

English at Thomas Jones

Intent

At Thomas Jones, we pride ourselves on being a 'reading school' where quality literature is enjoyed, shared and acts as a catalyst for all elements of the English curriculum. English has a key role in the education of pupils at Thomas Jones. It is both an important subject in its own right and is incorporated through all of our curriculum. At Thomas Jones we follow the demands of the 2014 National Curriculum, yet have worked hard to develop our own curriculum model and methods for teaching English. Language and Literature form part of our curriculum 'essentials' that shape teaching and learning across the school.

Reading

A culture of reading is embedded within our school. We have an absolute and relentless focus on reading in line with the National Curriculum, 2014, which places reading for pleasure at the heart of the English curriculum. We recognise that developing a love of reading is one of the most effective ways we are able to raise attainment and life choices for our children. Opportunities for pupils to read and to develop the breadth and depth of their reading skills are embedded meaningfully across the whole curriculum, ensuring that reading is not confined to English lessons alone but supports learning in all subjects.

The teaching of reading, both the technical aspects of decoding language and the opportunity for pupils to develop a love of literature, is one of the most important aspects of school life here at Thomas Jones. The school's specific approach to the teaching of reading has been documented in several reports:

Reading by Six: How the Best Schools Do It, Ofsted

Moving English Forward report, Ofsted

Building an Outstanding Reading School, Oxford Primary

Our success with the teaching of reading can be seen through our national test results.

At Thomas Jones we strongly believe every child should have the chance to experience a wide range of quality literature immersing themselves in a wide range of classic and contemporary fiction alongside notable plays and poetry from some of the world's most celebrated authors. Developing in children a desire to read, engage in literature and make literary choices is an important part of what we do well.

Funding for quality literature is always safeguarded at Thomas Jones alongside curriculum time focused on reading for pleasure and the promotion of literature across the school. It is not unusual to hear the Head discuss reading and literature in whole school assemblies and staff briefings. Quality English displays are also seen throughout our school both communally and in classrooms, further promoting quality literature and inspiring the children.

At Thomas Jones we understand that children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show

improvement in their writing. They also have more positive attitudes towards reading than their peers:

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

Children’s and Young People’s Reading Today, National Literacy Trust, 2012

At Thomas Jones, our teachers read, talk with enthusiasm about what they have read and recommend books to children on a regular basis, supported by a senior leader having previously worked as a children’s librarian, helping to raise the status of reading. Professional development and book recommendations take place throughout the year to ensure that our staff are well supported in ensuring that they embed a love of reading in all pupils.

We ensure opportunities for children to read independently, read aloud independently and with a partner and be read to during the school day. Story times are sacrosanct. Pupils are afforded opportunities to read independently for sustained periods, building their reading stamina and giving them the opportunity to immerse themselves in their reading in a quiet and calm environment.

We have strong links with our local library and local bookshop, Daunt Books, where we are afforded many book recommendations, partnership opportunities and access to literary events.

Phonics

At Thomas Jones we utilise the Jolly Phonics reading scheme to ensure children quickly and securely build up their word reading skills.

Whilst phonics is taught as a standalone lesson at the start of each day in reception, year 1 and year 2, it is also incorporated in children’s learning across the whole curriculum. There is also an opportunity for phonics interventions from Reception upwards into Key Stage 2 should a child need additional support.

See separate ‘Phonics Overview’ document.

Support to parents/carers

Coffee mornings are scheduled across the EYFS and KS1 in order to engage parents/carers in their children’s learning. Research into the importance of families reading at home and the systematic phonics teaching are shared with them in order to enable families to support their children with their reading development at home. Information packs, resources and links are shared to provide parents/carers with the skills to support their child. The tri-partite relationship is valued at Thomas Jones and we recognise the impact that parental involvement can play on a child’s development as a lifelong learner and in their enjoyment of and confidence in their developing skills. Parents/carers are asked to support children in their reading development through our home reader scheme.

Writing

It is our aim that all pupils who attend Thomas Jones leave us able to write clearly, accurately and coherently, with the ability to adapt their language and style to a range of contexts, purposes and audiences. Expectations with regard to handwriting and presentation are high at Thomas Jones. Our success in this is reflected in our national test results.

