

**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.

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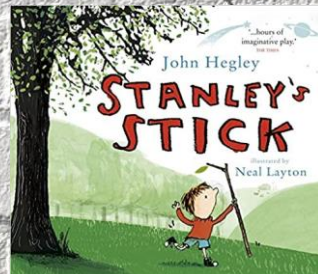
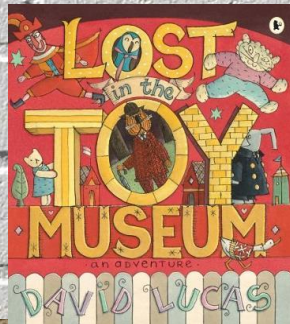
**Writing floats on a  
sea of talk.**

//

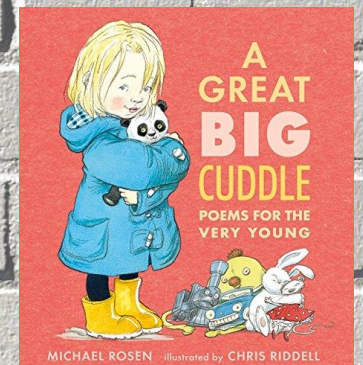
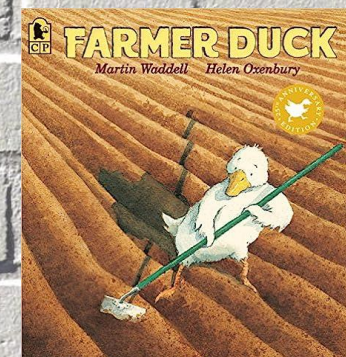
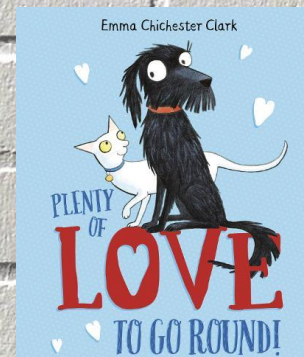
**- James Britton -**



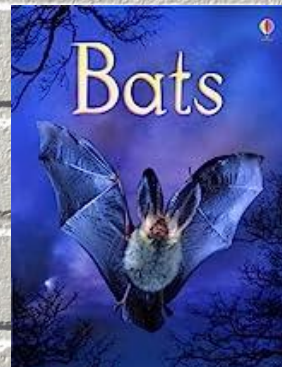
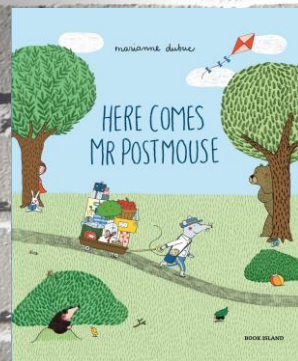
Explore  
and  
Engage



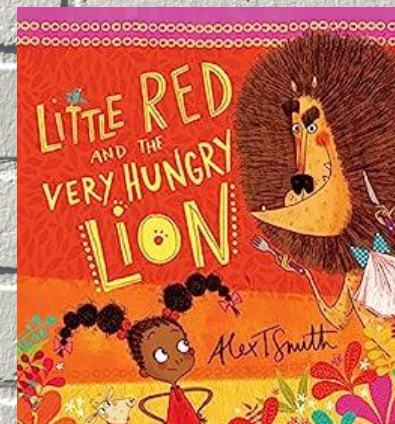
AUTUMN



SPRING



St Mary's Writes



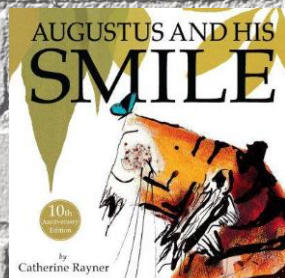
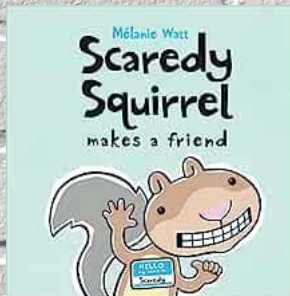
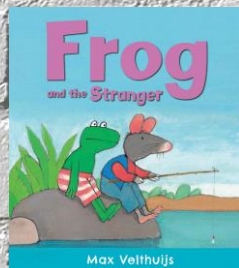
SUMMER

