1 - 6 (Year 1)</b>	<b>Sounds/Spelling Rules</b>
<b>List 1</b>	<b><i>Vowel digraphs and trigraphs: ay oy oi ee a-e</i></b>

	<b>Common exception words</b>
<b>List 2</b>	<b>Vowel digraphs and trigraphs: oo oa oe ou</b> <b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b> <b>The /ŋ/ sound spelt n before k</b> <b>Common exception words</b>
<b>List 3</b>	<b>Vowel digraphs and trigraphs: ar ir ur ow ue ew</b> <b>Common exception words</b>
<b>List 4</b>	<b>Vowel digraphs and trigraphs: or ore aw air ear are</b> <b>Common exception words</b>
<b>List 5</b>	<b>Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh</b> <b>-tch</b> <b>Common exception words</b>
<b>Above patterns taught through Read Write Inc</b>	
<b>List 6</b>	The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word New consonant spelling: wh Words ending –y (/i:/ or /ɪ/) Common exception words
<b>Wordlists 7 - 12 (Year 2)</b>	
<b>Sounds/Spelling Rules</b>	
<b>List 7</b>	The /d_ʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words Common exception words
<b>List 8</b>	The /a_ɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. Adding –ed, –ing, –er and –est to a root word ending in –e with a consonant before it. Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception words
<b>List 9</b>	The /ɹ/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o Common exception words
<b>List 10</b>	The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu

	<p>The / ɔ:/ sound spelt a after w  The /ɜ:/ sound spelt s  Homophones and near-homophones  Common exception words</p>
List 11	<p>Words ending in –tion  Homophones and near-homophones  Common exception words</p>
List 12	<p>The possessive apostrophe (singular nouns)  Contractions  Homophones and near-homophones  Common exception words</p>
<b>Wordlists 13 - 18 (Year 3)</b>	<b>Sounds/Spelling Rules</b>
List 13	<p>Possessive apostrophe with singular and plural words  Homophones and near-homophones  Common exception words</p>
List 14	<p>Homophones and near-homophones  Common exception words</p>
List 15	<p>The suffix –ly  Homophones and near-homophones  Common exception words</p>
List 16	<p>The /ʌ/ sound spelt ou  More prefixes  Homophones and near-homophones  Common exception words</p>
List 17	<p>Words with endings sounding like /ɜə/ or /t_ʃə/  Words with the /e_ɪ/ sound spelt ei, eigh, or ey  Adding suffixes beginning with vowel letters to words of more than one syllable  Homophones and near-homophones  Common exception words</p>
List 18	<p>Adding suffixes beginning with vowel letters to words of more than one syllable  More prefixes  Homophones and near-homophones  Common exception words</p>
<b>Wordlists 19 - 24 (Year 4)</b>	<b>Sounds/Spelling Rules</b>
List 19	<p>Endlings which sound like /ʃən/, spelt –tion, -sion, -ssion and -cian  Common exception words</p>
List 20	<p>The suffixes –ation and -sion  Common exception words</p>
List 21	<p>The suffix -ous  Common exception words</p>
List 22	<p>More prefixes  Common exception words</p>
List 23	<p>The /ɪ/ sound spelt y elsewhere than at the end of words  More prefixes  Common exception words</p>
List 24	<p>The suffix –ous</p>

	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Common exception words</p>
<b>Wordlists 25 - 30 (Year 5)</b>	<b>Sounds/Spelling Rules</b>
List 25	<p>Words containing the letter-string ough</p> <p>Endings which sound like /ʃəs/ spelt –cious or -tious</p> <p>Common exception words</p>
List 26	<p>Endings which sound like /ʃəl/</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
List 27	<p>Words ending in –ant, -ance, -ancy, -ent, -ence and –ency</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
List 28	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
List 29	<p>Words ending in –ible and -able</p> <p>Words ending in –ably and –ibly</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
List 30	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
<b>Wordlists 31 &amp; 32 (Year 6)</b>	<b>Sounds/Spelling Rules</b>
List 31	<p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
List 32	<p>Homophones and near-homophones</p> <p>Common exception words</p>

## Appendix 2 Kelvin Grove Long Term English Plan – Year 3

English Modules – Year 3								
	Autumn Term – Stone Age to Iron Age			Spring Term – Ancient Greece		Summer Term – Water – The River Tyne		
<b>Narrative</b>	<b>Traditional Tales – Fables (2 weeks)</b>	<b>Writing and Performing a Play (2 weeks)</b>	<b>Take One Book (2 weeks)</b>  One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Traditional Tales – myths and legends (3 weeks)</b>		<b>Take One Book (2 weeks)</b>  One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Adventure Stories (5 weeks)</b>	<b>Take One Book (2 weeks)</b>  One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.
Final written outcome	Write a new fable to convey a moral.	Write and perform a play based on a familiar story.		Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of a Wanted poster; lonely hearts advert; job application); link dialogue to effective characterisation, interweaving speech and action			Write an adventure story focusing on plot.	
<b>Non-fiction</b>	<b>Recount (2 weeks)</b>	<b>Instructions – giving directions (2 weeks)</b>		<b>Explanations (2 weeks)</b>	<b>Report (2 weeks)</b>		<b>Persuasion – persuasive letter writing (3 weeks)</b>	
Final written outcome	Write a news/sports report of an unfolding event e.g. commentary including detail that will engage the reader/viewer.	Write and evaluate a range of instructions including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Teacher demonstrates research and note-taking techniques using information and ICT texts on the subject of Ancient Greece and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.			

