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 progresses through to phonics at the end of cycle 1.

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 built on the principals of reciprocal reading, with interweaving texts to widen their understanding of the themes within a text.

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

Securing profficiency 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 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 pupils 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.

By providing more bespoke interventions based on direct instruction for lowest ability learners, and those who are new to English, focussing on closing gaps in the pre-requisite knowledge students require swiftly and responsively in to access the wider curriculum.

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

English

Curriculum overview

		Cycle 1	Cycle 2	Cycle 3
EYFS	**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 Speed Words: Listen Notice Important Problem Proud Directions Exhausted Feast Invite List Precious Searching Special Comfortable Uncomfortable	Segment, blend, sentence, space, capital, full stop, name, phoneme, grapheme Speed Words: Discover explore fascinating investigate lovely notice opposite prefer rhyme surprise wonder curious decide disappointed instead jealous miserable prefer nibbled warning wonder worried	Rhyme Speed Words: curious decide observing protect searching squirm suggestions fair focus important leader frustrated proud respect rhyme worried
YEAR 1	**Reading**	Following Reading Mastery: NIFDI Familiar texts Poem: Forwards and Backwards by Karl Nova	Following Reading Mastery: NIFDI Familiar texts Poem: Cinquains: Gervase Phinn	Following Reading Mastery: NIFDI Familiar texts Poem: The Old Pond by Matsuo Bashō
	Writing	• Description (to entertain) Materials • Instructions (to inform) - Materials • Poetry (to entertain) - Seasons / Night & Day • Recount (to inform) - Seasons / Night & Day	• Story (to entertain) - Knights & Castles • Letter (to inform) - Knights & Castles • Description (to entertain) - Animals • Recount - pre-non-chronological report (to inform) - Animals	• Story (to entertain) - Plants & Trees / Andy Goldsworthy • Letter (to inform) - Plants & Trees / Andy Goldsworthy • Story (to entertain) - UK • Instruction (to inform) - UK
	GPS	How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Capital letters for names and for the personal pronoun I Separation of words with spaces Introduction to capital letters and full stops to demarcate sentences Vocabulary: First Second Next Finally Grateful Gently Granted Rumble Leapt Penguin Wonderful Discovered Realised Worried Unhappy Decided Introduction Appearance Diet Habitat Hollow Platforms	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Introduction to question marks and exclamation marks to demarcate sentences Consolidation, combination and extension of learning from previous cycle Vocabulary: Mighty Fiery Monstrous Feisty Terrified Yelled Extremely Frightened Unsafe Unlocked Unkind Delicious Squelch Scared Swirling Whirling	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Consolidation, combination and extension of learning from previous cycles Vocabulary: Selfish Awakened Unkind Insensitive Grateful Sculptures Natural Similar Amazing Tiny Walking Speeding Uncaring Gobbled Evergreen Reached