# YEAR 1 WRITING OVERVIEW

English

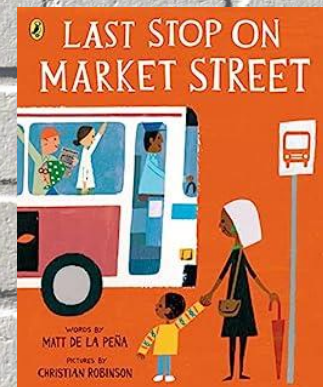
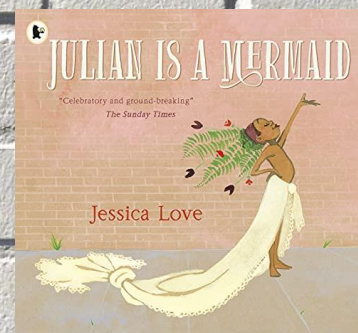
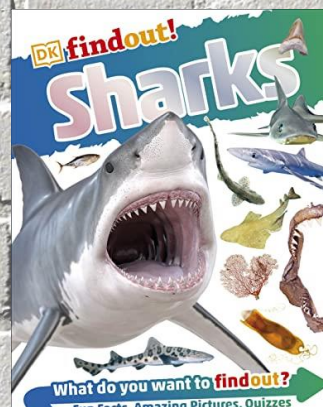
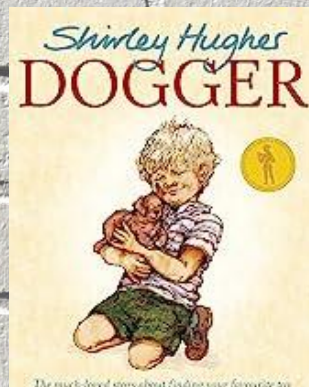
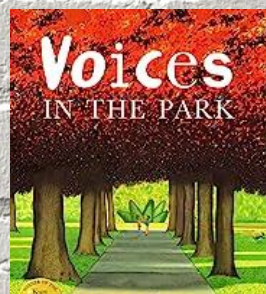


Explore  
and  
Engage

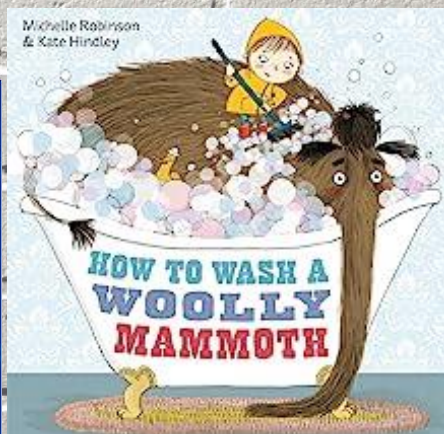
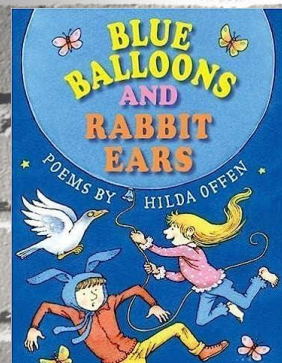


# YEAR 2 WRITING OVERVIEW

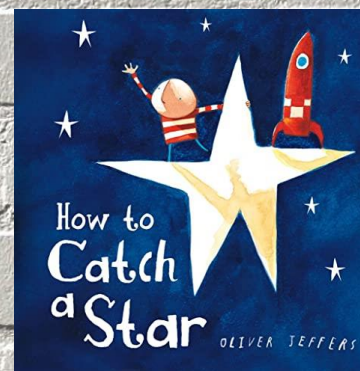
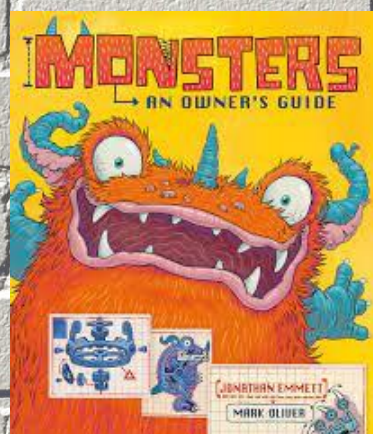
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SPRING