The Writing Process

At Thomas Jones all pupils are supported to develop written work to the best of their ability. Pupils have daily opportunities to encounter high quality language, both from written texts and teacher interactions. Grammar, punctuation and other specific language elements are taught within the context of both reading and writing. A specific writing process is utilised to support children in their ability to write utilising their skills learnt from an early age.

Assessment in the form of high-quality oral feedback and interactive marking, alongside self and peer editing, enables children to improve their writing, building towards the production of quality written outcomes.

Speaking and Listening

At Thomas Jones oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk right across the curriculum as this is recognised as a key tool to support pupils to develop in their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making formal presentations and participating in debates, pupils are challenged to elaborate and explain clearly their understanding and ideas.

Explicit teaching of language and vocabulary is prioritised with extremely high expectations from a young age. Vocabulary is re-visited across their time at Thomas Jones in order to consolidate and therefore be 'owned' by the children.

Performance/Drama

At Thomas Jones we now enjoy a history of exceptionally skilled and innovative performances across the school. The standard of performances at Thomas Jones is exceptionally high due to the tutelage of the class teachers and other adults within the school. Through opportunities for performance outcomes in English planning, class assemblies and other performances children are explicitly taught diction, projection, poise and movement. The confidence and grace of the children on stage is humbling.

Grammar, Punctuation and Spelling

As a 'reading school', our English units emerge from the exploration of quality literature. Specific language features are taught through these units in a meaningful way, where children can apply new skills directly into their own writing outcomes.

Spellings are organised to ensure consolidation and progression throughout the school, linked to the children's phonetical understanding and expectations from the national curriculum.

The teaching of language features is planned for with consolidation and progression of children's skills and understanding year on year.

See 'Language Features Progression' document

Implementation

Planning for English units is based on quality texts, with units lasting between one and six weeks. Texts can be one specific text (for example Year Three studying *The Mousehole Cat* or Year Six studying *Romeo and Juliet*; a group of texts (newspapers, for example) or a specific genre (works of historical social realism or narrative poetry). Across the school, pupils have the opportunity to study great works of literature, including texts by Dickens, Shakespeare, Larkin, Hughes and Wilde and are introduced to literature from a range of genres. Quality texts provide opportunities for children to meet objectives drawn from across the National Curriculum for English.

Units planned for cover the teaching of reading, writing (including grammar, punctuation and spelling), performance and spoken language. In addition to this, children are taught aspects of the English curriculum through our integrated curriculum, through guided reading sessions, independent reading, class texts, phonics teaching and discrete spelling and handwriting lessons.

In planning, teachers ensure a balance of purpose (to explain, persuade, inform, describe, instruct, entertain etc.) and audience across each year. Quality outcomes are planned for that are varied, purposeful and increasingly more sustained as the children progress through the school. Outcomes focus on quality rather than quantity with some units having just one or two outcomes depending on the unit length and content.

Each unit should include:

- word reading – as children encounter unfamiliar words
- grammar and punctuation – through seeing them in context and considering how they are employed for effect
- comprehension – through listening to, reading, and discussing challenging texts
- vocabulary and spelling – by encountering new language
- spoken language through participating in discussions about books, learning from both specific language modelled by the teacher and also that of their peers
- writing (both transcription and composition).

Texts used in whole class teaching often focus on texts which are just slightly above the reading level of the children in the class to ensure progression is made and high aspirations set.

Reading

At Thomas Jones we are systematic in teaching reading to ensure that every child will leave for secondary school with certain key competencies in reading. Teachers take responsibility for the following:

- word-reading skills – both phonic decoding skills and the quick recognition of ‘common exception words’ (tricky words)
- comprehension – including retrieving information, summarising, predicting, making inferences and using evidence from the text to justify these.

This *simple view of reading*, highlighted in the Rose review of early reading, forms the backbone of provision for reading at Thomas Jones. Children are taught to apply these skills to read for meaning across a wide range of genres. The first dimension constitutes being able to read, but the essential element for our children is developing their abilities as a reader. This is about developing the love of reading and books and the desire to read. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers.

