

ST MARY'S, WELHAM GREEN

English

ALPHA

“An inspiring, creative book-based approach, where children flourish in listening, speaking, reading and writing”

// Great English teaching: requires an understanding that the subject is an inter-connected body of knowledge; is always supported by ambitious text choices; places great literature at the heart of every lesson; hinges on subtle and sensitive modelling; places a great value on words; and gives students lots and lots of writing practice. //

- Andy Tharby -

“An inspiring, creative, book-based approach..”

We use a carefully curated, book-based approach in English lessons because it creates high levels of engagement, broadens children’s exposure to beautiful and important literature, and opens children up to worlds and cultures that are a catalyst for great talk.

In exploring high quality texts closely, our children are supported in their knowledge and understanding of grammar. The opportunity to emulate the style of authors and develop literary language is taken advantage of at every step. There’s a rich variety of children’s literature on offer in our curriculum, including laureates, award winners, classic authors and texts from around the world. We know that in making this our children’s literary diet, it won’t be long before this richness becomes the norm in their own writing!

Books also give us the perfect context for purposeful writing to take place. They provide real reasons to write and excellent published outcomes. With plenty of opportunities to write (in shared, guided, group, paired and individual settings) every child will be supported to flourish in writing.

Many of our English writing units come from HfL Learning PA Plus. Others have been written by staff, advisors and writers using the HfL planning platforms in their creation. We thank all of them for their role in bringing our curriculum together.

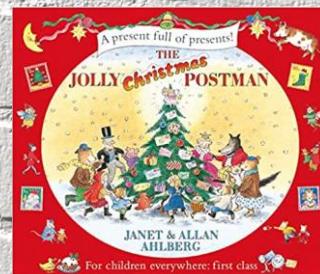
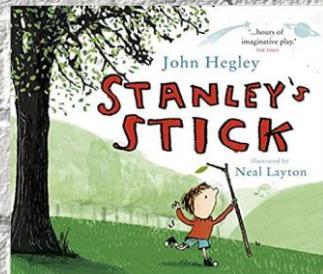
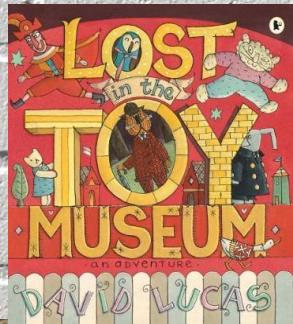


**Writing floats on a
sea of talk.**



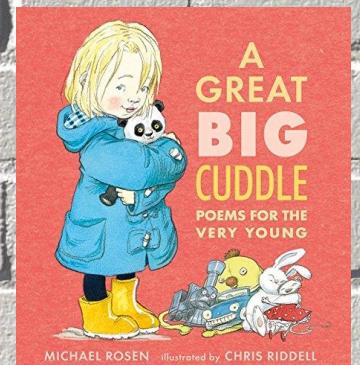
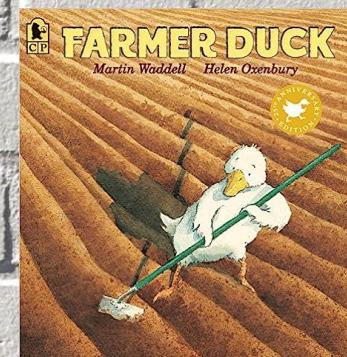
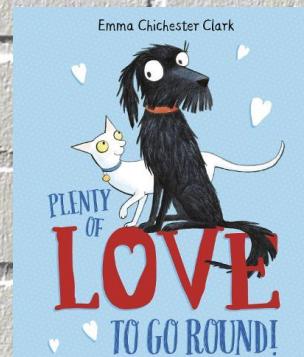
- James Britton -

Explore
and
Engage

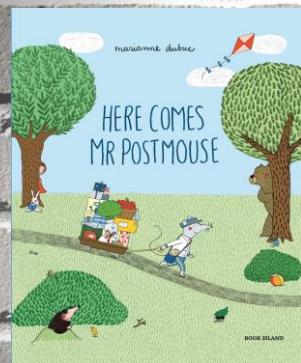


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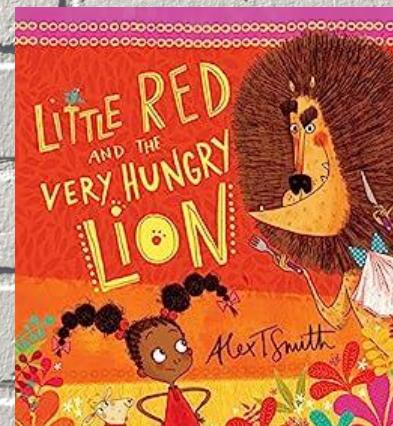
YEAR 1 WRITING OVERVIEW



SPRING



St Mary's Writes

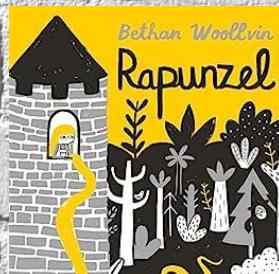
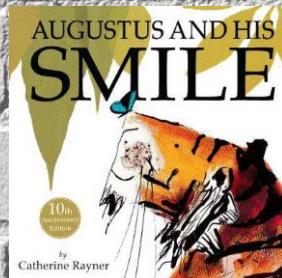
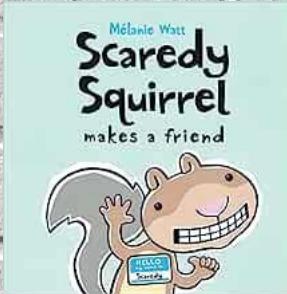
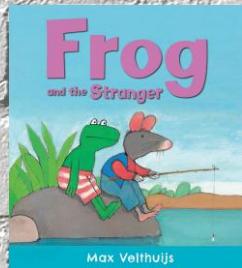