St Mary's Writes

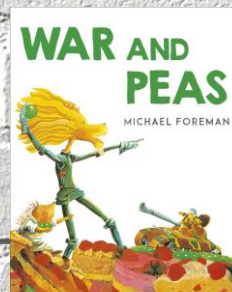
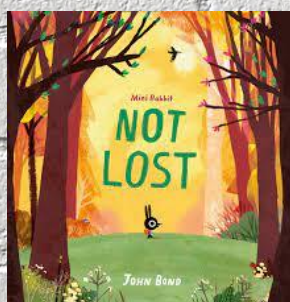
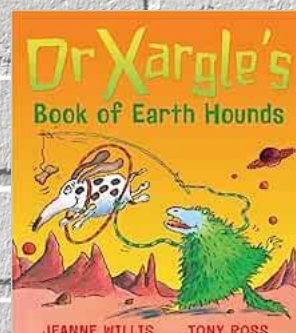


SUMMER

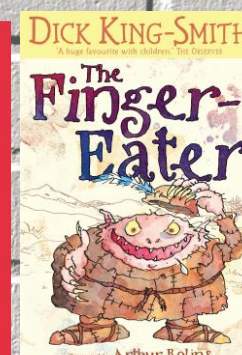
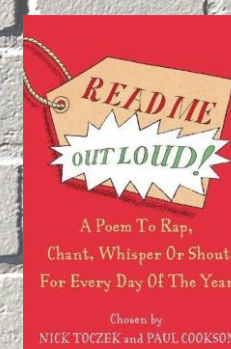
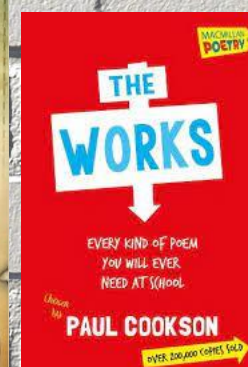
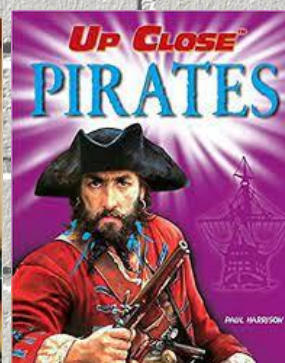
English



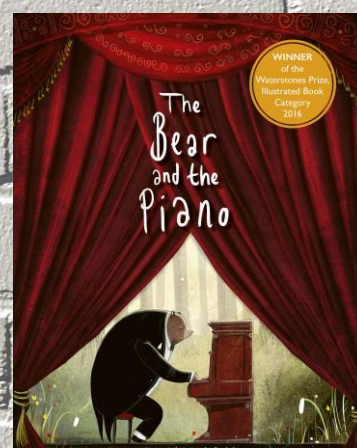
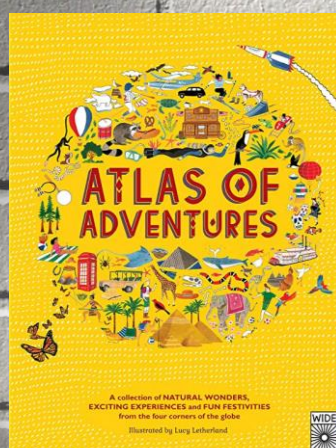
Explore  
and  
Engage