As a school we explicitly teach:

- knowledge about authors and books
- the language of books
- reading stamina
- book selection

Through the Foundation Stage and Key Stage One, our pupils follow a rigorous system of synthetic phonics, following the Jolly Phonics scheme. Alongside this, pupils in this phase of the school have access to high quality books, both to study in legitimate English lessons and to read independently. The school follows the Pearson Bug Club reading scheme, supplemented with other high-quality books banded into the scheme. Specific language teaching also forms part of phonics lessons, particularly in KS1 when spelling investigations are introduced.

By Key Stage Two, many pupils are reading independently, borrowing books from our well-stocked library or classroom collections. Children may remain on our levelled reading scheme through KS2 however, until a class teacher assesses that a child’s fluency and comprehension is such that they are able to select from a wider range of texts independently. Our aim is to enable all children to become ‘free readers’ as soon as they are ready to do so, enabling them access to the wealth of quality literature in the school whilst ensuring that children are secure in their abilities as a reader before they are moved from the levelled scheme. Pupils read individually each day, normally at the start of school and occasionally after lunch. Some pupils are allowed a completely free choice in what they read, while others are guided towards titles by their teachers. The allocation of books is based on the teacher’s knowledge of a pupil and their reading needs, not any preconceived ideas about age.

Teachers read to their classes each day, more than once with younger children, sharing good quality literature with them. This helps our pupils to develop their vocabulary as well as introducing them to unfamiliar ideas and concepts. It also offers pupils the opportunity to tackle longer or more challenging texts than they would be able to

alone. Quite aside from this, it is a joyful time of day, a chance to share a story as a class and to listen for sheer enjoyment. Listening to longer or more complex texts than they would be able to read alone increases children's knowledge and understanding, and, along with the rich vocabulary they encounter, develops their reading comprehension. When the teacher reads aloud, it makes literary language accessible and also provides a model of expressive reading.

Through English units and other opportunities to read to the class, our teachers model reading behaviour including- approaching unfamiliar words, reading punctuation, varying expression, making inferences etc. Regular modelling of 'how to read' supports our children to develop their own strategies as a reader.

At Thomas Jones we recognise that children's reading comprehension relies upon their understanding and experience of the world. Many of our children have a limited experience of the world outside of the school. We therefore plan with this in mind and wherever possible through our English planning and whole school curriculum aim to develop and extend children's comprehension and experiences as widely as possible.

As with all subjects, opportunities for trips to enhance learning are sought where relevant and appropriate. This can also include visitors to the school and immersive learning experiences.

Whole Class Reading

Weekly whole class reading sessions for all pupils afford them an opportunity to develop their reading skills as a whole class or individually. Throughout the course of the year children are introduced to books from a range of genres and develop their ability to discuss books read in detail, broadening their literary language. All children read with their class teacher and sometimes additionally with a teaching assistant on another day.

In EYFS, KS1 and Year 3, children will read 1:1 with an adult on a fortnightly basis. During these sessions, individual reading targets are reviewed, discussed with the child and recorded. Reading targets are set each term and sent home to parents and carers, where appropriate, to support reading at home. The class teacher selects reading books that are closely matched to each child's age, stage of development and current reading attainment, ensuring appropriate challenge and progression.

In KS2, whole class reading sessions take place with a focus on comprehension skills and language development using high quality texts. At Thomas Jones we have selected a number of books for each year group that we would want all children to read and explore during guided reading sessions. These supplement reading scheme books in reception and KS1 and lower KS2. By building up on a collection of quality and classic literature we hope to expand children's individual bookshelves.

Reading volunteers are often used across the school to support children's reading development and to afford children additional time to read aloud to an adult.

We aim for all children to have access to and utilise the local library and actively promote the library service throughout the year. Library card audits take place regularly with support for families to access the library service if required.

Writing

Writing is taught through the study and exploration of quality texts. These texts may be used as models for writing or as a catalyst for quality teaching. There is a balance of fiction, non-fiction and poetry taught each term.

Fiction units focus on narrative, traditional tales, well-loved stories, myths and legends, classic texts and selected authors.

