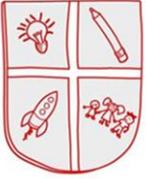


**Barrow CEVC  
Primary School**

Inspire, Create, Discover, Together

# **ENGLISH INTENT Writing & SPaG**



Barrow CEVC  
Primary School

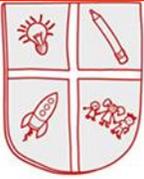
Inspire, Create, Discover, Together

INTENT

## English – Curriculum Statement

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing.

Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>



Barrow CEVC  
Primary School  
Inspire, Create, Discover, Together

MENT

# Writing

Our CUSP Writing curriculum draws on taught content from CUSP History, Geography and Science and from the depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each Writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes. The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly with pupils. Vocabulary is taught alongside with direct and explicit teaching of Tier 2 and Tier 3 vocabulary.

Handwriting is taught using the programme, Letter-Join. Cursive handwriting begins in Year 2. In Key Stage 2, pupils continue to develop their speed, fluency and presentation of handwriting.



Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

MENT

# Early Years

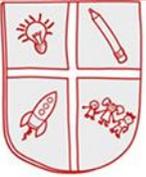
In EYFS, children are encouraged to develop gross and fine motor skills which support writing development. Children access gross motor activities on a daily basis, through continuous, enhanced and adult led provision. Children participate in daily “Funky Fingers” Activities and weekly “Dough Disco” sessions, both of which encourage and develop fine motor dexterity and strength. Mark making is encouraged right from the start of Reception year and children are exposed to a wide variety of mark making techniques. We encourage children to talk about the marks they make in order to realise that marks have meaning.

Mark making will be embedded in our provision through activities, such as writing in role play areas and mark making in tactile substances (e.g. sand, glitter, gloop) Through this, children begin to realise the marks they make carry meaning and that they always mean the same thing.

Children are taught daily phonics sessions which introduce them to GPC and develop the skill of segmenting needed for spelling and writing.

While we do not specifically follow the CUSP structure used in Key Stage 1, our curriculum is carefully constructed to prepare children and ensure that there is cohesion and consistency with our approach through:

- Dedicated phonics sessions, employing tricky and high-frequency words**
- Cooperative learning behaviours which develop oracy and interdependence.**
- Children are encouraged to apply their phonics in independent and supported writing opportunities across the curriculum from letters, to recipes, labels, short stories, riddles and information reports**



Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

# Our Overall English Offer

IMPLEMENT

<b>Reading</b>	<b>Writing</b>	<b>VGPS</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• Curriculum structure and outline</li><li>• Long term overview</li><li>• Y1-6 weekly planning including pre-coded questions</li><li>• Literature Spine</li><li>• Published extracts</li></ul>	<ul style="list-style-type: none"><li>• Curriculum structure and outline</li><li>• Long term overview</li><li>• Y1-6 weekly planning including pre-coded questions</li><li>• Model texts</li><li>• Ingredients for Success checklists</li><li>• Text convention Knowledge Notes</li></ul>	<ul style="list-style-type: none"><li>• VGPS Programme of Study with key concept definitions</li><li>• Long term sequence for introduction, revisiting and consolidation</li><li>• Content mapped into the Writing curriculum</li></ul>	<ul style="list-style-type: none"><li>• Unity Plus Vocabulary curriculum for etymology, morphology and idioms</li><li>• Unity Plus Vocabulary curriculum for the language of emotion, life and character</li></ul>
<ul style="list-style-type: none"><li>• Extensive CPD library for subject knowledge</li><li>• Extensive CPD library for implementation</li></ul>			

EYFS



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p><b>Tell me a story!</b> Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Develop vocabulary: Word aware Talk Boost interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p><b>Can you recount an event?</b> Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle</p>	<p>Tell me about differences? Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (<u>seasides</u>) I can talk about the experiences I have had at different points in the school year (end of year video)</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)						



# RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A <u>STORY</u> ?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
WRITING  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<p><b>Texts as a Stimulus:</b> Things I Like Shine So much Doctor Dog Cops and Robbers Captain Tom Little People Big Dreams</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> Rosie's Walk What the Ladybird Heard Guy Fawkes: Recount Little Red Hen (x2 weeks) Talk for Writing <u>Funnybones</u>: Labelling Stick Man: Recount: Writing letters The Christmas Story Christmas Week</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC words. PHASE WORDS</p> <p>Recount – A trip to the farm</p>	<p><b>Texts as a Stimulus:</b> Jack and the Beanstalk The Three Little Pigs Gingerbread Man The Three Bears How to catch a star Chinese New Year The Tiger who came to Tea</p> <p>Predicts story endings. Listens to stories with enjoyment and increasing attention. Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> The Naughty Bus Look Up! Train Ride What the Ladybird Heard Next Easter (2 weeks)</p> <p>Describe main events, characters and settings. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Order the Easter story  PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> Oi Frog The Tadpoles Promise Non-Fiction texts Bees The Very Hungry Caterpillar Mini Beast Madness</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.  Labels and captions – life cycles  Riddles  Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Who Swallowed Stanley Blue Planet David Attenborough Little People Big Dreams Sharing a Shell A home for a Pirate Pirates/Seaside</p> <p>Attempts to write short sentences in meaningful contexts Uses clearly identifiable letters Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures</p>



Barrow CEVC  
Primary School  
Inspire, Create, Discover, Together

# INTENT

We have formulated this document to show how writing develops from EYFS and how it continues and develops into the Year 1 curriculum.

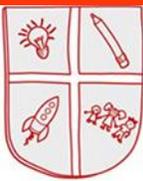


**Barrow CEVC  
Primary School**  
Inspire, Create, Discover, Together

**Writing – EYFS – KS1**

	ELG W	How this is achieved in EYFS	Writing KS1
Specific Area of Learning <b>Writing</b>	<p><b>Writing ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognizable letters, most of which are correctly formed; -</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters; -</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Focus on spoken communication and language development – answering questions/speaking in complete sentences.</p> <p>Vocabulary development through sharing high quality texts and emphasizing new vocabulary.</p> <p>Vocabulary development through continuous provision. – vocabulary triangles.</p> <p>Designated writing area in the classroom including various mark making equipment.</p> <p>Daily phonics sessions with a focus on developing oral segmenting for developing spelling.</p> <p>Twinkl phonics programme encourages correct letter formation with songs/ actions.</p> <p>Large scale letter formation activities – chalk on playground, air writing, aqua draw.</p> <p>Writing in role play – lists, birthday cards, builders' yard.</p> <p>Adult lead writing activities based on stories, rhymes. E.g. Writing a sorry note to baby bear, labeling a map from the story What the Ladybird Head.</p> <p>Writing captions and labels for models made in class in construction area and creation station.</p> <p>Fine motor – Daily funky fingers activities and enhanced provision, Weekly whole class doh disco session.</p>	<p>Pupils should be taught to:</p> <p>Spelling –</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest</li> </ul> <p>Writing - composition</p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>

Writing



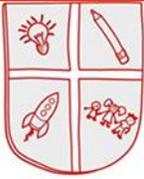
Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

The careful architecture of our curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. During the year each year group covers a range of writing genres in weekly blocks.

INSENT

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Setting descriptions 2 x 2 weeks	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks	Recount from personal experience 2 x 2 weeks	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry - pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week	28 weeks
Year 2	Character descriptions 2 x 2 weeks	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	Recount from personal experience 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week	Poetry on a theme (humorous) 2 x 1 week	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks	Third person narrative (animal stories) 2 x 3 weeks	Dialogue through narrative (historical stories) 2 x 3 weeks	Formal letters to complain 2 x 2 weeks	Non-chronological report 2 x 3 weeks	Advanced instructional writing 2 x 2 weeks	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	Newspaper reports 2 x 2 weeks	Persuasive writing (adverts) 2 x 2 weeks	Explanatory text 2 x 2 weeks	Narrative poetry 2 x 2 weeks	Poems which explore form 2 x 1 week	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks	Shakespeare (playscripts and a simple retelling) 2 x 2 weeks	Dialogue in narrative (first person myths and legends) 2 x 3 weeks	Balanced argument (2 x 2 weeks)	Biography 2 x 3 weeks	Formal letters of application 2 x 2 weeks	Poems that use word play ( 2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	Newspaper reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary (War poetry) 2 x 1 week	30 weeks