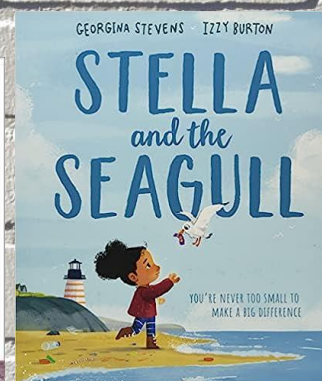
AUTUMN



SPRING



St Mary's Writes



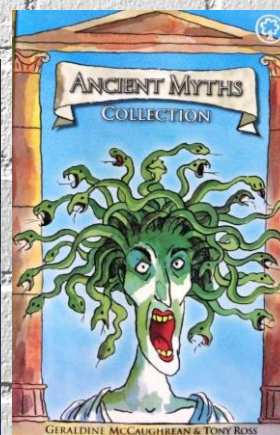
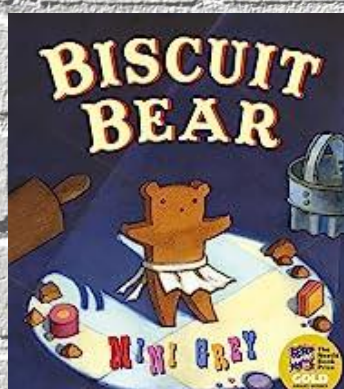
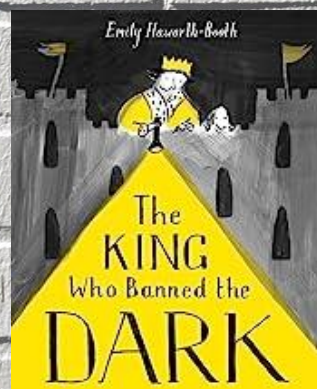
SUMMER

# YEAR 3 WRITING OVERVIEW

English

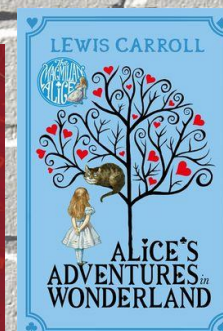
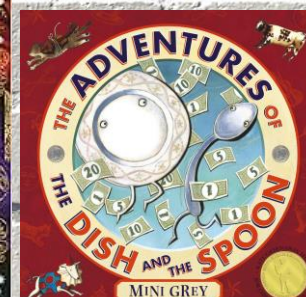
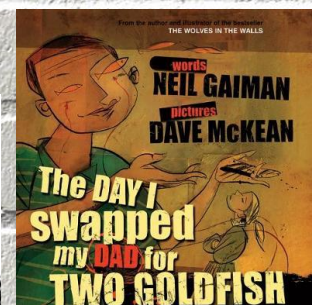


Explore  
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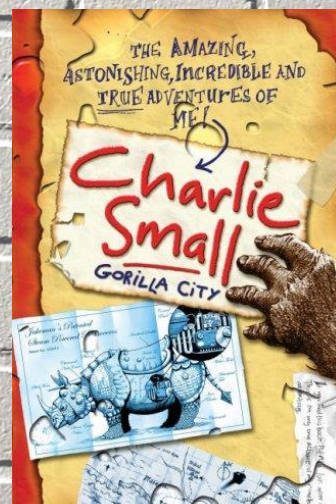
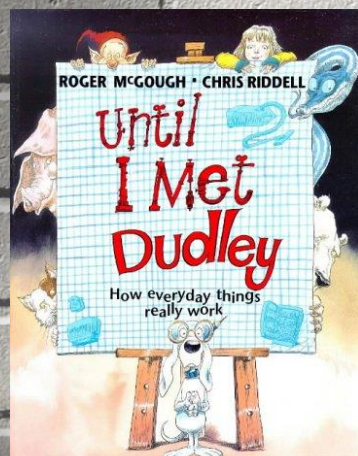


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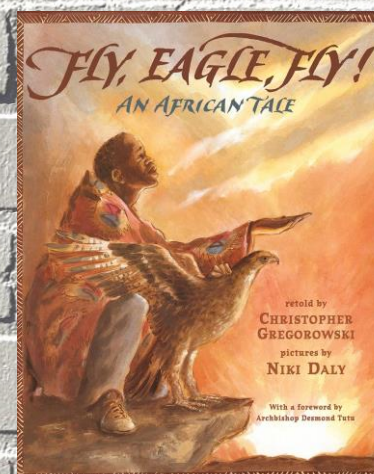
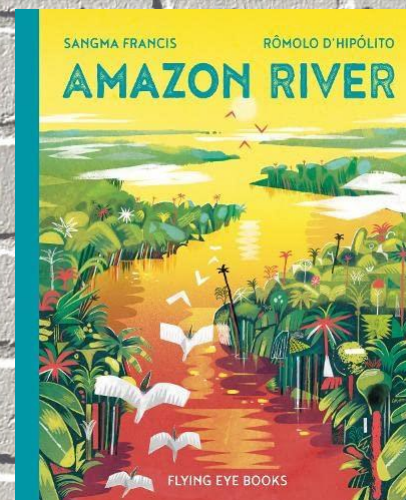
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SPRING