Non-fiction units are always connected to the children's cross-curricular topic learning or other foundation subjects. These units cover non-chronological reports, explanations, parts of a non-fiction text, biographies and auto-biographies, instructions, diaries, letters, reviews, evaluations and personal response.

Poetry units focus on poetry appreciation, descriptive language and features of poetic verse. All children have the opportunity each year to learn, recite and perform poetry within their class. Each class' book corner contains a selection of quality poetry books for the children in that class to access.

At Thomas Jones, we recognise that our teachers are valuable models for children in terms of their written and spoken English. We always insist that staff and children alike speak in standard spoken English and our teachers frequently model exceptional writing through shared writing and writing scaffolds during lessons.

The Writing Process at Thomas Jones

At Thomas Jones, we explicitly teach and model the steps needed for the writing process to take shape. Our approach ensures that children develop as confident, capable writers through structured support and meaningful practice.

1. Inspire

Writing begins with inspiration. Children engage with high-quality modelled texts, drama, music, and film to spark ideas and fuel creativity. Interactive activities allow them to explore different styles, themes, and techniques, helping them to generate ideas and understand how writers craft meaning.

2. Plan

Planning supports and shapes writing, ensuring that the audience and purpose are clear. Children are taught to structure their ideas effectively, reflecting the style, grammar, and conventions appropriate for their piece. This stage is concise but purposeful, helping writers to organize their thoughts and enhance the impact of their work.

3. Draft

During drafting, children apply all previously taught grammar, punctuation, and spelling skills. They are encouraged to talk through ideas, visualise scenes, and select impressive vocabulary and phrasing. Drafting is an opportunity to

experiment and challenge themselves, knowing that improvements can be made in later stages.

4. Edit

Editing is introduced early and reinforced throughout the writing process. Children learn to improve their work step by step, using strategies such as reading aloud, teacher modelling, peer feedback, and self-reflection. Editing concludes with proof-reading to ensure accuracy and clarity.

5. Publish for Purpose

The final stage is not just about rewriting; it is about creating a meaningful, polished piece for a real audience. Children focus on transcription skills, the craft of writing, and authentic communication. Publishing provides a genuine purpose for writing, which dramatically increases motivation, engagement, and the overall quality of work produced.

Handwriting

From the time that children enter Thomas Jones in the nursery or reception class they are taught correct pencil control and are afforded abundant opportunities for mark making and writing in a range of contexts. In the reception class children are explicitly taught handwriting and learn correct letter formations and sizes during their phonics sessions. In the summer term children begin more 'formal' handwriting sessions at tables to develop their skills at a faster pace and prepare them for year 1.

In Key Stage 1 children are supported to develop consistent handwriting following the Nelson Thorne scheme of work. Children utilise special lined books to support their developing handwriting and consistency of size.

As children move into KS2 they are taught the specifics of our 'Thomas Jones' style of handwriting. This is modelled by all class teachers and exemplars from previous and current year 6 scholars are utilised to support the development of younger children. Across the school handwriting practice forms part of the daily timetable.

Regular professional development sessions are run by the head to ensure that all class teachers are teaching handwriting explicitly in a consistent manner. By the time our children leave us at the end of Key Stage 2 they all have beautiful, consistent, cursive handwriting and exceptional presentation across the cohort.

See 'Handwriting Overview' document.

Speaking and Listening

Meaningful dialogue between teachers and children, and among children themselves, is central to effective English teaching. Children are given regular opportunities to communicate their ideas clearly, supporting the development of reasoning, explanation, and grammatical accuracy.

Teachers plan speaking and listening activities across the curriculum, ensuring children can discuss learning for a variety of purposes—to inform, persuade, entertain,

and justify their ideas. Questioning is used thoughtfully to guide discussions, encourage reflection, and help children extend their thinking.

Children are explicitly taught how to be active listeners, taking turns, building upon, and challenging others' ideas respectfully. Scaffolds, vocabulary support, and demonstrations of effective dialogue are provided to ensure children can participate fully and confidently in discussions.