			Stumble Oozy Mammals Distance Species Carnivores Pounce Prey	
YEAR 2	**Reading**	Following Reading Mastery: NIFDI Familiar texts Poem: When Leaves Pile Up by Jill Townsend	Following Reading Mastery: NIFDI Familiar texts Poem: Reading by Fida Islaih	Following Reading Mastery: NIFDI Familiar texts Poem: At the Seaside by Robert Louis Stevenson
	Writing	Story (to entertain) - Healthy Me Instructions (to Inform) - Healthy Me Poetry (to entertain) - The Great Fire of London Recount (to Inform) - The Great Fire of London	Description (to entertain) - Journeys Biography (to inform) - Journeys Story (to entertain) - Habitats Recount - pre-non-chronological report (to inform) - Habitats	Story (to entertain) - Seven Wonders of the World Instructions (to inform) - Seven Wonders of the World Description (to entertain) - Seasides Letter (to inform) - Seasides
	GPS	Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Subordination (using when, if, that, because) and co- ordination (using or, and, but) Commas to separate items in a list Use of the suffixes –er, – est in adjectives How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Vocabulary: Delicious Flexible Unforgiveable Consequence Despicable Part Whole Energy Balanced Regularly Healthy Escape Destroyed Extinguish Riches Wounded Ripen Stranded Flammable Prettiest Decided	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 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) Formation of adjectives using suffixes such as –ful, –less Consolidation, combination and extension of learning from previous cycle Vocabulary: Gaze Journey Significant Famous Travelled Existed Discovered Solo Individual Environment Survive Adapt Shelter Purpose Classify Temperature Survive Burrow	Consolidation, combination and extension of learning from previous cycles Vocabulary: Wonder Construct Man—Made Recognise Ruin Abandon Ancient Connect Invent Expensive Rescue Dangerous
YEAR 3	**Reading**	Following Reading Mastery: NIFDI (2021-2022 only) Flat Stanley Supercat Vs The Pesky Pirate Poem: Cat in the Dark by John Agard	Following Reading Mastery: NIFDI (2021-2022 only) Varjak Paw Poem: The Visitor by Ian Serraillier	Following Reading Mastery: NIFDI (2021-2022 only) The Stinky Cheese Man and Other Fairly Stupid Tales Poem: Flowers Every Night by Rumi
	Writing	Description (to entertain) - The Stone Age Explanation (to inform) - The Stone Age Poetry (to entertain) - Light and Shadow Recount - non-chronological (to inform) - Light and Shadow	Narrative (to entertain) - Skeletons Speech (to persuade) - Skeletons Narrative (to entertain) - Rainforests and plants Advertisement (to persuade) - Rainforests and plants	Playscript (to entertain) - Forces / Magnets Explanation (to inform) - Forces / Magnets Narrative (to entertain) - Rivers in Europe Letter (to persuade) - Rivers in Europe

	GPS	Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of) Simple past tense Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Formation of nouns using a range of prefixes, such as super–, anti–, auto– 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 Circuit	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	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) Consolidation, combination and extension of learning from previous cycle Vocabulary: Disadvantage Standard Device Remotely Traditional Remote Constant Situation Consists Mechanical Contact Advantage Medium Blotches Gloom Clearing Eagerly Muffled Drifted Advised
YEAR 4	**Reading**	Queen of Darkness : theme; courage and survival (challenge - historical setting and terminology) Race to the Frozen North: theme; inequality and resilience (challenge - unfamiliar and nautical terminology) Poem: Still I Rise by Maya Angelou (stanzas 1, 2, 3, 8, 9)	The Time Travelling Cat and the Egyptian Goddess: theme; change and family (challenge - lack of reporting clauses) Robot Girl: theme; expectations and what it means to be human and the value of emotions (challenge - varied formats used in narrative i.e. email correspondences) Poem: Macavity: the Mystery Cat by T.S Eliot (stanzas 1, 3)	Max and the Millions: theme; inequality, the abuse of power and the futility of war (challenge - changing perspectives of narration) My Story – Mill Girl: theme; courage and perseverance Poem: Little Ted by Stanisław Jachowicz
	Writing	• Description (to entertain) - The Roman Empire • Newspaper (to inform) - The Roman Empire • Narrative (to entertain) - Solids, Liquids and Gasses • Explanation (to inform) - Solids Liquids and Gasses	• Poster (to persuade) - Ancient Egypt • Biography (to inform) - Ancient Egypt • Letter (to persuade) - Electricity • Narrative (to entertain) - Electricity	• Poetry (to entertain) - Sound • Recount (to inform) - Sound • Narrative (to entertain) - Bradford • Voiceover Advertisement (to persuade) - Bradford
	GPS	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials (e.g. Later that day, I heard the bad news.) Use of paragraphs to organise ideas around a theme Determiners Appropriate choice of pronoun Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation	Commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Consolidation, combination and extension of learning from previous cycle Vocabulary:	Consolidation, combination and extension of learning from previous cycles Vocabulary: Predict Reason Prefer Identify Tremble Source Accomplish Unfamiliar Harsh Ordinary Escalate Avoid Rejoice New-Found Resist Attempt Unpleasant Marked