St Mary's Writes

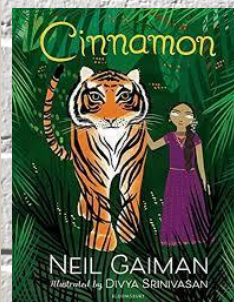
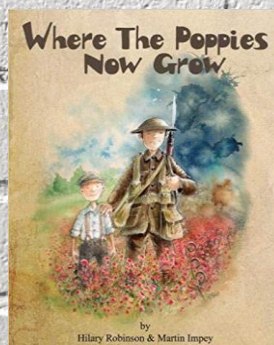
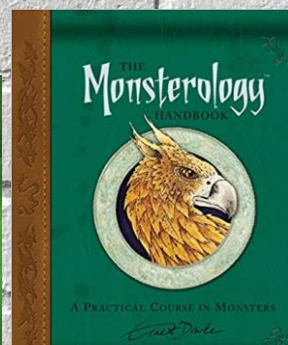
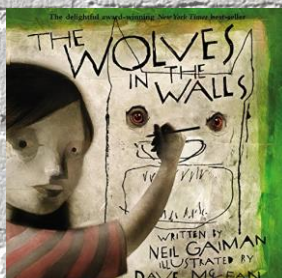


SUMMER

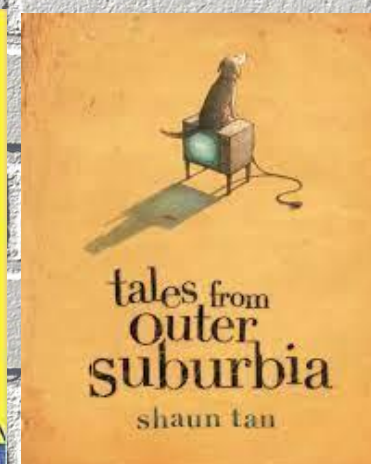
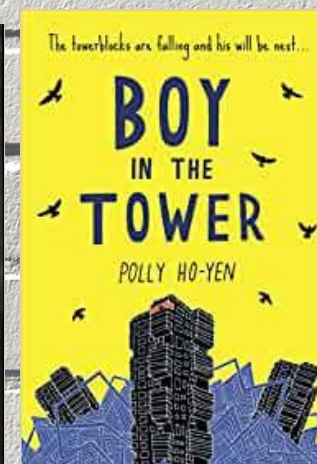
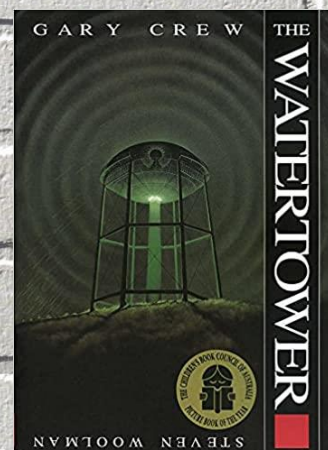
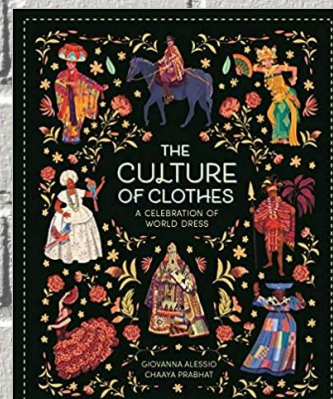
English



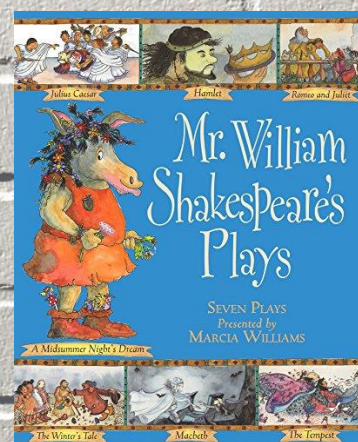
Explore  
and  
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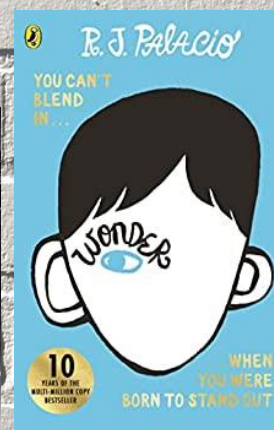
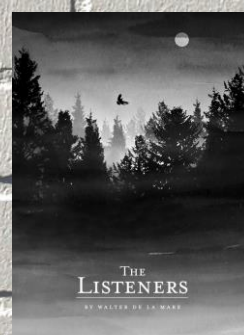
AUTUMN



SPRING



St Mary's Writes



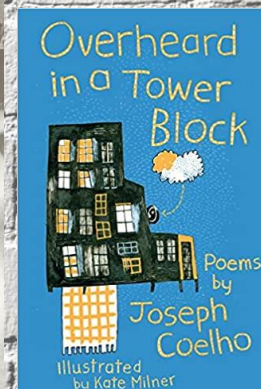
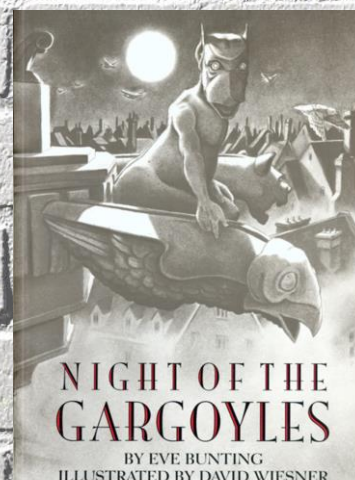
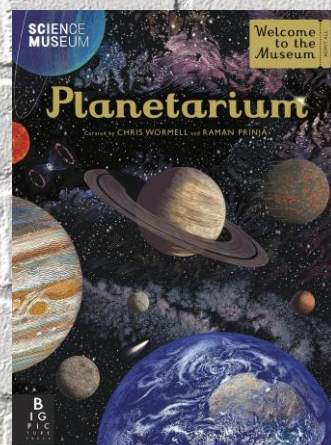
SUMMER

# YEAR 5 WRITING OVERVIEW

English

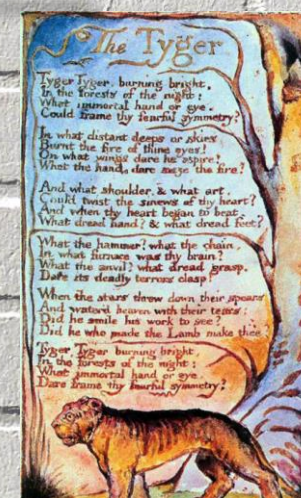
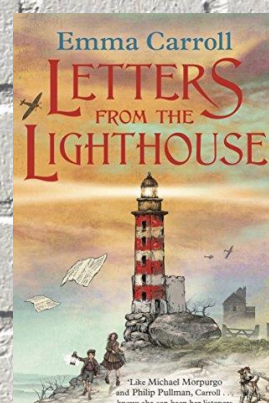


Explore  
and  
Engage

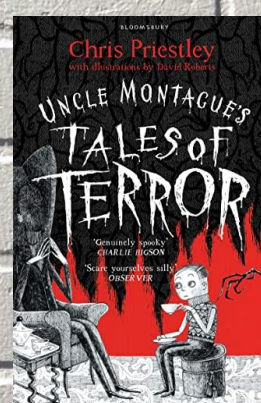
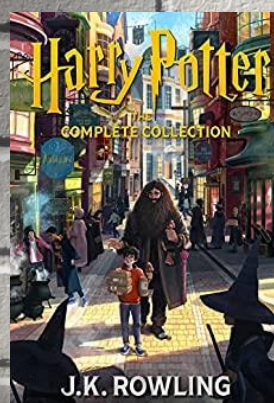