Through planned opportunities, children develop the ability to reason logically, explain their thinking clearly, and communicate effectively, forming a strong foundation for writing, collaboration, and broader learning.

Performance/Drama

Performance and drama opportunities are planned through our text rich English units affording pupils opportunities to immerse themselves in a text and explore character perspective and character motivation.

The texts that class teachers select often lend themselves to wonderful opportunities for performance including poetry recitals.

Class assemblies occur once a year and afford pupils an opportunity to immerse themselves in staging and performance. All children are afforded speaking roles and are supported to develop their ability to project and add dramatic intonation to their voices.

Occasionally performance and drama opportunities also arise in different subjects such as personal development, history and geography.

Grammar, Punctuation and Spelling

Grammar, punctuation, and spelling are taught within English units, rather than as standalone lessons, unless a specific focus is required. In Years 1 and 2, these skills are also reinforced through phonics lessons, providing systematic support in spelling, sentence structure, and punctuation from the earliest stages.

Much learning takes place through shared reading and adult-read texts, where teachers explicitly highlight and explain grammar, punctuation, or spelling patterns. Teaching is always linked to real writing purposes, such as shared writing, identifying errors, or the drafting/editing phase, so children can apply their learning directly to their own work.

Our 'Language Features Progression Map' ensures that grammar and punctuation are taught progressively each year, building on prior learning and providing opportunities for consolidation.

Spelling

At Thomas Jones we have a comprehensive spelling scheme that are progressively more challenging as they are taught across the school and match the year-on-year content of the 2014 National Curriculum. Across each year group, the word lists

contain a mixture of new words and words previously learnt earlier in the scheme. This affords the children the opportunity to revise words they have already learnt.

Spelling, especially in KS1, is taught through a phonetic approach. Later lists are organised by specific spelling rules. In addition, there are common exception words that do not fit with spelling patterns on each list or topic related vocabulary can be added. It should be noted that apart from the common exception words and statutory spelling words, children are learning *the letter string, sound or spelling rule, not the specific word*. This helps them to learn to generalise from the words they've learnt and apply their understanding further. Sometimes this is utilised in weekly spelling tests as children encounter a 'mystery word' using the given rule that week.

In addition to teaching the rule/sound, children benefit from being taught the meanings of words and how they can be used, supporting the development of their vocabulary. Spellings are also taught through the teaching of writing.

Our spelling scheme begins at the start of year 1. Before children begin, they need to be familiar with:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs and the sounds which they represent
- vowel digraphs which have been taught through the phonics scheme and the sounds which they represent
- the process of segmenting words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants

By year 6, children should have reached the final spelling list and then utilise time to revisit and revise spellings from the entire scheme. Children also expand their understanding of word origins in year 6.

Early Years Foundation Stage

Children's love of reading begins when they join us in the nursery or reception class. Teachers spend quality time sharing a range of literature with children and model how to select and enjoy a book for pleasure. Through regular sharing of an extensive range of texts children begin to make book choices for themselves and are able to develop their comprehension skills and make links between the books they have shared and their developing understanding of the world.

Our EYFS spaces support our desire to immerse children in the world of books from the day they join us. Activities are set up with literature choices alongside. Reading spaces are prioritised both inside and outside of the classroom. Opportunities to re-enact stories are provided and encouraged with performance spaces, props etc.

Children in the EYFS are afforded regular and extended opportunities to select books for themselves developing their enjoyment of selecting books and their book handling skills.

One of the key areas for focus within our setting is the development of children's language, both receptive and expressive. In both the Nursery and Reception, we place an emphasis upon creating a language-rich environment, which supports our overall curriculum aims. We provide a wide range of resources for children to access in order to develop their language skills. Daily story time sessions are planned for, during which staff introduce children to a wide range of texts, new concepts and vocabulary. Staff are highly skilled in using questioning to develop children's understanding of age-appropriate stories and poems. Regular time is set aside to sing nursery rhymes and songs with the children. Throughout our setting, emphasis is placed upon the importance of early reading as a key way through which children are able to develop their vocabulary, understanding of the world, and focused attention and listening skills.