SUMMER

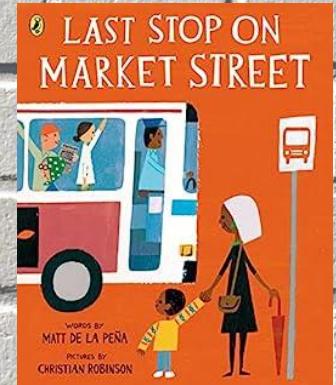
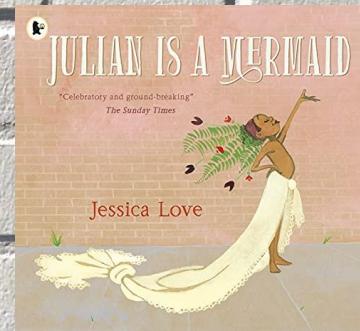
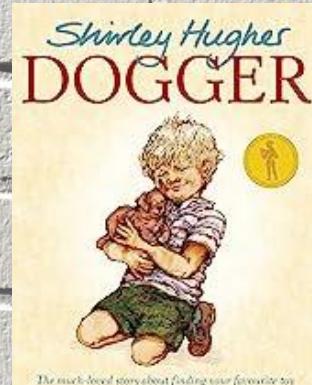
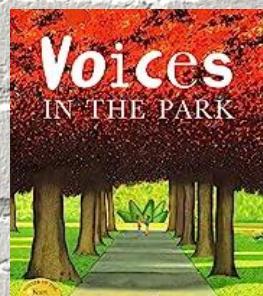
English

YEAR 2 WRITING OVERVIEW

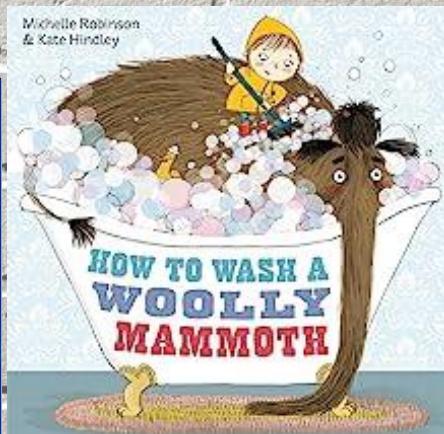
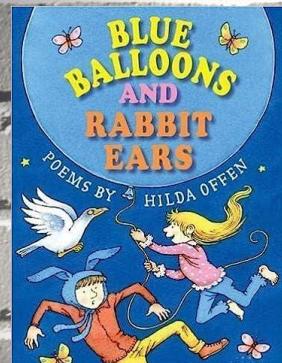
Explore
and
Engage



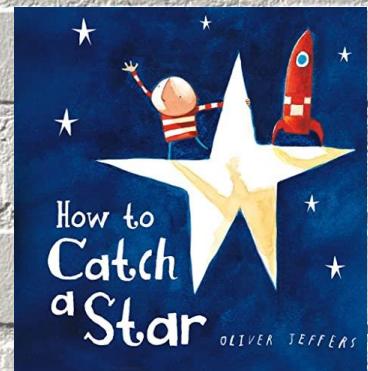
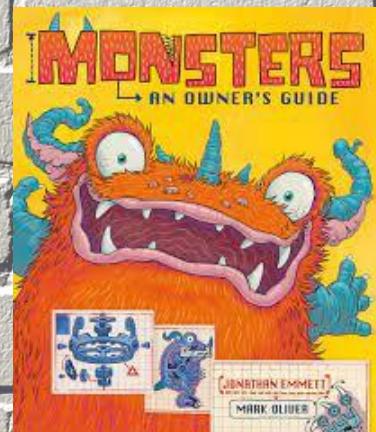
AUTUMN



SPRING



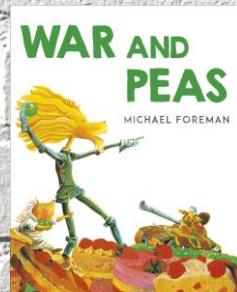
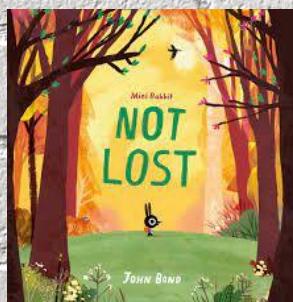
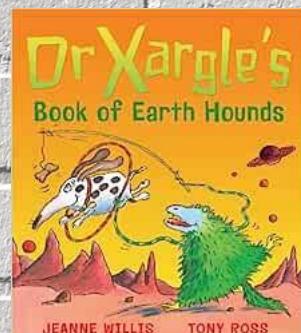
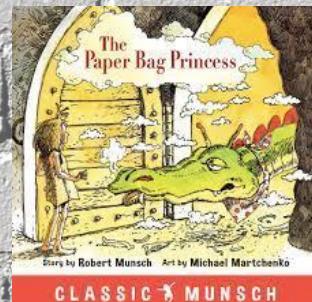
St Mary's Writes



