



'God's love shines through us by the work of our hands'

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

English

Intent:

To provide children with the skills of reading and writing so they can flourish and use their English skills across the whole of the curriculum and life beyond education. We value reading as a key life skill to become lifelong readers.

Implementation:

- Aim to deliver a curriculum that inspires enthusiasm for learning, where teachers have good subject knowledge of English.
- An environment is created to allow children to focus Learning activities must provide fully for the needs of all pupils. Working walls will provide stimulus to support the children throughout the writing process. A rich variety of books will be available in each classroom and opportunities to read throughout the curriculum will be encouraged.
- Pupils should develop a wide range of skills including spoken English, reading, writing, spelling, grammar, punctuation and grammar
- Daily teaching of English is non-negotiable using Pathways to Read and Pathways to Write
- Children have a daily spelling session and guided reading session.

- Daily reading will be used to support reading, especially for children who are not working at age related expectations.
- Teachers will use target sheets from the Pathways materials to ensure all objectives have been taught for that year group and any misconceptions/gaps can be addressed.
- Pathways to Progress is used for interventions. This is delivered by Teaching Assistants and compliments the work the class teacher is delivering in class.
- Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The subject leader ensures they provide appropriate CPD, providing up to date developments and leading professional development, providing guidance and support to colleagues. The subject leader will oversee assessment and will use it well to see how teachers check understanding, inform future teaching, ensure yearly end points have been achieved and hold teachers to account.
- Children are assessed continuously and are given support where needed. Termly moderation with The Literacy Company verifies the teacher's judgements.

Impact:

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.
- Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two.
- Attainment in phonics is measured by the Phonics Screening Test at the end of Year One.
- Attainment in writing is measured using the statutory assessment materials at the end of Key Stage One and Two.

Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards;

- The subject lead monitors the impact of English teaching twice a year. There are actions that will inform the school development plan or subject action plan. CPD needs will also be identified through this process.

Norley CE Primary School Long Term Planning for English

Cycle A	Autumn 1 Theme	Autumn 2 Theme	Spring 1 Theme	Spring 2 Theme	Summer 1 Theme	Summer 2 Theme
Class 1-Reception	Super heroes	Special Celebrations Kipper's Birthday Poppy Day Bonfire Night	Toys	Eggs, eggs, eggs.	Journeys	Whole School Topic
Pathways to Write Unit	Peace at last Supertato Scarecrow's Wedding		The Journey Home – Hattie Peck EY Cycle A Traction Man		The Naughty Bus Environment unit: Clem and crab EY	
Class 2 Yr 1/2	Fire, Fire! The Great Fire of London		Paws, Claws and Whiskers. Where in the World? The Tiger Who Came to Tea Deadly Dinosaurs How To Look After Your Dinosaur Non-fiction – Mary Anning Stone Girl, Bone Girl		Whole School Topic-Environment	
Pathways to Write Unit	Katie in London Yr 1 Great Fire of London		The Lion Inside Y1/2 (already in school) The Curious case of the missing mammoth Y1/2		Environment unit: Tidy Y2 Someone Swallowed Stanley Yr1/2	
Pathways to Read Unit			My Encyclopaedia of Very Important Animals by DK		Fantastic Mr Fox by Roald Dahl	
Class 3 Yr 3/4	The Stone Age to the Iron Age Stone Age Boy Ugg Stig of the Dump		Was the Roman invasion a disaster for Britain? Escape from Pompeii Volcano texts		The Rainforest Where the Forest Meets the Sea	Whole School Topic
Pathways to Write Unit	Stone Age Boy Y3/4 unit Instructions on how to make bread Escape from Pompeii Y3/4 (start unit)		Escape from Pompeii Y3/4 (complete unit) Koji's Island Y3/4 unit Explanations on how volcanoes form/erupt		Environment unit: Alba the 100-year old fish Y4 Where the forest meets the sea and Rainforest in 30 seconds Y3/4 unit	
Pathways to Read Unit	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister		DKfindout! Volcanoes by Maria Gill		Fantastically Great Women who Saved the Planet by Kate Pankhurst	
Class 4 Yr 5/6	Inventions/Victorians The Invention of Hugo Caberet Waterhouse Hawkins		North America/The Slave Trade Queen of The Falls King Kong		Whole School Topic	
Pathways to Write Unit	Water Hawkins Unit (already in School) The Darkest Dark Y5/6 unit		King Kong Y6 unit Queen of the falls Y5/6 unit		Environment unit: Plastic planet Y6 Paper bag Prince Yr 5/6	
Pathways to Read Unit	Exploring Space by The Literacy Company,		Goodnight Stories for Rebel Girls,		The Last Wild by Piers Torday,	

* Hansel and GrNetel by Neil Gaiman Additional Reading unit for Y5/6 so that a fiction text is used.