Barrow CEVC  
Primary School  
Inspire, Create, Discover, Together

# An Example of Year 4 English/ Foundation sequenced overview.

INVENT

Autumn term						
<b>Flexible block</b> 1 week	<b>Third person adventure stories</b> 3 weeks	<b>Newspaper reports</b> 2 weeks	<b>First person diary entries (imaginative)</b> 2 weeks	<b>Poems which explore form</b> 1 week	<b>Persuasive writing (adverts)</b> 2 weeks	<b>Stories from other cultures</b> 3 weeks
<b>No CUSP link</b>	<b>CUSP link:</b> Introduce habitats	<b>CUSP link:</b> Anglo Saxon and Viking struggle for England	<b>CUSP link:</b> Viking invasion	<b>No CUSP link</b> Text based	<b>No CUSP link</b> Text based	<b>CUSP link:</b> World locations and grid references
Spring term						
<b>Poems which explore form</b> 1 week	<b>Explanatory texts</b> 2 weeks	<b>Flexible block</b> 1 week	<b>Narrative poetry</b> 2 weeks	<b>Stories from other cultures</b> 3 weeks	<b>Persuasive writing (adverts)</b> 2 weeks	<b>Flexible block</b> 1 week
<b>No CUSP link</b> Text based	<b>CUSP link:</b> Human digestion	<b>No CUSP link</b>	<b>No CUSP link</b> Text based	<b>CUSP link:</b> Identify World countries	<b>CUSP link:</b> Constructing electrical systems	<b>No CUSP link</b>
Summer term						
<b>Newspaper reports</b> 2 weeks	<b>First person diary entries (imaginative)</b> 2 weeks	<b>Explanatory texts</b> 2 weeks	<b>Narrative poetry</b> 2 weeks	<b>Third person adventure stories:</b> 3 weeks		
<b>CUSP link:</b> Achievements of Ancient Egyptians	<b>CUSP link:</b> Archaeologists and Tutankhamun	<b>CUSP link:</b> States of matter	<b>No CUSP link</b> Text based	<b>No CUSP link</b> Text based		

# Progression of units from Year 1-6- Showing how units are revisited within each year.

## Year 1

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Poetry: pattern and rhyme</li> <li>Setting descriptions</li> <li>Instructional writing</li> <li>Shape poems and calligrams</li> <li>Stories with familiar settings</li> </ul>	<ul style="list-style-type: none"> <li>Shape poems and calligrams</li> <li>Informal letters</li> <li>Recount from personal experience</li> <li>Poetry on a theme</li> <li>Instructional writing</li> <li>Stories with a familiar setting</li> </ul>	<ul style="list-style-type: none"> <li>Informal letters</li> <li>Poetry on a theme</li> <li>Setting descriptions</li> <li>Poetry: pattern and rhyme</li> <li>Recount from personal experience</li> </ul>
--	---	--

## Year 2

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Character descriptions – CUSP link – Animals and living things</li> <li>Simple retelling of a narrative</li> <li>Poems developing vocabulary</li> <li>Stories from other cultures</li> <li>Formal invitations</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous).</li> <li>Recount from personal experience</li> <li>Formal invitations</li> <li>Stories from other cultures</li> <li>Non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>Character description – builds on CUSP Animals, including humans</li> <li>Non-chronological reports – builds on CUSP Significant people</li> <li>Simple retelling of a narrative</li> <li>Recount from personal experience – builds on CUSP Where we live</li> <li>Poems developing vocabulary – builds on CUSP Stop motion animation</li> <li>Poetry on a theme (humorous / poems about change)</li> </ul>
---	---	--