As part of our robust curriculum provision, children are introduced to a wide range of vocabulary throughout the 7 areas of development, and are supported to develop their language through access to a variety of adult-led, whole class and child-led activities. Children are confident in sharing their thoughts and ideas with their peers, both during small group and whole class sessions.

In the summer term of Nursery, children are introduced to 1 to 1 reading sessions. These sessions, carried out on an individual basis with the class teacher, develop children's book-handling skills, and support children's confidence in talking in front of an adult.

In the autumn term of Reception, children continue 1:1 reading sessions focused upon developing their book handling skills and readiness for discrete phonics teaching. In the spring and summer term, children in Reception have fortnightly reading sessions with which are focused upon developing children's phonetic reading skills, alongside their recognition of sight vocabulary and an understanding of the main events in stories they have read.

All children in our EYFS take home weekly PACT books (Parents and Children Reading Together books) of the children's choice. Parents/carers are encouraged to share these books with their children at home and are supported with suggestions of questions and discussion topics.

English Curriculum Map

Nursery

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic: • ‘Owl Babies’ by Martin Waddell • ‘Rainbow Fish’ by Marcus Pfister Traditional Tale: • ‘The Three Little Pigs’ • ‘The Gingerbread man’ Poetry: Nursery Rhymes • Head Shoulders Knees and Toes • Incy Wincy Spider.	Topic: • ‘The Very hungry caterpillar’ by Eric Carle • ‘Handa’s Surprise’ by Eileen Browne Traditional Tale: • ‘Jack and the beanstalk’ • ‘Hansel and Gretel’ Poetry: Nursery Rhymes • Fish Alive! • Humpty Dumpty	Topic: • ‘Mr Gumpy’s Outing’ by John Burningham • ‘Oi Get off our train!’ By John Burningham Traditional Tale: • ‘Goldilocks and Three Bears’ • ‘The Little Red Hen’ Poetry: Nursery Rhymes • Row Row Row your boat • The Grand old Duke of York.

Reception

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic: • ‘Funny Bones’ by Allan Ahlberg • ‘So Much’ by Trish Cook Traditional Tale: • ‘Little Red Riding Hood’ Poetry: • ‘Each Peach Pear Plum’ by Allan Ahlberg	Topic: • ‘The Tiny Seed’ by Eric Carle • ‘The Enormous Turnip’ by Irene Yates Traditional Tale: • ‘The Ugly Duckling’ Poetry: • ‘Out and About’ by Shirley Hughes	Topic: • ‘Tadpoles Promise’ by Jeanne Willis • ‘Bringing the Rain to Kapiti Plain’ by Verma Aardema Traditional Tale: • ‘The Three Billy Goats Gruff’ Poetry: • ‘My Beautiful Voice’ by Joseph Coelho

Year 1

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Fiction: • ‘Home’ by Carson Ellis <i>Labels/Captions</i> • ‘Our Class is a Family’ by Shannon Olsen <i>Dictated Sentence Writing</i> • ‘Brown Bear, Brown Bear’ by Bill Martin/ Eric Carle <i>Own Version Narrative</i> • ‘The Tiger Who Came to Tea’ by Judith Kerr <i>Simple Recount</i> Non-Fiction: • ‘Here we are’ by Oliver Jeffers (2 Weeks) <i>labels and captions, reports</i> Poetry: • Fireworks (1 week) <i>senses/onomatopoeic poetry</i>	Fiction: • ‘Rapunzel’ Traditional Tale (2 weeks) <i>Character description, Re-tell</i> • ‘Naughty Bus’ by Jan Oke (3 weeks) <i>Letters, Alternative ending</i> Non-Fiction: • Non-chronological report or leaflet; features of a castle, including glossary. (2 weeks) <i>Non-chron report, Information booklet</i> Poetry: • “Oi Frog!” by by Kes Gray and Jim Field (3 Weeks) <i>Labels and Captions, own version narrative</i>	Fiction: • ‘Beegu’ by Alexis Deacon (2 weeks) <i>Recount Writing</i> • ‘The Queens hat’ by Steven Antony. (2 weeks) <i>Own Version Narrative, Poster</i> Non-fiction • ‘Amelia Earhart’ by Maria Isabel Sanchez Vegara (2 weeks) <i>Biography, Interview</i> Poetry • ‘Beegu’ by Alexis Deacon (2 weeks) <i>Nonsense-Word Dictionary, Poems and Poetic Sentences</i>