SUMMER

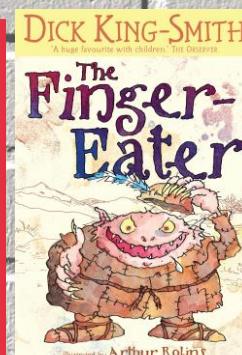
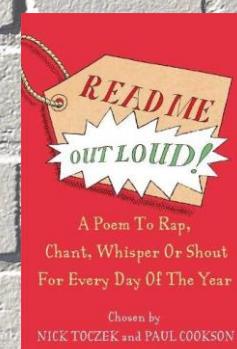
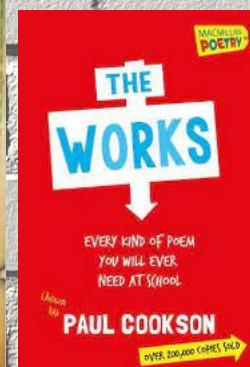
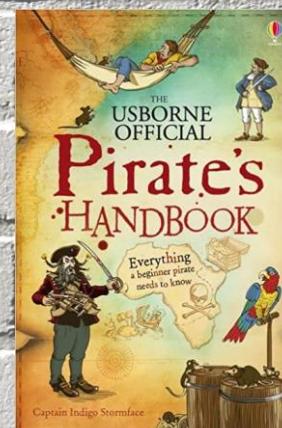
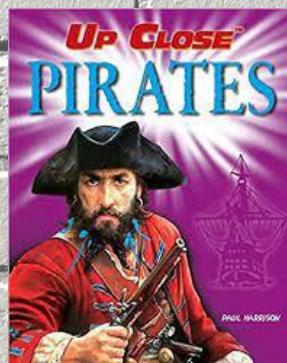
English

Explore and Engage

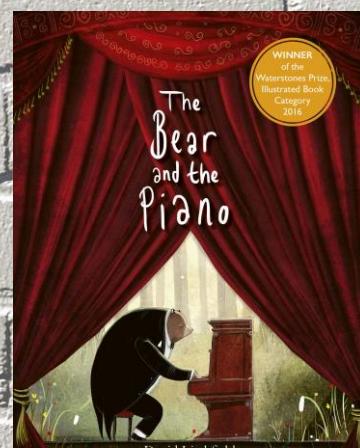
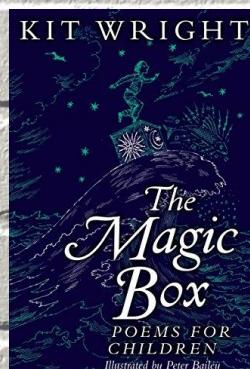
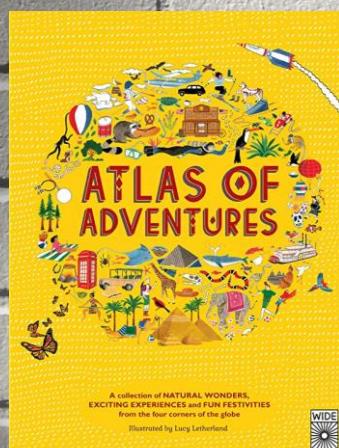


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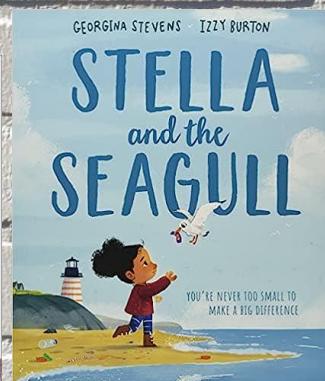
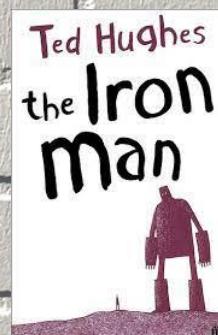
YEAR 3 WRITING OVERVIEW



SPRING



St Mary's Writes

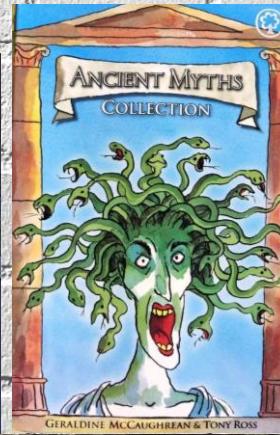
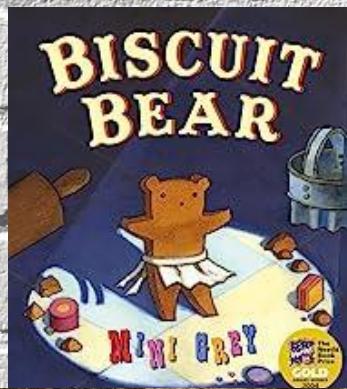
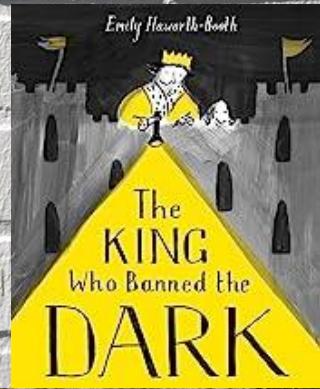
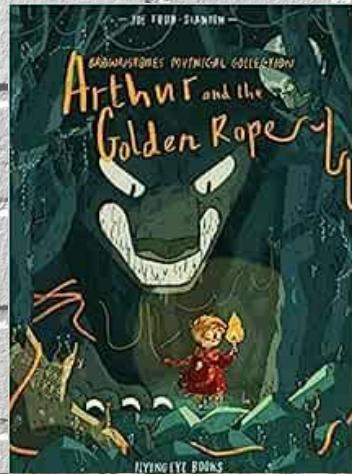