<b>Poetry</b>	<b>Vocabulary Building (2 weeks)</b>	<b>Structure – limericks (1 week)</b>		<b>Vocabulary building (1 week)</b>	<b>Structure – haiku, tanka and kennings (1 weeks)</b>		<b>Vocabulary Building (1 week)</b>	<b>Take one poet – poetry appreciation ( 2 weeks)</b>	
Suggested outcome	Read, write and perform free verse.	Recite familiar limericks by heart.		Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing and performing their own.		Read, write and perform free verse.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.	

### Appendix 3 Kelvin Grove Long Term English Plan – Years 4 & 5

English Modules – Year 4 and 5 (Topic titles to change on Year 2 of rolling programme but coverage to stay the same)										
Autumn Term – Anglo Saxons				Spring Term – The Rainforest		Summer Term – Ancient Egypt				
<b>Narrative</b>	<b>Traditional Tales –Legends (2 weeks)</b>			<b>Take One Book (2 weeks)</b> <i>Year 5 must cover fiction from our literary heritage.</i>	<b>Narrative - stories from other cultures (2 weeks)</b>		<b>Take One Book – Link to World Book Day Author Study (2 weeks)</b>	<b>Narrative – Traditional Stories (alternative versions) (3 weeks)</b>		<b>Take One Book (2 weeks)</b>
Final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several perspectives.				Develop skills of building up atmosphere in writing e.g. passages building up tension.			Write a traditional tale from a key character’s perspective.		
<b>Non-fiction</b>	<b>Recount (2 weeks)</b>	<b>Instructions (2 weeks)</b>	<b>Biography (2weeks)</b>	One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Persuasion (2 weeks)</b>	<b>Discussion (3 weeks)</b>	One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Report (2 weeks)</b>	<b>Explanations ( 2 weeks)</b>	One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.
Final written outcome	Compose a biographical account based on research.				Show through range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.	Write up a balanced discussion presenting two sides of an argument, following a debate.		Write a report in the form of an information leaflet, in which two or more subjects are compared.	Detailed instructions with clear introduction and conclusion.	
<b>Poetry</b>	<b>Vocabulary Building (2 weeks)</b>	<b>Structure – cinquain (1 week)</b>	<b>Vocabulary building (1 week)</b>		<b>Structure spoken words poetry/ rap (2 weeks)</b>			<b>Vocabulary Building (1 week)</b>	<b>Take one poet – poetry appreciation ( 2 weeks)</b>	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.		Read, write and perform free verse.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.			

## Appendix 4 Kelvin Grove Long Term English Plan – Year 6

English Modules – Year 6 <b>Move Discussion to Summer Term?</b>										
Autumn Term - Vikings				Spring Term – Renewable Energy			<ul style="list-style-type: none"> <li>Summer Term – Preparation for End of Year tests</li> <li>Baghdad</li> </ul>			
<b>Narrative</b> <i>To include fiction from our literary heritage and modern fiction over the year.</i>	<b>Fiction Genres (4 weeks)</b>			<b>Take One Book (2 weeks)</b> One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Narrative workshop:</b> review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)			<b>Take One Book (2 weeks)</b> <b>Linked to World Book Day Author Study</b> One or more written outcomes linked with fiction/ non-fiction modules already covered during the term.	<b>Incorporated in Take One Book</b>	<b>Take One Book (2 weeks)</b>  Extended book study over 5 weeks  A range of written outcomes, linked with fiction/ non-fiction modules covered across the year.
	Final written outcome	A range of short stories conveying the different genres; a genre swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories each developing a key narrative technique.					
<b>Non-fiction</b>	<b>Newspaper Reports 2 weeks</b>	<b>Recounts 2 weeks</b>	<b>Non-chronological report 2 weeks</b>	<b>Discussion 2 weeks</b>	<b>Persuasion 2 weeks</b>	<b>End of Year Tests</b> <b>Revision – Comprehension and SPaG</b>	<b>Focus on Study Skills (3 weeks)</b>  <b>Assessment Week (1 week)</b>	<b>Debating Skills (2 weeks)</b>	A series of live debates on various subjects. Children work in groups/ pairs/ individually to prepare and present points of view.	
Final written outcome	Links to Science PoS 'reporting and presenting findings from enquiries including conclusions, causal relationships and explanations of and	Write in role, adapting distinctive voices, e.g. of historical characters through preparing a CV; composing a biographical account or describing a person from	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.					<b>Take One Poet – Poetry Appreciation (2 weeks)</b>  Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.

	degree of truth in results.	different perspectives e.g. police description, school report, newspaper obituary.	knowledge of different non-fiction text types.		English appropriately; evaluate its effectiveness.						
<b>Poetry</b>	<b>Vocabulary Building (1 week)</b>				<b>Vocabulary building</b>	<b>Structure monologues (1 week)</b>					
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond					