



Key Principles

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| <ul style="list-style-type: none"> To create a learning journey for pupils through the school that is coherent, spiral – building on previous learning, and broad. Key ideas are taught with a familiar pattern, key terminology and a pack of key resources Key resources and terminology displayed in all classrooms and referred to in planning | <ul style="list-style-type: none"> The Medium term plan will be written prior to the short term plan and amended in line with lesson evaluation so it is a live document. English leaders to agree changes. Guided reading and writing will be linked and used to introduce texts and genres typically a week before the new unit. Nasty writing will deliver grammar and vocabulary at the start of most lessons and support the daily task or address an observed gap, weakness or recall prior teaching. Marking requirements will be specified in MTP and STP Metacognition and modelling strategies will be in most lessons and detailed in the MTP and STP All writing linked to rich texts identified in MTP and STP |
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Yearly

- Balance of entertain, inform, persuade (discuss UKS2) with 50% entertain in every term and detailed in the genre map
- Coverage of all the National Curriculum objectives is recorded and dated on a grid weekly to provide ongoing evidence and clarity
- First week of new year start with narrative assessed against previous year's NC and used to bespoke target set
- Instructions (1-week unit) once a year only
- Traditional tale – myth, legend, folk tale, fairy tale (3-week unit)
- Biography
- Journal/diary
- Explanation/non-chronological report
- Playscript
- Letter
- Formal/informal
- Poetry unit (1 week) focused on theme, structure or poet focus (Twice yearly)

Termly

- Reasoning for writing of at least one piece of published work (one page = all/section/paragraph) half-termly
- Narrative (entertain) 3-week unit with published outcome
- One extended piece of writing assessed against the yearly assessment grid
- Inform (non-fiction) 3-week unit with published outcome

Class text

- AR level above the average year group ARE
- Quality texts by classic or contemporary respected author – the best of what has been written
- Predominately a novel that will be read in entirety
- Texts selected by the English leaders and detailed in the curriculum sequencing document

The Writing Process

Coverage

Reasoning about writing

<p>planning drafting sharing evaluating revising editing and publishing</p>	Writing purpose	Entertain	Inform	Persuade	Discuss	<p>To write well students must be able to think well. Reasoning about writing develop higher order thinking skills as a foundation for writing skills. The process will be:</p> <p>Describe – What have you or the author have done Explain – Why has the author (or you) made the choices Justify – Explain why you are correct Compare – drawing on previous learning, knowledge, previous learning</p>
	LKS2	Stories Descriptions Poetry Characters / settings	Explanation Recount Letter Biography Newspaper article	Advertising Letter Speech Poster		
	UKS2	Narrative Descriptions Poetry Characters / settings	Report Recount Biography Newspaper article Essay	Advertising Letter Speech Campaign	Balanced argument Newspaper article Review	

3-Week Unit