SUMMER

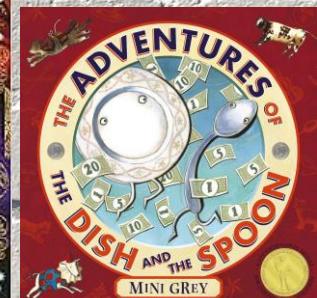
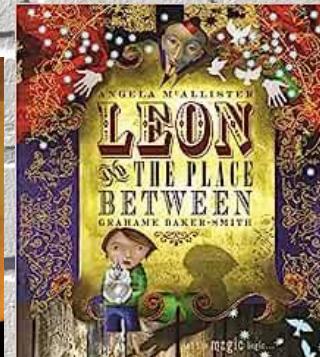
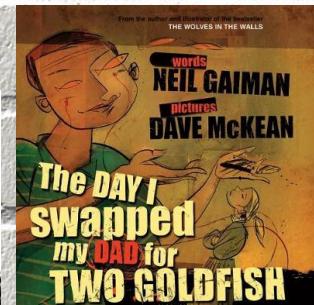
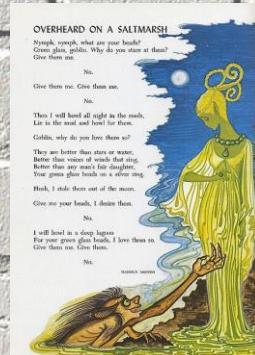
English

YEAR 4 WRITING OVERVIEW

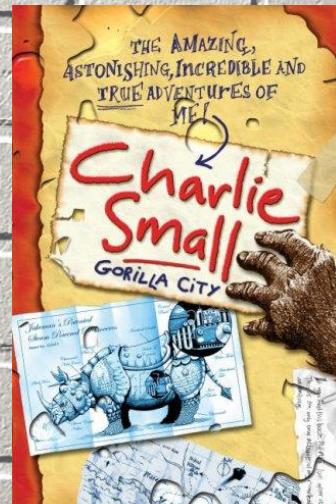
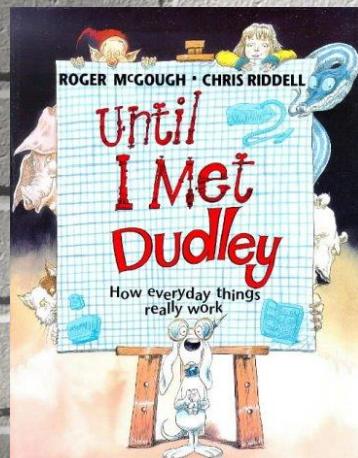
Explore
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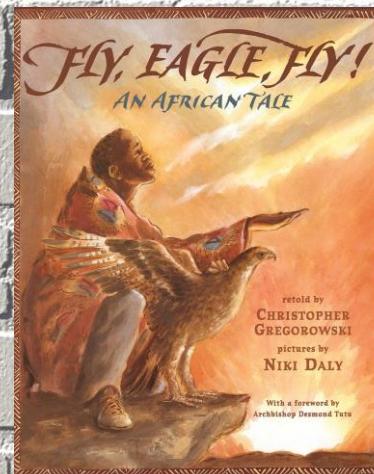
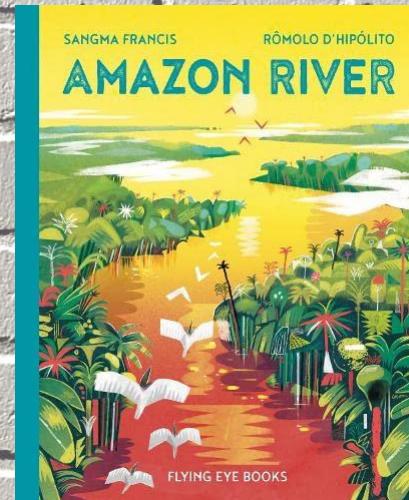
AUTUMN



SPRING



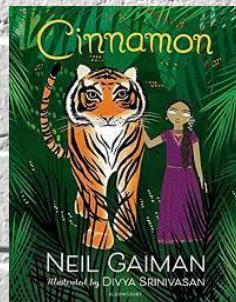
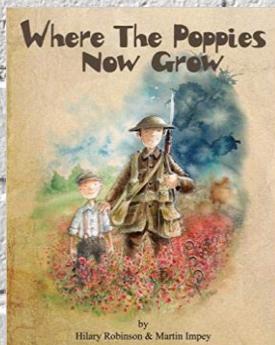
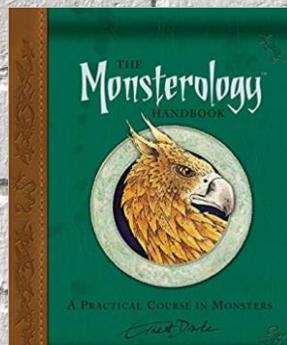
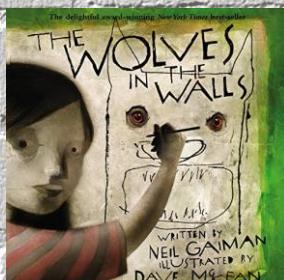
St Mary's Writes