Cycle B	Autumn 1 Theme	Autumn 2 Theme	Spring 1 Theme	Spring 2 Theme	Summer 1 Theme	Summer 2 Theme
Class 1-Reception	Once upon a time	Celebrations	Dark and Light	Around the world	Under the deep blue sea	Minibeasts
Pathways to Write Unit	The Gingerbread Man		Let's All Creep through Crocodile Creek The Journey Home – Hattie Peck EY Cycle A		I'm going to eat this Ant The Sea Saw	
Class 2 Yr 1/2	Castles/ Alternative Fairy Tales Goldilocks and just the One Bear Jack and The Beanstalk		Polar Explorers The Lost and Found Polar Bear texts Non-fiction texts - Shackleton		Mini-beasts Where The Wild Things Are	Whole School Topic
Pathways to Write Unit	Troll Swap Y1/2 unit Nibbles the Book Eating Monster Y1/2 unit		Grandad's Camper y1/2 The Dragon machine Y1/2 unit		The last wolf Y1/2 unit Grandad's Secret Giant Y1/2	
Pathways to Read Unit	Nibbles: The Dinosaur Guide by Emma Yarlett Troll by Julie Donaldson		The Dragonsitter by Josh Lacey		The Lost Fairy Tales: Fearless girls around the world by Isabel Otter	
Class 3 Yr 3/4	Exploring Europe		Robots The Iron Man Leaflets		Who were the Vikings and Anglo Saxons? Beowulf The Warrior Troll	Whole School Topic
Pathways to Write Unit	Leon and the place between Y3/4 unit Zeraffa Giraffa Y3/4 unit		Journey by Aaron Becker Non-chronological report on working conditions for children in the mines		Beowulf by Michael Morpurgo A day in the life of an Anglo-Saxon child	
Pathways to Read Unit	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid		The Iron Man by Ted Hughes		Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company	
Class 4 Yr 5/6	The Maya The Rain Player The Chocolate Tree		Discoveries/Greeks Who Was Charles Darwin? What Mr Darwin Saw.		The Egyptians Egyptian Cinderella Cinderella of the Nile by Beverley Naidoo	Whole School Topic
Pathways to Write Unit	Can we save the tiger? Y5/6 unit (already in school) The Selfish Giant Y5/6 unit		The Island/Jemmy Button Y5/6 unit		Arthur and the golden rope Y5/6 unit Myths – link with Marcy and the riddle of the sphinx (both Brownstone's mythical collection)	
Pathways to Read Unit	Into the Jungle by Katherine Rundell		Great Adventurers by Alistair Humphreys		Odd and the Frost Giants by Neil Gaiman	

Coverage of Objectives

✓ Cycle A

✓ Cycle B

Overview of objectives: Writing – Year 1

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Use plural noun suffixes -s and -es	✓	✓				
Add suffixes to verbs where no change is needed to the root		✓	✓ ✓	✓	✓	
Change the meaning of verbs and adjectives by adding the prefix un-			✓		✓	
Combine words to make sentences	✓	✓	✓	✓	✓	✓
Leave spaces between words	✓	✓	✓	✓	✓	✓
Join words and clauses using <i>and</i>	✓ ✓	✓ ✓	✓ ✓	✓	✓ ✓	✓
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	✓ ✓	✓ ✓	✓ ✓	✓	✓ ✓	✓
Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i>	✓				✓	✓
Use simple description	✓			✓	✓	✓
Spell words containing phonemes already taught	Throughout each unit there will be opportunities to teach and apply word skills					
Spell common exception words						
Make phonically plausible attempts to spell words that have not yet been learnt						