Year 2

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Fiction: • ‘Dogger’ by Shirley Hughes • (5 weeks) <i>Alternative front cover design, Alternative story ending</i> Non-Fiction: • ‘Trapped by The Ice’ by Michael McCurdy (4 weeks) <i>log book/chronological recount</i> Poetry: • Winter Poetry (2 weeks) <i>acrostic poems on the theme of winter</i>	Fiction: • Cultural Tales – Aesop’s Fables (4 weeks) <i>Short narrative, Blurb and book cover design</i> Non-Fiction: • Non Fiction – Information Texts (African animal encyclopaedia) (4 weeks) <i>A non-fiction information page (encyclopaedia) Class book on African animals</i> Poetry: • ‘Animal Menagerie, Roger Stevens’ (2 weeks) <i>Alliterative animal list poem, Poetry recital</i>	Fiction: • ‘The Lighthouse Keeper’s Lunch’ by David and Rhonda Armitage (4 weeks) <i>Recount/retelling of the story</i> Non-fiction • ‘The Lighthouse Keeper’s Lunch’ Instruction writing (2 weeks) • Holiday Leaflet <i>Persuasive Advert</i> Poetry • ‘Poetry to Perform’ by Julia Donaldson (2 Weeks) <i>Oral poetry recitals, My Favourite Poems booklet</i>

Year 3

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Fiction: • ‘The Mousehole Cat’ by Antonia Barber (4 Weeks) <i>Descriptive writing about a setting and the sea, A first-person narrative</i> Non-Fiction: • Encyclopaedia of UK (4 weeks) <i>Page for Encyclopaedia of Britain based on a specific aspect of Britain, presentation of research to rest of class</i> Poetry: • ‘The Owl and the Pussycat’ by Edward Lear (2 weeks) <i>Narrative & Nonsense Poems A personal response, A poetry recital</i>	Fiction: • ‘The Firework Maker’s Daughter’ by Philip Pullman (4 weeks) <i>Character Study and Description</i> Non Fiction; • Recount writing (3 Weeks) <i>Personal Recount of NHM visit, Imaginative recount.</i> Poetry: • By St Thomas Water by Charles Causley (2 weeks) <i>Class Recital, Personal Response</i>	Fiction: • Myths & Legends: Isis and Osiris (3 Weeks) <i>Character study, first person narrative</i> Non-fiction • Pharaoh Non-Chronological Reports (3 Weeks) <i>Biography, Research Presentation</i> Poetry • ‘Night Walker & Drk Sky Park’ by Philip Gross ‘A Love Letter to The Stars’ by Ruth Awolola <i>Personal Response, recitals, comparisons (3 weeks)</i>

Year 4

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Fiction: • ‘Tales from 1001 Nights’ (4 Weeks) <i>Illustrated Story Map, Character Study</i> Non-Fiction: • Non-chronological report on London’s history (4 Weeks) Poetry: • Syllabic Seasonal Poetry (haiku, tanka, cinquain) (2 Weeks)	Fiction: • ‘Coraline’ by Neil Gaiman (5 Weeks) <i>Diary Extract, Newspaper Report</i> Non Fiction; • Romans in Britain (4 Weeks) <i>Writing Instructions, Short Biography</i> Poetry: • ‘Caged Bird’ by Maya Angelou (2 Weeks) <i>Personal Response, Group Recital</i>	Fiction: • ‘The Wind in the Willows’ by Kenneth Grahame (4 Weeks) <i>Descriptive Writing, Letter</i> Non-fiction • ‘Old Enough to Save the Planet’ by Loll Kirby <i>Persuasive and Formal Letters (4 Weeks)</i> Poetry • ‘Joyful Noise: Poems for Two Voices’ Paul Fleischman (2 Weeks) <i>Group Poem for two voices, poetry recital</i>

