

English

Curriculum Principles

By the end of Y6, a student of English at Dixons Manningham Academy will:

Be confident and proficient speakers and listeners, possessing an extensive receptive and expressive vocabulary as the ability to communicate – articulating and comprehending effectively – is fundamental to life chances and underpins reading and writing development.

Read fluently and appreciate a wide variety of high-quality literature and non-fiction. Students will be well-versed in a range of fictional forms such as poetry, plays, novels and short stories; non-fictional forms studied will include, for example, letters, speeches, diaries, essays and articles.

Know how to be able to craft their writing to match the conventions of a wide variety of forms. Students will be able to make judicious choices regarding voice, language, structure and grammar to manipulate readers in a variety of contexts.

Reading is our main focus, in order to access education students need to be highly competent readers as such our curriculum is based on the following:

Reception begin their journey to fluency by taking part in daily language for learning sessions, following the NIFDI curriculum, this ensures the daily reading mastery sessions have a greater impact.

KS1 students build on language for learning whilst also taking part in daily reading mastery sessions, following the NIFDI curriculum.

1:1 daily reading is undertaken from the end of Reception to the end of Y2 for all students. From Y3-6 all students below age related expectations are listened to read daily, whilst everyone else is heard read twice a week

Throughout KS2, students have daily whole class reading sessions that are further developed through 2 reciprocal reading lessons, which interweave non-fiction texts to deepen students understanding of the themes/subjects within a text.

At KS2, students who struggle with fluency access intervention reading lessons using Corrective Reading a DI program until their fluency is embedded sufficiently that they can access whole class reading sessions.

Securing proficiency in writing:

Within each scheme of work, key knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' quizzes and repetition of key skills using knowledge from "knowledge organisers".

Writing is built around the idea of longer blocks focusing on fewer things, based on 4 defined writing Purposes. Rather than trying to teach pupils many text types, it is better to focus on what those types have in common. Importantly, by the end of KS2 students recognise the multi-text type opportunities, eg. newspaper articles could fall under any or all of the 4 headings: they are not a distinct type in themselves.

Grammar and vocabulary are interweaved into lessons so that they are contextual in order to aide metacognition.

We utilise the principles of Talk for Writing in order to build confidence and provide a scaffold for writing examples. This uses the principles of imitation, innovation and invention.

Student targets are based on personal small step improvements needed to improve the structure, composition or mechanical aspects of writing, rather than on objectives.

The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

By providing opportunities for all students to appreciate a very broad variety of texts written in a range of contexts with situated purposes, we intend to increase the cultural capital of all students allowing them to access concepts and moral standpoints at least as well as their more advantaged peers.

We fully believe English can contribute to the personal development of students at DMN:

By selecting a wide variety of texts which provide contrasting viewpoints regarding a range of moral issues, the English curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities; thus, promoting cohesion and empathy and a deeper understanding of different cultures.

Through selecting a variety of non-fiction texts in all year groups, ranging from topics such as social media use and healthy eating to sustainability and environmental issues, cultural capital is increased.

Our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge from "knowledge organisers" is recalled and applied through a range of low-stakes quizzing and practice.

Further information

Writing Expectations Pamphlet v.2

Reading Expectations Pamphlet v.2

Knowledge Organisers

Curriculum overview

		Cycle 1	Cycle 2	Cycle 3
Reception	Reading	Recognise familiar words and signs Hear and say Initial letter sounds in words Familiar texts	Segment the sounds in simple words and blend them together Begin to read words and simple sentences Name and sound letters of the alphabet Familiar texts	Read and understand simple sentences, including HFWs Identify rhyming words Re-tell familiar stories Achieved PM Benchmark 3,4 or 5 Familiar texts
	Writing	Hold pencil between finger and thumb Write letters in name Give meaning to marks	Write name, labels and captions Use clearly identifiable letters to communicate meaning	Write phonetically plausible sentences which can be read by themselves and others Attempts to use capital letters and full stops
	Vocabulary	Sound letter, word, beginning, write, lead in, lead out Vocabulary: <i>Listen Notice Important Problem Proud Directions Exhausted Feast Invite List Precious Searching Special Comfortable Uncomfortable</i>	Segment, blend, sentence, space, capital, full stop, name, phoneme, grapheme Vocabulary: <i>Discover explore fascinating investigate lovely notice opposite prefer rhyme surprise wonder curious decide disappointed instead jealous miserable prefer nibbled warning wonder worried</i>	Rhyme Vocabulary: <i>curious decide observing protect searching squirm suggestions fair focus important leader frustrated proud respect rhyme worried</i>
Year 1	Reading	Following Reading Mastery: NIFDI Familiar texts	Following Reading Mastery: NIFDI Familiar texts	Following Reading Mastery: NIFDI Familiar texts