# Progression of units from Year 1-6

## Year 3

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) builds on CUSP E-safety</li> <li>Non-chronological reports builds on CUSP Rocks and fossils</li> <li>First person narrative descriptions – builds on CUSP Art drawing and observation</li> <li>Dialogue through narrative (historical stories) builds on CUSP The Iron Age.</li> <li>Formal letters to complain</li> <li>Performance poetry (including poetry from other cultures)</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports – builds on CUSP UK study</li> <li>Third person narrative (animal stories)</li> <li>Performance poetry (including poetry from other cultures)</li> <li>Advanced instructional writing</li> <li>First person narrative descriptions – builds on CUSP UK study</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue through narrative (historical stories) – builds on CUSP Roman study</li> <li>Poetry on a theme</li> <li>Formal letters to complain – builds on CUSP Healthy diets</li> <li>Third person narrative (animal stories).</li> <li>Advanced instructional writing – builds on CUSP materials, <del>tye</del>-dye, weave and sew</li> </ul>
---	--	--

## Year 4

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Third person adventure stories – builds on CUSP habitats</li> <li>Newspaper reports – builds on CUSP Anglo-Saxons and Viking struggle for England</li> <li>First person diary entries (imaginative) – builds on CUSP Vikings</li> <li>Poems which explore form</li> <li>Persuasive writing (adverts)</li> <li>Stories from other cultures – builds on CUSP world locations</li> </ul>	<ul style="list-style-type: none"> <li>Poems which explore form</li> <li>Explanatory texts – builds on CUSP human digestion</li> <li>Critical analysis of narrative poetry</li> <li>Stories from other cultures – builds on CUSP World countries.</li> <li>Persuasive writing – builds on CUSP electrical systems</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper reports – builds on CUSP Ancient Egyptians</li> <li>First person diary entries (imaginative) – builds on CUSP Archaeologists and Tutankhamun</li> <li>Explanatory texts – builds on CUSP states of matter</li> <li>Critical analysis of narrative poetry.</li> <li>Third person adventure stories</li> </ul>
--	--	---

# Progression of units from Year 1-6

## Year 5

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Balanced argument – builds on CUSP Disturbance of a natural habitat</li> <li>Third person stories set in another culture</li> <li>Poems that use word play – builds on CUSP Vocabulary in languages</li> <li>Formal letters of application</li> <li>Dialogue in narrative (first person myths and legends) – builds on CUSP Greeks and Maya</li> </ul>	<ul style="list-style-type: none"> <li>Biography – builds on CUSP Earth and space</li> <li>Third person stories set in another culture – builds on CUSP location study</li> <li>Poems which explore form.</li> <li>Playscripts (Shakespeare retelling)</li> <li>Formal letters of application – builds on CUSP design for a purpose</li> <li>Poems that use word play</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument – builds on properties of materials</li> <li>Poems which explore form – CUSP music lyrics</li> <li>Playscripts</li> <li>Dialogue in narrative (first person myths and legends) – builds on CUSP Ancient Greeks and Maya</li> <li>Biography – builds on CUSP famous modern scientists</li> </ul>
---	--	--

## Year 6

<p><b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>Autobiography – builds on CUSP famous naturalists</li> <li>First person stories with a moral.</li> <li>Poems that create images and explore vocabulary (War poetry) – Remembrance</li> <li>Discursive writing and speeches – builds on CUSP Study of Europe</li> <li>Explanatory text – builds on CUSP phenomena of light</li> <li>Shakespeare (Sonnets).</li> </ul>	<ul style="list-style-type: none"> <li>Explanatory texts – builds on CUSP Circulatory system</li> <li>Autobiography – builds on CUSP sporting heroes</li> <li>Extended third person narrative (adventure stories) – builds on CUSP Disaster stories</li> <li>Newspaper report – builds on CUSP natural disasters / Bletchley Park Computing.</li> <li>First person stories with a moral</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative (adventure stories)</li> <li>Newspaper report – builds on CUSP conflict and peace</li> <li>Poems that create images and explore vocabulary – builds on CUSP conflict and peace</li> <li>Discursive writing and speeches.</li> <li>Shakespeare (Sonnets)</li> </ul>
---	--	---

# Vocabulary

# Vocabulary Acquisition Years 1-6

For each year, any statutory content explicitly identified in the national programmes of study has is being taught, beyond this, a progressive curriculum of root words and idioms has been outlined.