SUMMER

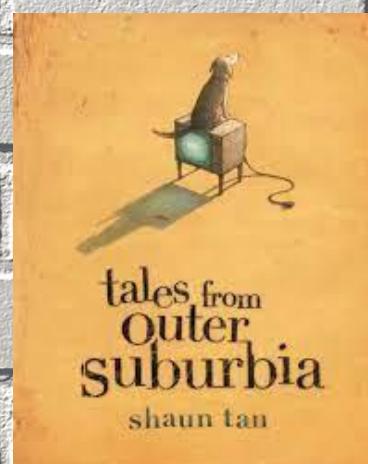
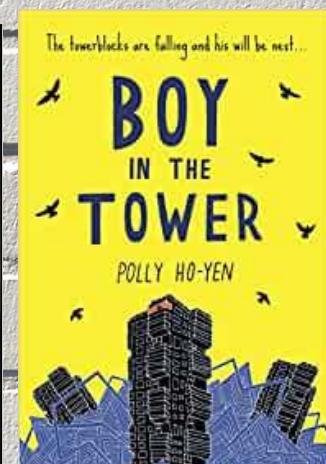
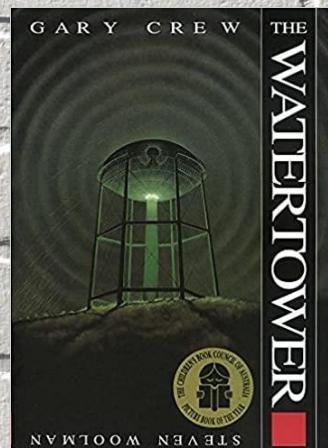
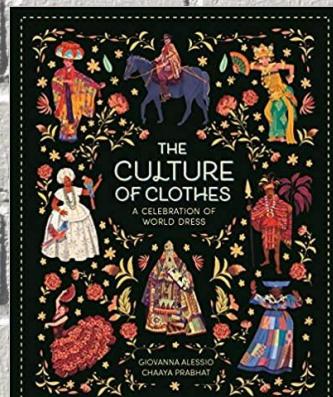
English

Explore
and
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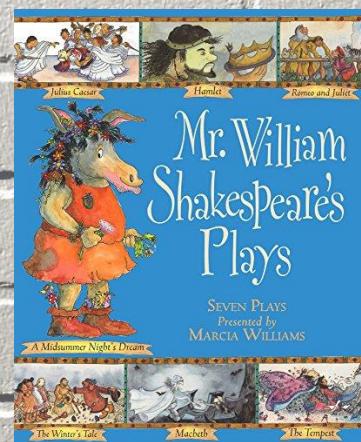
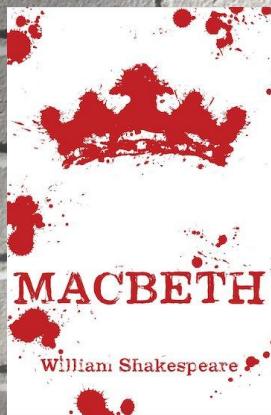


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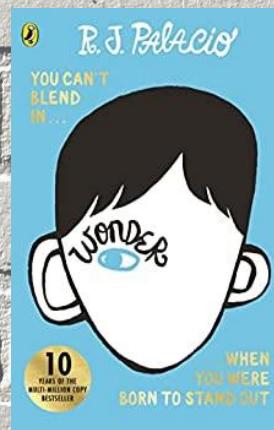
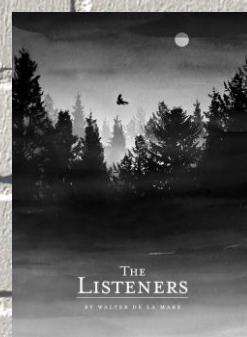
AUTUMN



SPRING



St Mary's Writes

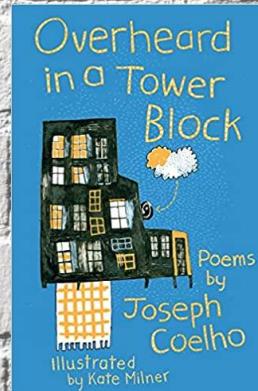
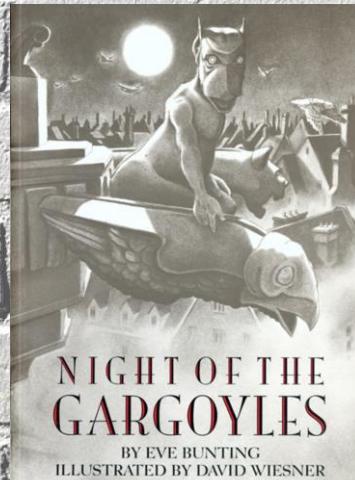
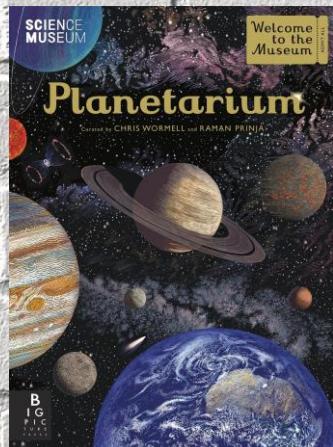