Overview of objectives: Writing – Year 2

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Form nouns and adjectives using suffixes						✓
Ad -er and -est to adjectives			✓		✓ ✓	
Add -ly to turn adjectives into adverbs	✓	✓				
Use punctuation correctly: full stops, capital letters, exclamation marks, question marks	✓		✓ ✓	✓		
Use punctuation correctly: commas for lists	✓	✓				
Use punctuation correctly: apostrophes for contracted forms			✓		✓	
Use punctuation correctly: apostrophes for the possessive (singular)		✓		✓		
Write sentences with different forms: statement, questions, exclamation, command			✓ ✓	✓		
Use expanded noun phrases to describe and specify	✓		✓		✓	✓
Use present and past tenses correctly and consistently		✓	✓ ✓	✓	✓	✓
Use the progressive form of verbs in the present and past tense		✓	✓ ✓	✓	✓	✓
Use sub-ordination (using when, if, that or because)	✓	✓	✓ ✓	✓	✓ ✓	✓
Use co-ordination (using or, and so, but)	✓ ✓	✓	✓		✓	

Use homophones and near homophones					✓	
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Overview of objectives: Writing – Year 3

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Use adverbs to express time, place and cause	✓	✓	✓	✓	✓	
Use prepositions to express time, place and cause	✓		✓		✓	
Use conjunctions to express time, place and cause (when, before, after, while, so because)	✓		✓		✓	
Use inverted commas to punctuate direct speech	✓		✓	✓	✓	
Group related ideas into paragraphs	✓		✓ ✓		✓ ✓	✓
Use the present perfect form of verbs in contrast to the past tense	✓	✓	✓ ✓		✓	
Build an increasing range of sentence structures		✓ ✓		✓	✓	
Form nouns with a range of prefixes	✓					
Use a or an according to whether the next word begins with a vowel or consonant			✓		✓	✓
Build a varied and rich vocabulary	✓					✓
In narratives, create settings, characters and plot	✓				✓	
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation		✓		✓ ✓		✓

Overview of objectives: Writing – Year 4

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Recognise the grammatical difference between plural and possessive 's'	✓	✓	✓	✓		
Use Standard English forms for verb inflections	✓ ✓		✓		✓	
Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)	✓	✓ ✓		✓	✓	
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition				✓ ✓		✓
Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases				✓	✓	✓
Use fronted adverbials	✓		✓	✓		✓
Use commas after fronted adverbials	✓		✓	✓		✓
Indicate possession by using the possessive apostrophe with plural nouns	✓		✓	✓	✓	✓
Use inverted commas and other punctuation to punctuate direct speech	✓		✓	✓	✓	
Organise paragraphs around a theme	✓	✓	✓		✓	✓
Build a varied and rich vocabulary	✓	✓	✓		✓	✓
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form	✓	✓	✓ ✓		✓ ✓	

Overview of objectives: Writing – Year 5

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Use expanded noun phrases to convey complicated information concisely	✓				✓	
Use modal verbs or adverbs to indicate degrees of possibility	✓		✓		✓	
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		✓			✓ ✓	
Use devices to build cohesion within a paragraph				✓	✓ ✓	
Link ideas across paragraphs using adverbials of time, place and number	✓		✓		✓	
Link ideas using tense choices	✓		✓			
Use commas to clarify meaning or avoid ambiguity in writing		✓		✓	✓	
Use brackets, dashes or commas to indicate parenthesis	✓ ✓		✓		✓ ✓	
Variety of verb forms used correctly and consistently including the present perfect form	✓		✓			
Use commas after fronted adverbials (Y4)				✓		
Organise paragraphs around a theme (Y4)				✓		

Use inverted commas and other punctuation to punctuate direct speech (Y4)		✓	✓			
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	✓				✓	

Overview of objectives: Writing – Year 6

Mastery keys	Au1	Au2	Sp1	Sp2	Su1	Su2
Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	✓	✓			✓	
Use passive verbs		✓	✓	✓	✓	
Use the perfect form of verbs	✓		✓			
Use expanded noun phrases to convey complicated information concisely	✓			✓	✓	
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)	✓		✓	✓	✓ ✓ ✓	
Use hyphens to avoid ambiguity				✓	✓	
Use semi-colons, colons or dashes to mark boundaries between independent clauses	✓	✓	✓		✓ ✓	
Use a colon to introduce a list and use of semi-colons within lists					✓ ✓	
Punctuate bullet points consistently			✓		✓	
Link ideas across paragraphs using a wide range of cohesive devices (Y5)	✓		✓	✓	✓	

Use modal verbs or adverbs to indicate degrees of possibility (Y5)	✓					
Use brackets, dashes or commas to indicate parenthesis (Y5)	✓					
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)					✓	

Highlighted mastery keys are for teachers to be aware that they will need to plan to cover these in their own planning.