We ensure that content is introduced progressively and in a way that links specifically to the Unity Schools Partnership curriculum model. There is limited guidance in the National Curriculum about specific aspects of teaching. However, where there are key vocabulary components, these have been listed.

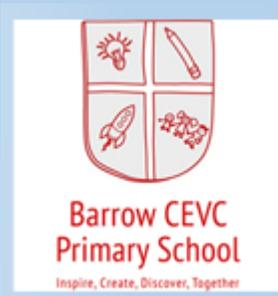
The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue the development of their language learning skills way beyond the classroom. The possibilities for which content to include are endless so decisions about what is included have been made based on the relevance to learning and wider life, links to the Unity curriculum model and the usefulness of each component or root in understanding other words.

Some components have multiple meanings and, where this is relevant, these have been included. The purpose is not to teach a disconnected series of components of words but to illustrate to pupils how teaching a single component can unlock many other words and phrases that they may encounter. Building a rich vocabulary takes time, exposure, systematic planning and creativity in forging links between what is familiar and what is not.

# Example of a year 2 vocabulary acquisition – National expected curriculum and beyond.

## Year 2

National Curriculum requirements			
Category	Word/ component	Teaching/ meaning	Examples
Suffixes	ment	See NC English Appendix 1	amusement, enjoyment
	er/est		cleaner, happier, tallest, loudest, further, smallest
	ful		careful, playful
	less/ness		hopeless, penniless, sadness, happiness
	ly		happily, quickly, multiply, equally, exactly
	tion		national, section, station, reflection



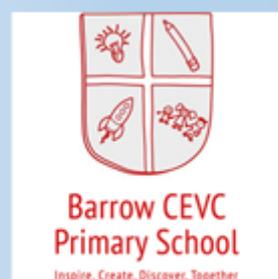
# INTENT

## Unity: Curriculum Plus

Word	Definition	Examples
bi	two, pair	binoculars, bicycle, bilingual
wise	direction, manner	clockwise, likewise, otherwise, streetwise
quart	fourth, four	quarter, quartet
ward	direction	forward, backward, downward, eastward
dent	teeth	dentist, dental, denture
pent	five	pentagon
fold	bend, wrap	folder, unfold, enfold, folding
oct	eight	octopus, octagon
hex	six	hexagon
semi/hemi	half	semicircle, hemisphere, semi-final
trans	across	transport, transfer, transmit
loc	place	local, locality, location
quad	four	quadrilateral, quadruple, quadbike
equi	equal to, the same	equal, equivalent, equilateral, equinox, equality



Year 2 Idioms		
Idiom	Meaning	Possible origins
<i>fit as a fiddle</i>	To be fit for purpose or healthy and strong.	From 17 <sup>th</sup> century England when a 'fiddle' (a type of violin) required maintenance to ensure that it would produce a pleasant tune.
<i>raining cats and dogs</i>	To be raining heavily.	No commonly agreed origin for this although there are several different theories. One popular theory relates to the Greek saying 'catadoxa' meaning 'beyond belief' - 'raining beyond belief'. However, most people agree that it has only been commonly used since the 17 <sup>th</sup> century.
<i>play it by ear</i>	To see what happens or continue without a plan.	Originating in the 16 <sup>th</sup> century, this idiom refers to playing music by listening to it rather than following the notes on a page.
<i>under the weather</i>	To feel ill or unwell.	Of nautical origins. When a sailor felt unwell he would be sent below decks to recover, being kept out of the weather.