SUMMER

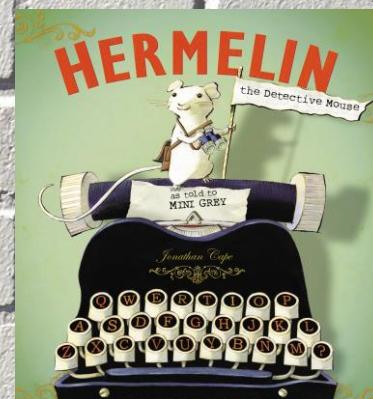
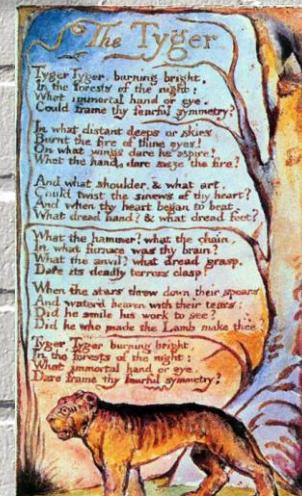
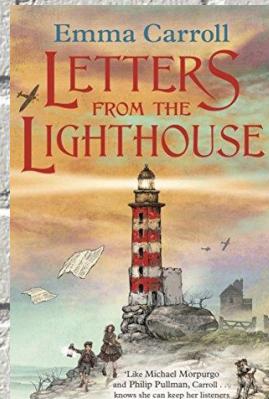
English

YEAR 6 WRITING OVERVIEW

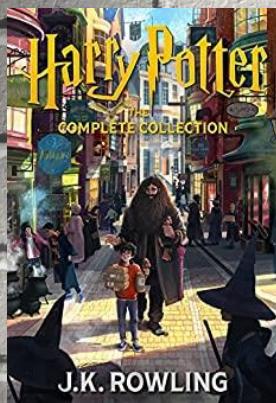
Explore
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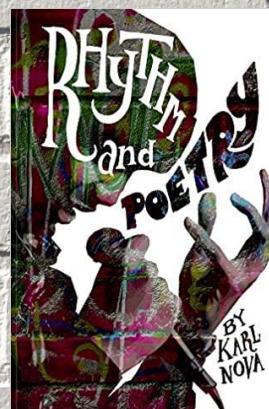
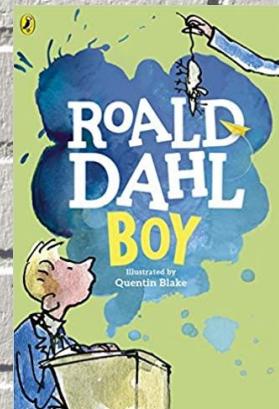
AUTUMN



SPRING



St Mary's Writes



SUMMER

English



**Punctuation is important,
but the rules are changing.**

**Spelling is important
today in a way that it
wasn't when Shakespeare
was a boy. Grammar
isn't set in stone.**



- Gyles Brandreth -

All our children can be



SPaG Ninjas!

As well as integrating spelling, punctuation and grammar teaching throughout our English units, we also give children opportunities to rehearse SPaG skills using the Vocabulary Ninja Whole School SPaG Starter system. This is an amazing and comprehensive whole school resource which we use to teach SPaG effectively and consistently.

The SPaG Starter System is built around a daily 10 question SPaG Starter activity that pupils can access each and every day of the school year. The system covers every year group. Each year group's activities are closely aligned to the National Curriculum's expectations for grammar, ensuring the pitch and progression of each series of documents.

The resource has teaching and learning theory built-in, with regular opportunities for spaced retrieval. Each resource works with a three or four week cycle. Weeks 1, 2 and 3 have specific grammatical objectives to focus on. Week 4 overviews the three previous weeks of learning, providing a mini-assessment of pupils' understanding.

**Updated SPaG Starter System training was given to all staff Summer Term 2023
The HfL Planning Platforms outline how grammar and punctuation are taught
through English units for each age group.**

//

**Nanny Ogg knew how
to start spelling 'banana',
but didn't know how
you stopped. //**

- Terry Pratchett -

Our children will be **confident spellers!**

Learning to spell is an important part of a child's education and can have a positive impact on their communication, reading and writing skills.

In Early Years Foundation Stage and Year 1, our RWI phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

From Year 1 upwards, children are taught in daily discrete spelling lessons using the Purple Mash Spelling Scheme. This is a comprehensive programme for Years 1 to 6 which supports our teachers in teaching and assessing the statutory words and foci from the National Curriculum English – Appendix 1: Spelling.

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. We also promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words and topic words.

Updated Purple Mash Spelling Scheme training was given to all staff Summer Term 2023
We use the Purple Mash

A typical week

SPELLING

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Use the Weekly Slideshow to introduce the spelling rule or focus.</p> <p>Children have a copy of the words in their spelling book. The weekly slideshow suggests an engaging offline activity which differs every week (e.g. spelling bingo). Alternatively, children could define the words or write them as part of a sentence.</p> <p>The 'Look, Say, Cover, Write and Check' sheet is set as a 2Do for children to access at home or provided on paper for those who do not have internet access.</p>	<p>Teachers set the Spelling Quiz as a 2Do for children to complete. (Encourage children to change settings to make them more challenging).</p> <p>Alternatively, 'Look, Say, Cover, Write and Check' sheets or generated handwriting sheets are used.</p>	<p>The Weekly Dictation Exercise allows children to hear how the words can be used in a sentence.</p> <p><u>KS1 / Scaffolded Support</u></p> <p>The sentence is read out by the teacher and the pupil writes in the word correctly onto their printed CLOZE sheet.</p> <p><u>KS2</u></p> <p>Teacher reads sentence slowly three times. Children write the sentences into their book. At the end teacher awards marks for correct spelling of the rule/focus word, correct punctuation, including all the words and using continuous cursive handwriting.</p>	<p>Children are provided the opportunity to consolidate their spelling knowledge. This could be by:</p> <ul style="list-style-type: none">• focussing on appropriate CEWs• recapping words /rules that are not secure from previous weeks/phases• pre-teaching key vocabulary for upcoming units where accurate spelling of the words is essential.• repeating the current Spelling Quiz• repeating a previous Spelling Quiz	<p>Assess children's knowledge of the spelling rule or focus. This could be done as a traditional spelling test or by using the Weekly Dictation Exercise sheet as a CLOZE style spelling test.</p>