Writing	Description (to inform) - Materials	Letter (to inform) - Knights & Castles	Story (to entertain) - Plants & Trees / Andy Goldsworthy
	Recount (to entertain) - Seasons / Night & Day	Narrative (to entertain) - Knights & Castles	Letter (to inform) - Plants & Trees / Andy Goldsworthy
	Narrative (to entertain) - Seasons / Night & Day	Non-chronological report (to inform) – Animals	Story (to entertain) – UK
	Non-chronological report (to inform) - Seasons / Night & Day	Description (to entertain) - Animals	Instruction (to inform) - UK
GPS	Separation of words with spaces Components of a sentence Introduction to capital letters and full stops to demarcate sentences Developing sentences using 'and' Sequencing sentences to form short narratives Capital letters for names and for the personal pronoun I Vocabulary: <i>First Second Next Finally Grateful</i> <i>Gently Granted Rumble Leapt Penguin</i> <i>Wonderful Discovered Realised Worried</i> <i>Unhappy Decided Introduction</i> <i>Appearance Diet Habitat Hollow</i> <i>Platforms</i>	Segment, blend, sentence, space, capital, full stop, name, phoneme, grapheme Vocabulary: <i>Discover explore fascinating investigate lovely notice opposite prefer rhyme surprise wonder curious decide disappointed instead jealous miserable prefer nibbled warning wonder worried</i>	Rhyme Vocabulary: curious decide observing protect searching squirm suggestions fair focus important leader frustrated proud respect rhyme worried
Year 2	Reading	Following Reading Mastery: NIFDI Familiar texts	Following Reading Mastery: NIFDI Familiar texts
	Writing	Non-chronological report (to inform) - Seaside Letter (to inform) - Seaside Poetry (to entertain) - The Great Fire of London Recount (to Inform) - The Great Fire of London	Story (to entertain) – Commotion in the Ocean Instructions (to inform) – Commotion in the Ocean Description (to entertain) – Floating and sinking Chronology report (to inform) – Floating and sinking
	GPS	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Questions, statements, commands and exclamations Present and past tense Subordination (using when, if, that, because) and co-ordination (using or, and, but) Use of the suffixes –er, –est in adjectives Vocabulary:	Consolidation, combination and extension of learning from previous cycle Commas to separate items in a list Use of the suffix –ly to turn adjectives into adverbs Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Apostrophes to mark missing letters and singular possession in nouns