	within inverted commas (e.g. The conductor shouted, "Sit down!") Noun phrases expanded by the addition preposition phrases Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Vocabulary: Ancient Century Defeat Accomplish Argued Border Develop Organised Tradition Empire Approached Tremendous Furiously Dashed Demands Struggled Chute	Evaluate Familiar Evidence Identify Review Conclude Describe Separate Unexpected Conclude Popular Adventure Arrive Experience Height Extreme Delicious Heart Favourite	
Reading	Wonder: theme; differences and friendship (challenge - changing narrators) Anglo Saxon Boy: theme; courage and feuds (challenge - historical setting and terminology) Poem: Beowulf (translated) by Seamus Heaney (abridged)	Street Child: theme; cruelty, injustice, resilience and humanity (challenge - historical setting and terminology) The Wizard of Oz: theme; good vs evil and friendship (Archaic and American vocabulary) Poem: Invictus by William Henley	Harry Potter and the Philosopher's Stone: theme; friendship and humility (Challenge - protologisms) Poem: Jabberwocky by Lewis Carroll
Writing	Narrative (to entertain) - Earth, Space and Forces Non-chronological report (to inform) - Earth, Space and Forces Poetry (to entertain) - Anglo Saxons Argument (to discuss) - Anglo Saxons	Description (to entertain) - Early Islamic Civilisation Advertisment (to persuade) - Early Islamic Civilisation Narrative (to entertain) - Materials Product Review (to discuss) - Materials	Playscript with stage directions (to entertain) - Life Cycles Essay (to inform) - Life Cycles Narrative (to entertain) - Natural Disasters Speech (to persuade) - Natural Disasters
GPS	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Vocabulary: Cylinder Scramble Projected Blundered Concussion Cavity Emerge Terrestrial Billowy Luminous Coiled Writhing Latch Dazzling Dimly Intermittently Accustomed Summoned Whirled Savouring Savage Ancient Swathed Matted	Brackets, dashes or commas to indicate parenthesis Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Consolidation, combination and extension of learning from previous cycle Vocabulary: Culture Inspire Illuminate Imagination Opportunities Enchanted surrounded Bustling Immeasurable Experience Scenery Attractions Aggressive Competition Desperate Embarrassed Sincerely Definitely Determined Excellent Recommend Especially Soldiers	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Use of commas to clarify meaning or avoid ambiguity Consolidation, combination and extension of learning from previous cycles Vocabulary: 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
Reading	Groosham Grange: theme; conflict (challenge - puns) Hitler's Canary: theme; courage and heroism of ordinary people (challenge - historical and unfamiliar setting)	Macbeth: theme; loyalty, guilt, innocence, and fate (challenge - archaic language) Who Let the Gods Out: theme; young carers & family illness, reimagining's, friendship & acceptance, heroism (challenge - mythical references)	Boy '87: theme; refugee crisis and hope (challenge - timeskip, unfamiliar setting and vocabulary) Various extracts: theme; diversity, inclusion and injustice

			Poem: Refugees by Brian Bilston
	Poem: The Raven by Allan Poe (stanzas 1, 7, 8, 18)	Poem: The Witches (Macbeth) by William Shakespeare (Act IV, Scene 1. Abridged)	
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	How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence Punctuation of bullet points to list information 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 Vocabulary: Rattled Wailing Echoed Nash Gasping Clutch Shrill 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	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 Vocabulary: Estimated Recommended Prevent Disastrous Consequence Immense Choice Intensify Insufferable Complicated Array Occupant Recognition Stomach Instances Inappropriately Press Undeniably Freely Hazards Proportion Voiced Foreseeable Fit	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 (such as the use of question tags, or the use of subjunctive forms in some very formal writing and speech) Vocabulary: 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 Generation Common Improbable Terrorised Populace Slain Started Victor