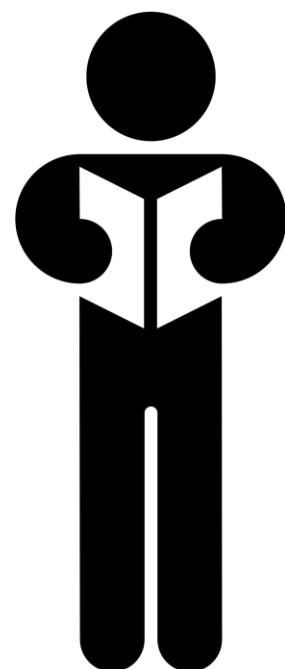
Long date is recorded when writing in books. Teachers acknowledge they have seen the work with a tick and keep any personal notes. **BOLD** denotes resources that are available to teachers through the school's **Purple Mash** teacher dashboard.

Spellings should be displayed on the class English board and children encouraged to use them in their writing (e.g., rewarding a child with a house point for correct spelling/usage and highlighting it in their book).

ST MARY'S, WELHAM GREEN

♥ LOVE READING

OVERVIEW



//

**If you can read this,
thank a teacher. //**

- Anonymous -

We want children to ♥LOVE Reading!

In school we teach the skills of reading through our ♥LR lessons so that all children can access an exciting and dynamic range of texts. These sessions continue to build on the skills of decoding (with children bringing a solid base of understanding from our Read Write Inc. phonics and reading scheme) and use VIPERS to explore comprehension of texts.

♥LR sessions enable pupils to engage with diverse texts, supported by an adult, enjoying the language used and reading deeper. On this journey through books, discovering great authors and characters along the way, children will develop their love of literature.

Generally, we would expect to see the Teacher-led whole class reading approach in ♥LR sessions, but other approaches such as choral, paired, round-robin, repeated and individual may be used to complement.

Updated ♥LOVE Reading training was given to all staff Spring Term 2023
We use the HfL Planning Platforms for Reading

YEAR 2

♥ LOVEREADING MENU

DIARY OF A KILLER CAT
Anne Fine

GEORGE'S MARVELLOUS
MEDICINE
Roald Dahl

AZIZA'S SECRET DOOR
Lola Morayo

DAVE PIGEON
Tony Bradman

THE WORRIES
Jion Shelbani

ANNA HIBISCUS
Atinuke

FICTION

AARON SLATER
ILLUSTRATOR
Andrea Beaty

YOU ARE 25% BANANA
Susie Brooks

LIFE SAVERS
Eryl Nash

MY VERY IMPORTANT
WORLD
DK Books

WHY DO WE REMEMBER?:
GREAT FIRE OF LONDON
Izzi Howell

MEET THE MICROBES
Dr Emily Grossman

NON-FICTION

POEMS ABOUT FESTIVALS
Brian Moses

PERFECTLY PECULIAR PETS
Elli Woollard & Anja
Boretzki

I AM THE SEED THAT
GREW THE TREE (NT)