# INTENT

T2

Multiple meaning or high frequency words

KNOW



LINK



ANALYSE



Use and apply in a sentence



wither



dormant



mature



bulb



anchor



sustain



INTENT

abulary  
dules are  
ed to  
ndation  
ects and tier  
d 3 words  
taught  
licitly with  
dren.

Week: 1/2

Vocabulary to teach



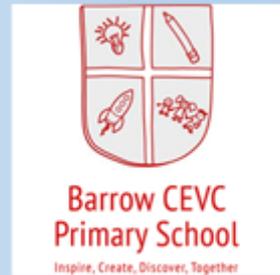
1. flaring  
furrowed  
gait

Analysis focus:  
Furrow –  
from Old English  
*furh* (meaning  
trench made by a  
plough)

During our reading units, there is vocabulary to teach and refer to on a daily basis.

2. vaccinations  
hygienic

Etymology focus:  
vaccination (from  
the Latin word  
*vacca*, meaning  
cow. Cowpox was  
used in the first  
scientific  
demonstration of  
a vaccination)



3. carnivores  
herbivores

### Tier 2/3 Vocabulary

tentacles	slim, flexible growths (like a limb)
blotchy	marked with irregularly shaped spots
squishy	soft and moist
fleshy	plump
rippled	flowed with wave like motions
pinprick	a very small spot
nooks	small spaces partly hidden

During our writing units, there are tier 2 and 3 vocabulary to introduce to children to help embed this within their writing.

# INTENT

SPaG

The next few slides show the sequence and structure of how we teach SPaG from Year 1-6. It is incorporated within writing and reading lessons and is revisited throughout the year and the following year.

Sequence and structure	Autumn			Spring			Summer		
	Introduce	Revisit	Consolidate	Introduce	Revisit	Consolidate	Introduce	Revisit	Consolidate
<b>Year 1</b>	<p>Capital letters and full stops</p> <p>Regular plural noun suffixes –s or –es</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Capital letters for names and for the personal pronoun I</p>		<p>Question marks</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix <b>un-</b> changes the meaning of verbs and adjectives</p>	<p>Capital letters and full stops</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Regular plural noun suffixes –s or –es</p> <p>Joining words and joining clauses using <i>and</i></p>		<p>Exclamation marks</p>	<p>Question marks</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix <b>un-</b> changes the meaning of verbs and adjectives</p>	<p>Capital letters and full stops</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Regular plural noun suffixes –s or –es</p> <p>Joining words and joining clauses using <i>and</i></p>

Sequence and structure	Autumn			Spring			Summer		
Year 2	<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Past and present tense</p> <p>Compounding to make new nouns</p> <p><b>Formation of adjectives</b> using suffixes such as –ful, –less</p> <p>Expanded noun phrases</p> <p>Statement, command, question, exclamation sentences</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p><b>Suffixes that can be added to verbs where no change is needed in the spelling of root words</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of verbs and adjectives</p>	<p>Commas to separate items in a list</p> <p>Past progressive and present progressive tense</p> <p>Use of the <b>suffixes –er, –est in adjectives</b></p> <p>Use of <b>–ly in Standard English</b> to turn <b>adjectives into adverbs</b></p> <p>Synonyms and antonyms</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Past and present tense</p> <p>Compounding to make new nouns</p> <p><b>Formation of adjectives</b> using suffixes such as –ful, –less</p> <p>Expanded noun phrases</p> <p>Statement, command, question, exclamation sentences</p>			<p>Commas to separate items in a list</p> <p>Past progressive and present progressive tense</p> <p>Use of the <b>suffixes –er, –est in adjectives</b></p> <p>Use of <b>–ly in Standard English</b> to turn <b>adjectives into adverbs</b></p> <p>Synonyms and antonyms</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Past and present tense</p> <p>Compounding to make new nouns</p> <p><b>Formation of adjectives</b> using suffixes such as –ful, –less</p> <p>Expanded noun phrases</p> <p>Statement, command, question, exclamation sentences</p>