# YEAR 6 WRITING OVERVIEW

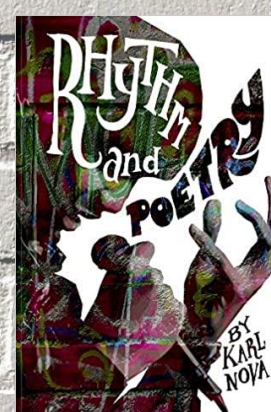
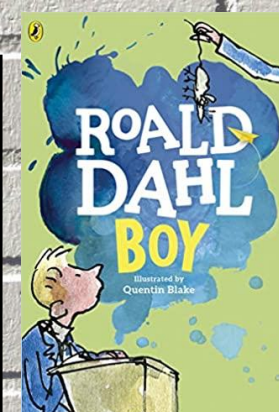
## AUTUMN



## SPRING



St Mary's Writes



## SUMMER





**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.**



# SPaG Starter System – Autumn Term Overview

[illegible]



# SPaG Starter System – Spring Term Overview

[illegible]



# SPaG Starter System – Summer Term Overview

[illegible]



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**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 <b>Weekly Slideshow</b> 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 '<b>Look, Say, Cover, Write and Check</b>' 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 <b>Spelling Quiz</b> as a 2Do for children to complete. (Encourage children to change settings to make them more challenging).</p> <p>Alternatively, '<b>Look, Say, Cover, Write and Check</b>' sheets or generated handwriting sheets are used.</p>	<p>The <b>Weekly Dictation Exercise</b> 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"><li>• focussing on appropriate CEWs</li><li>• recapping words /rules that are not secure from previous weeks/phases</li><li>• pre-teaching key vocabulary for upcoming units where accurate spelling of the words is essential.</li><li>• repeating the current <b>Spelling Quiz</b></li><li>• repeating a previous <b>Spelling Quiz</b></li></ul>	<p>Assess children's knowledge of the spelling rule or focus. This could be done as a traditional spelling test or by using the <b>Weekly Dictation Exercise</b> 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.

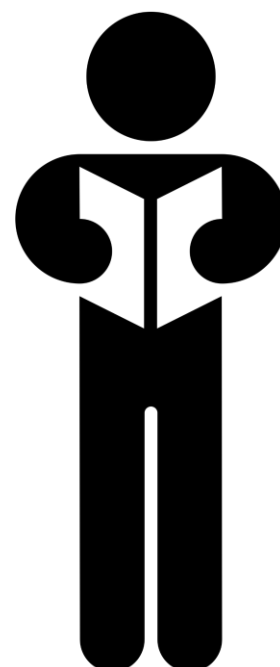
Spellings should be displayed on the class English board and children encouraged to use them in their writing (e.g., rewarding a child with a house point for correct spelling/usage and highlighting it in their book).



**ST MARY'S, WELHAM GREEN**

# **LOVE READING**

OVERVIEW





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**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 10<sup>th</sup>  
ANNIVERSARY  
Paul Cooksoon

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

## POETRY

# YEAR 3

## ♥ LOVEREADING MENU

English

A SELECTION OF  
COMPREHENSIONS

ST MARY'S, WELHAM GREEN





BOY AT THE BACK OF  
THE CLASS  
Onjali Rauf

ACCIDENTAL  
PRIME MINISTER  
Tom McLaughlin

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 10<sup>th</sup>  
ANNIVERSARY  
Paul Cooksoon

THE LOST WORDS  
Robert Macfarlane

## POETRY



# YEAR 4

## ♥LOVEREADING MENU

A SELECTION OF  
COMPREHENSIONS

ST MARY'S, WELHAM GREEN



# YEAR 5

## ♥LOVEREADING MENU

### FICTION

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

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

ST MARY'S, WELHAM GREEN



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

English



//

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