		Human, physical features, beautiful, improve, destroyed, extinguish, belongings, blame, consequence, cause, flammable	Formation of adjectives using suffixes such as –ful, –less Vocabulary: Journey Significant Famous Travelled Existed Discovered Solo Individual Environment Survive Adapt Shelter Purpose Classify Temperature Survive Burrow	Vocabulary: Construct Man—Made Recognise Ruin Abandon Ancient Connect Invent Expensive Rescue Dangerous
Year 3	Reading	Following Reading Mastery: NIFDI (2021-2023 only) Flat Stanley Supercat Vs The Pesky Pirate	Following Reading Mastery: NIFDI (2021-2023 only) Varjak Paw	Following Reading Mastery: NIFDI (2021-2023 only) The Stinky Cheese Man and Other Fairly Stupid Tales
	Writing	Narrative (to entertain) - Rainforests and plants Advertisement (to persuade) - Rainforests and plants Poetry (to entertain) - Light and Shadow Recount - non-chronological (to inform) - Light and Shadow	Narrative (to entertain) - Skeletons Speech (to persuade) - Skeletons Playscript (to entertain) - Forces / Magnets Explanation (to inform) - Forces / Magnets	Narrative (to entertain) - Rivers in Europe Letter (to persuade) - Rivers in Europe Description (to entertain) - The Stone Age Explanation (to inform) - The Stone Age
	GPS	Simple past tense Introduction to paragraphs as a way to group related material Use of the forms a or an (e.g. a rock, an open box) Subordination and coordination as conjunctions Formation of nouns using a range of prefixes, such as super-, anti-, auto- Headings and sub-headings to aid presentation Vocabulary: Circuit Disadvantage Standard Device Remotely Traditional Remote Constant Situation Consists Mechanical Contact Advantage Medium Blotches Gloom Clearing Eagerly Muffled Drifted Advised	Introduction to inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) Subordinate clauses Consolidation, combination and extension of learning from previous cycle Vocabulary: Sighed Received Inspiring Magnificent Celebration Nervous Overheated Posted Tingling Unique Immerse Alongside Popular Dazzling Encounter Cherish Gorged Whiff Blocked Rode Swished Herd Screeched Nightmare Howling Hollering Hounded Shelter Obese Severely Rate Obviously Crisis Reduce Encourage Habit Avoid	Consolidation, combination and extension of learning from previous cycle Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Vocabulary: Wandering Stumble Stew Camp Realise Completely Distance Wriggling Furious Rush Pedestal Natural Form Surface Material Unbreakable Encounter Approving Reliable Nuisance Doubtfully Declared Bared Pleasant Properly Furious Alerting Nestle Woven / Weave Rack
Year 4	Reading	Queen of Darkness Race to the Frozen North	The Time Travelling Cat and the Egyptian Goddess Robot Girl	Max and the Millions My Story – Mill Girl



	Writing	<p>Description (to entertain) - The Roman Empire</p> <p>Newspaper (to inform) - The Roman Empire</p> <p>Narrative (to entertain) - Solids, Liquids and Gasses</p> <p>Explanation (to inform) - Solids Liquids and Gasses</p>	<p>Poster (to persuade) - Ancient Egypt</p> <p>Biography (to inform) - Ancient Egypt</p> <p>Letter (to persuade) - Electricity</p> <p>Narrative (to entertain) - Electricity</p>	<p>Poetry (to entertain) - Sound</p> <p>Recount (to inform) - Sound</p> <p>Narrative (to entertain) - Bradford</p> <p>Voiceover Advertisement (to persuade) - Bradford</p>
	GPS	<p>Use of paragraphs to organise ideas around a theme</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Noun phrases expanded by the addition preposition phrases</p> <p>Fronted adverbials</p> <p>Determiners</p> <p>Appropriate choice of pronoun</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p><i>Vocabulary:</i> <i>Ancient Century Defeat Accomplish Argued Border Develop Organised Tradition Empire Approached Tremendous Furiously Dashed Demands Struggled Chute</i></p>	<p>Consolidation, combination and extension of learning from previous cycle</p> <p>Commas after fronted adverbials</p> <p>Apostrophes to mark singular and plural possession</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><i>Vocabulary:</i> <i>Evaluate Familiar Evidence Identify Review Conclude Describe Separate Unexpected Conclude Popular Adventure Arrive Experience Height Extreme Delicious Heart Favourite</i></p>	<p>Consolidation, combination and extension of learning from previous cycles</p> <p><i>Vocabulary:</i> <i>Predict Reason Prefer Identify Tremble Source Accomplish Unfamiliar Harsh Ordinary Escalate Avoid Rejoice New-Found Resist Attempt Unpleasant Marked</i></p>
Year 5	Reading	<p>Wonder</p> <p>Anglo Saxon Boy</p>	<p>Street Child</p> <p>The Wizard of Oz</p>	<p>Harry Potter and the Philosopher's Stone</p>
	Writing	<p>Playscript (to entertain) - Wonder (Around the room chapter)</p> <p>Non-chronological report (to inform) - Earth, Space and Forces</p> <p>Poetry (to entertain) - Anglo Saxons</p> <p>Argument (to discuss) - Anglo Saxons</p>	<p>Description (to entertain) - Early Islamic Civilisation</p> <p>Advertisement (to persuade) - Early Islamic Civilisation</p> <p>Narrative (to entertain) - Materials</p> <p>Product Review (to discuss) - Materials</p>	<p>Playscript with stage directions (to entertain) - Life Cycles</p> <p>Essay (to inform) - Life Cycles</p> <p>Narrative (to entertain) - Natural Disasters</p> <p>Speech (to persuade) - Natural Disasters</p>
	GPS	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><i>Vocabulary:</i> <i>Cylinder Scramble Projected Blundered Concussion Cavity Emerge Terrestrial Billowy Luminous Coiled Writhing Latch Dazzling Dimly</i></p>	<p>Consolidation, combination and extension of learning from previous cycle</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Consolidation, combination and extension of learning from previous cycles</p> <p>Devices to build cohesion within a paragraph</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><i>Vocabulary:</i></p>