Sequence and structure	Autumn			Spring			Summer		
Year 3	<p><b>Introduction to direct speech including inverted commas</b></p> <p><b>Use of a/an</b></p> <p><b>Formation of nouns using prefixes</b></p> <p>Expressing time, place and cause using conjunctions</p>		<p>Commas to separate items in a list</p> <p>Past progressive and present progressive tense</p> <p>Use of the suffixes <b>-er, -est in adjectives</b></p> <p>Use of <b>-ly in Standard English</b> to turn <b>adjectives into adverbs</b></p> <p>Synonyms and antonyms</p>	<p>Word families</p> <p>Expressing time, place and cause using adverbs</p>	<p><b>Introduction to direct speech including inverted commas</b></p> <p><b>Use of a/an</b></p> <p><b>Formation of nouns using prefixes</b></p> <p>Expressing time, place and cause using conjunctions</p>		<p>Present perfect form of verbs</p> <p>Expressing time, place and cause using prepositions</p>	<p>Word families</p> <p>Expressing time, place and cause using adverbs</p>	<p><b>Introduction to direct speech including inverted commas</b></p> <p><b>Use of a/an</b></p> <p><b>Formation of nouns using prefixes</b></p> <p>Expressing time, place and cause using conjunctions</p>

Sequence and structure	Autumn			Spring			Summer		
Year 4	<p><b>Direct speech including inverted commas</b></p> <p><b>Expanded noun phrases</b></p> <p><b>Determiners</b></p>	<p>Present perfect form of verbs</p> <p>Expressing time, place and cause using prepositions</p>	<p><b>Verb Tenses</b></p> <p>Word families</p> <p>Expressing time, place and cause using adverbs</p>	<p><b>Fronted adverbials including commas before fronted adverbials</b></p> <p><b>Possessive Pronouns</b></p>	<p>Direct speech including inverted commas</p> <p>Expanded noun phrases</p> <p>Determiners</p>	<p><b>Verb Tenses</b></p> <p>Present perfect form of verbs</p> <p>Expressing time, place and cause using prepositions</p>	<p><b>Plural and possessive -s</b></p> <p><b>Standard verb inflections</b></p>	<p>Fronted adverbials including commas before fronted adverbials</p> <p>Possessive Pronouns</p>	<p><b>Verb Tenses</b></p> <p><b>Direct speech including inverted commas</b></p> <p><b>Expanded noun phrases</b></p> <p><b>Determiners</b></p>

Sequence and structure	Autumn			Spring			Summer		
Year 5	<p>Modal verbs</p> <p>Relative clauses and relative pronouns</p>		<p>Verb Tenses</p> <p>Fronted adverbials including commas after fronted adverbials</p> <p>Possessive Pronouns</p>	<p>Suffixes and prefixes</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p>	<p>Modal verbs</p> <p>Relative clauses and relative pronouns</p>	Verb Tenses	<p>Dashes, brackets or commas to indicate parenthesis</p>	<p>Suffixes and prefixes</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p>	<p>Verb Tenses</p> <p>Modal verbs</p> <p>Relative clauses and relative pronouns</p>

Sequence and structure	Autumn			Spring			Summer		
Year 6	<p>Passive and active voice</p> <p>Synonyms and antonyms</p> <p>Colons, semi-colons and dashes for clauses</p> <p>Hyphens</p>	<p>Dashes, brackets or commas to indicate parenthesis</p>	<p>Verb Tenses</p> <p>Suffixes and prefixes</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p>	<p>Formal and informal speech</p> <p>Subjunctive form</p>	<p>Passive and active voice</p> <p>Synonyms and antonyms</p> <p>Colons, semi-colons and dashes for clauses</p> <p>Hyphens</p>	<p>Verb Tenses</p> <p>Dashes, brackets or commas to indicate parenthesis</p>	<p>Linking ideas across paragraphs</p>	<p>Formal and informal speech</p> <p>Subjunctive form</p>	<p>Verb Tenses</p> <p>Passive and active voice</p> <p>Synonyms and antonyms</p> <p>Colons, semi-colons and dashes for clauses</p> <p>Hyphens</p>