Year 5

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Fiction: ‘The Wolves of Willoughby Chase’ <i>Personal Response, Character Study</i> Non-Fiction: ‘Migration’ by Mike Unwin and Jenn Desmond <i>Non chronological Report</i> Poetry: - Caribbean poetry: Valerie Bloom/Agnes Maxwell-Hall <i>Poetry Anthology, Recital</i>	Fiction: ‘The Explorer’ by Katherine Rundell <i>Diary entry, Setting Description, Newspaper Article</i> Non Fiction: ‘Planting Peace’ by Gwendolyn Hooks <i>Short Biography</i> Poetry: ‘The Raven’ by Edgar Allan Poe <i>Recital, Recount</i>	Fiction: ‘Beowulf’ Michael Morpurgo <i>report, instructions, descriptive writing</i> ‘The Tempest’ <i>Play Script, Personal Response</i> Poetry ‘Summer – An anthology for the changing seasons’ <i>Poetry Anthology, Recital</i>

Year 6

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Fiction: ‘The Selfish Giant’ by Oscar Wilde <i>Character Study, Retelling</i> ‘Oliver Twist’ by Charles Dickens <i>Character Study, Persuasive argument</i> ‘Romeo and Juliet’ ‘A Christmas Carol’ by Charles Dickens <i>(Personal Response)</i> Non-Fiction: ‘Michaelmas Term’ <i>Critical Evaluation</i> Poetry: ‘The Tyger’ by William Blake <i>Analysis</i> ‘To Autumn’ John Keats <i>Personal Response</i> ‘The Soldier’ by Rupert Brooke <i>Letter, First Person Narrative</i>	Fiction: - Greek Mythology - Theseus and Minotaur - Northern Lights by Philip Pullman Non Fiction; - My Favourite things <i>Descriptive Writing</i> - Persuasive Argument - Should children wear school uniform? - Identity and Belonging – Am I a Londoner? ‘An Exquisite Dish’ Poetry: ‘Nothing Gold Can Stay’ by Robert Frost <i>Personal Response</i> ‘Bright Star’ by John Keats <i>Diary Entry</i> ‘The Charge of the Light Brigade’ by Alfred Tennyson	Fiction: - The Outsiders by S.E.Hinton - The Emperors’ New Clothes by Hans Christian Anderson - The Call of the Wild by Jack London Non Fiction; - The Ancient Greeks : Ten Ways they Shaped the Modern World by Edith Hall Poetry: - Ted Hughes poetry - Funeral Blues by W.H. Auden

Impact

At Thomas Jones we pride ourselves on our children's outcomes and the competency of our children as readers and writers by the time they leave the school. In our English curriculum all requirements of the National Curriculum are met through challenging, inventive and literature rich units of work that are built upon incrementally through our children's time with us, affording them legitimate skills as a reader and writer.

The impact and measure of the effectiveness of our English curriculum is evident in hearing children articulately discuss the books they have read and enjoyed, through quality writing samples and in meeting and interacting with our pupils and experiencing their extensive and impressive vocabulary and phrasing.

Effective formative assessment is one of the major factors in teaching every child to become a reader and writer. This means teachers need a strong grasp of where every child is, both their strengths and the areas in which they need to develop. Teachers at Thomas Jones utilise oral feedback, written individual feedback, one to one discussions, group discussions, peer assessment and class assessment as ways to ensure immediate feedback is afforded children to help them in their next steps to becoming a strong reader or writer.

While National Curriculum levels can be useful in providing a relatively crude indicator of a child's reading, our teachers will dig deeper in order to understand the set of competencies that underpin that level, identify where the gaps in children's skills and knowledge lie and then plan how to close them.

Each term, children produce an independent piece of writing for summative assessment. This is kept in a writing folder which tracks each child as they progress through the school.

Teacher assessment performance descriptors are utilised to assess writing at the end of KS1 and KS2. These are utilised to assess whether at the end of each key stage children are 'working towards the expected standard', have met the 'expected standard' or are working at 'greater depth' within the standard. All children will have been taught a range of strategies and skills across the breadth of the curriculum throughout their time at Thomas Jones which will enable them to both meet and exceed the expected standard in English, across their work.