		<i>Intermittently Accustomed Summoned Whirled Savouring Savage Ancient Swathed Matted</i>	Verb prefixes <i>Vocabulary:</i> <i>Culture Inspire Illuminate Imagination Opportunities Enchanted Surrounded Bustling Immeasurable Experience Scenery Attractions Aggressive Competition Desperate Embarrassed Sincerely Definitely Determined Excellent Recommend Especially Soldiers</i>	<i>Definitely Determined Excellent Recommend Especially Soldiers Consume Natural Hydrated Composed Transportation Ancient Awkward Communicate Disastrous Environment Existence Immediately Interrupt Necessary Neighbour Occur Queue Temperature Vegetable</i>
Year 6	Reading	Groosham Grange Hitler's Canary	MacBeth Who Let the Gods Out	Boy '87 Various extracts around diversity, inclusion and injustice
	Writing	Suspense narrative (to entertain) - Electricity and Light Non-chronological report with instructions (to inform) - Electricity and Light Biography (to inform) - Crime and Punishment Narrative poem (to entertain) - Crime and Punishment	Description (to entertain) - Evolution and Adaptation Newspaper (to Inform) - Evolution and Adaptation Narrative (to inform) - Ancient Greece Argument (to discuss) - Ancient Greece	Speech (to persuade) - Animals (inc. humans) & Circulatory and Respiratory systems Non-chronological report with explanation (to inform) - Animals (inc. humans) & Circulatory and Respiratory systems Narrative (to entertain) - Bradford Campaign letter (to persuade) - Bradford
	GPS	Punctuation of bullet points to list information Use of the passive to affect the presentation of information in a sentence Use of the colon to introduce a list and use of semi-colons within lists Use of the semi-colon, colon and dash to mark the boundary between independent clauses How words are related by meaning as synonyms and antonyms <i>Vocabulary:</i> <i>Rattled Wailing Echoed Nash Gasping Clutch Shriek Cackle Hideous Pampered Overfed Tropical Bull Wonky Planks Wires Trailing Fad Fried Guaranteed Captured Thrills Insanely Simulates Heart Outwardly Reigns Aggressive Foreign Gallows Anonymous Several</i>	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis How hyphens can be used to avoid ambiguity Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <i>Vocabulary:</i> <i>Estimated Recommended Prevent Disastrous Consequence Immense Choice Intensify Insufferable Complicated Array Occupant Recognition Stomach Instances Inappropriately Press Undeniably Freely Hazards Proportion Voiced Foreseeable Fit</i>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing The difference between structures typical of informal speech and structures appropriate for formal speech and writing <i>Vocabulary:</i> <i>Mane Scour Savannah Ceaselessly Pearly Furtive Vulnerable Aerodynamic Anatomy Thews Glowing Monumental Milestone Mesmerised Litter Analysis Campaign Humbling Presumptuousness Audacity Unyielding Stagnant Lord Quarry Manor Veracity Duly Diplomacy Foresight</i>



*Generation Common
Improbable Terrorised
Populace Slain Started
Victor*