POEMS TO PERFORM
Julia Donaldson

LAUGHTER IS AN EGG
John Agard

POETRY

A SELECTION OF
COMPREHENSIONS

ST MARY'S, WELHAM GREEN

PLANET OMAR: ACCIDENTAL
TROUBLE MAGNET
by Zanib Mian

FEARLESS FAIRY TALES
by Konnie Huq

FORTUNATELY THE MILK
by Neil Gaiman

THE TWITS
By Roald Dahl

THE LAST LAST-DAY-OF-
SUMMER Lamar Giles

VARJAK PAW
SF Said

FICTION

HOW TO LIVE LIKE A
STONE AGE HUNTER
Anita Ganeri

BLUE PLANET II
Leisa Stewart-Sharpe

THE BIG BOOK OF THE UK
Imogen Russell Williams

AMAZING ISLANDS
A.F. Harrold

AROUND THE WORLD IN
80 FESTIVALS
Nancy Dickmann

FACTOPIA!
Kate Hale

NON-FICTION

THE BOOK OF NOT
ENTIRELY USEFUL ADVICE
By A.F. Harrold

STARS WITH
FLAMING TAILS
Valerie Bloom

THE WORKS 10th
ANNIVERSARY
Paul Cooksoon

THE BEE IS NOT AFRAID
OF ME: A BOOK OF
INSECT POEMS

POETRY

YEAR 3
♥ **LOVEREADING**
MENU



A SELECTION OF
COMPREHENSIONS

ST MARY'S, WELHAM GREEN

YEAR 4

♥ LOVEREADING MENU

BOY AT THE BACK OF THE CLASS
Onjali Rauf

ACCIDENTAL PRIME MINISTER
Tom McLoughlin

LLAMA OUT LOUD!
Annabelle Sami

THE WIND IN THE WILLOWS (RETOLD)
Rashmi Sirdeshpande

AFRICAN AND CARIBBEAN FOLKTALES, MYTHS AND LEGENDS
Wendy Shearer

AJAY AND THE MUMBAI SUN
by Varsha Shah

SUPER SIDEKICKS: NO ADULTS ALLOWED
Gavin Aung Than

FICTION

THE WEEK MAGAZINE

HOW TO CHANGE THE WORLD
Rashmi Sirdeshpande

HOW TO BE EXTRAORDINARY
Rashmi Sirdeshpande

VIKING VOYAGES
Jack Tite

SHACKLETON'S JOURNEY
William Grill

NON-FICTION

REVOLTING RHYMES
By Roald Dahl

THE WORKS 10th ANNIVERSARY
Paul Cooksoon

THE LOST WORDS
Robert Macfarlane

POETRY

A SELECTION OF COMPREHENSIONS

ST MARY'S, WELHAM GREEN

English

YEAR 5

♥ **LOVEREADING**
MENU

WONDER
R.J. Palacio

BOY IN THE GIRLS
BATHROOM
Louis Sachar

BRIGHTSTORM
Vashti Hardy

RUMBLESTAR
Abi Elphinstone

HE GIRL WHO STOLE
AN ELEPHANT
Nizrana Farook

NURA AND THE
IMMORTAL PALACE
Mt Kahn

WHO LET THE GODS OUT
Maz Evans

BILL'S NEW FROCK
Anne Fine

DIAL A GHOST
Eva Ibbotson

SCRIBBLEBOY
Philip Ridley

FICTION

THE WEEK MAGAZINE

JANE GOODALL
Isabel Sanchez Vegara

THE WONDER GARDEN
Jenny Broom

TIMELINE OF BIG HISTORY
Christopher Lloyd

THE CULTURE OF CLOTHES
Giovanna Alessio

COMING TO ENGLAND
Floella Benjamin

NON-FICTION

CLOUD SOUP
Maya Angelou

POEMS FROM A GREEN
& BLUE PLANET
Sabrina Mahfouz

BEAUTIFULLY DIFFERENT,
WONDERFULLY THE SAME

THE WORKS KEY STAGE 2

TALKING TURKEYS AND
FUNKY CHICKENS
Benjamin Zephaniah

POETRY

A SELECTION OF
COMPREHENSIONS

AMARI AND THE NIGHT BROTHERS
BB Alston

STORMBREAKER
Anthony Horowitz

LETTERS FROM THE LIGHTHOUSE
Emma Carroll

THE FIB AND OTHER STORIES
George Layton

FREDDIE PILCHER
Pie Corbett

MEATPIE ON THE MASHAM ROAD
Pie Corbett

THE BAD BEGINNING
Lemony Snicket

ROOM 13
Robert Swindells

THE DEMON HEADMASTER
Gillian Cross

LITTLE BADMAN AND THE INVASION OF THE KILLER AUNTIES
Humza Arshad

THE GIANT'S NECKLACE
Michael Morpurgo

FICTION

THE WEEK MAGAZINE

SCIENCE AND NATURE MAGAZINE

BLACK AND BRITISH A SHORT ESSENTIAL HISTORY
David Olusoga

50 WOMEN IN SCIENCE
Rachel Ignatofsky

50 WOMEN IN ART
Rachel Ignatofsky

FEASTS
Sabrina Ghayour

SATS READING PAPERS

BBC HISTORY EXTRA

NON-FICTION

RHYME AND POETRY
Karl Nova

OVERHEARD IN A TOWERBLOCK
Joseph Coelho

THE WORKS KEY STAGE 2

POEMS TO LIVE YOUR LIFE BY - Chri Riddell

POETRY PLEASE: THE NATION'S BEST LOVED POEMS

YOU WAIT TILL I'M OLDER THAN YOU
Michael Rosen

POETRY

YEAR 6
 ♥ **LOVEREADING**
MENU



A SELECTION OF COMPREHENSIONS

ST MARY'S, WELHAM GREEN

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Once you learn to
read, you will be
forever free

//

- **Frederick Douglass** -



Acknowledgments

Key contributions and support have come from staff members, past and present, at St Mary's, Welham Green. Our thanks go to them all.

HfL Education (formally Herts for Learning)

<https://www.hertsforlearning.co.uk/>

National curriculum in England – English programmes of study: key stages 1 and 2

<https://www.marymyatt.com/>

<https://resource-bank.scholastic.co.uk/reading-room>

<https://www.penguin.co.uk/lit-in-colour>

<https://literarycurriculum.co.uk/>

<https://www.edshed.com/>

<https://vocabularyninja.co.uk/>

Making every English lesson count by Andy Tharby

Making every Primary lesson count by Jo Payne and Mel Scott

Closing the Reading Gap by Alex Quigley

Closing the Writing Gap by Alex Quigley

Closing the Vocabulary Gap by Alex Quigley

Dual Coding for Teachers by Oliver Caviglioli

Organise Ideas: Thinking by Hand, Extending the Mind

by Oliver Caviglioli

Write like a Ninja by Andrew Jennings

Simplicitus: The Interconnected Primary Curriculum &

Effective Subject Leadership by Emma Turner

Language, literature and childhood, L301, Open

University

The Articulate Classroom Prue Goodwin

Creative Writing ed. Linda Anderson

A Creative Writing Handbook ed. Derek Neale

Runnymede Trust

'Just reading': the impact of a faster pace of reading

narratives on the comprehension of poorer adolescent

readers in English classrooms. Westbrook, Jo,

Sutherland, Julia, Oakhill, Jane and Sullivan, Susan (2019)

[https://www.swinefleetprimaryschool.co.uk/our-](https://www.swinefleetprimaryschool.co.uk/our-curriculum/curriculum/english)

[curriculum/curriculum/english](https://www.swinefleetprimaryschool.co.uk/our-curriculum/curriculum/english) - Really good SEND

considerations

