



Trimley St Mary - English Curriculum Overview



As Communicators we will demonstrate:-

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Breadth of Study - KS1 and KS2

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Threshold Concepts:-

Listen carefully and understand

To understand how to engage with what others are saying.

Develop a wide and interesting vocabulary

To build a rich, sophisticated vocabulary with which to express oneself.

Speak with clarity

To know that an audience needs to understand what is being said.

Tell stories with structure

To understand how to keep an audience engaged through structured speech.

Hold conversations and debates

To understand how to engage with others.

As Readers we will demonstrate:-

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Breadth of Study - KS1

- Listen to traditional tales.
- Listen to a range of texts.

Breadth of Study - KS2

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Threshold Concepts:-

Read words accurately

To decode words

To read with fluency.

Understand texts

To understand both the literal and more subtle nuances of texts.

As Writers we will demonstrate:-

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Breadth of Study - KS1

Narrative

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

Non-fiction

- Write labels, lists, captions, instructions, recounts, glossaries.
- Present information.
- Write non-chronological reports.

Breadth of Study - KS2

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical, legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write plays.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction

Poetry

- Write poems that use pattern, rhyme and descriptions.
- Write nonsense and humorous poems and limericks.

- Write instructions recounts, non-chronological reports, explanations, biographies and arguments.
- Write persuasively.
- Write explanations.
- Write in a journalistic style.
- Write formally.

Poetry

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor)

Threshold Concepts:-

Transcription

To present neatly

To develop an understanding of handwriting and clear presentation.

To spell correctly

To understand the need for accuracy.

To punctuate accurately

To understand that punctuation adds clarity to writing.

Composition

To write with purpose

To understand the purpose or purposes of a piece of writing.

To use imaginative description

To develop an appreciation of how best to convey ideas through description.

To organise writing appropriately

To develop an appreciation of how best to convey ideas through description.

To use paragraphs

To understand how to group ideas so as to guide the reader.

To use sentences appropriately

To use different types of sentences appropriately for both clarity and for effect.

Analysis and Presentation

To analyse writing

To understand how grammatical choices give effect and meaning to writing.

To present writing

To learn to reflect upon writing and reading it aloud to others.