



Co-op Academy
Portland

English

**Curriculum Intent, Implementation and Impact for
English at Co-op Academy Portland**

At Co-op Academy Portland we aim to promote a love of literacy in every child through immersing them in high quality texts. Our literacy curriculum builds on children's previous learning and aims to strengthen their spoken language, reading and writing.

We aim to promote high standards of literacy and language by equipping children with a strong command of spoken language through opportunities of drama, and to develop their love of literature through widespread reading for enjoyment and writing with purpose. The mapping of Literacy shows progression across the in line with age related expectations.

We believe that our curriculum allows children to develop socially, emotionally, and intellectually by choosing texts which are an appropriate challenge for each year group in their reading and writing tasks. Writing lessons enable children to explore these texts by following our medium term planning sequence where children immerse, analyse, plan, edit and write. We aim to plan lessons which give children a purpose and an audience for their writing to ensure they write with purpose and value.

Teachers are supported through regular CPD ensuring confidence in the skills and knowledge they are required to teach.

Our aims are that our pupils are able to:

- Read easily and fluently with good understanding
- Develop the habit of often reading for pleasure as well as information
- Acquire a wide vocabulary, an understanding of grammar and conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Independently edit their own work to uplevel it for the final 'Big Write' piece of writing.

Long Term Plan (EYFS):

	Autumn 'Digging Deep' <i>Resilience</i> <i>Self-Help</i> <i>Being Yourself</i>	Autumn 'It's Not Fair' <i>Equality</i> <i>Equity</i> <i>Oppression</i> <i>Fairtrade</i> <i>Do What Matters</i> <i>Most</i>	Spring 'Dreaming Big!' <i>Self-Responsibility</i> <i>Self-regulation</i> <i>Staying Focused</i> <i>Failing Fast</i>	Spring 'Our World' <i>Solidarity</i> <i>Future focused</i> <i>Making a difference</i> <i>Succeed Together</i>	Summer 'Let's Take a Vote' <i>Democracy</i> <i>Tolerance</i> <i>Understanding</i> <i>Human Rights</i> <i>Showing You Care</i>	Summer 'Imagine If' <i>Imagination</i> <i>Teamwork</i> <i>Collaboration</i> <i>Cooperation</i>
F1	Cycle 1 So Much Cycle 2 Goldilocks	Cycle 1 Hansel and Gretel Cycle 2 Chapatti moon	Cycle 1 Polar Bear, Polar Bear Cycle 2 Dear Zoo	Cycle 1 The Enormous Turnip Cycle 2 The Gingerbread Man	Cycle 1 Jasper's Beanstalk Cycle 2 The very hungry caterpillar	Cycle 1 The three billy goas gruff Cycle 2 Supertato
F2	Cycle 1 The Three Little Pigs Cycle 2 The something	Cycle 1 Saving Mr Hoot Cycle 2 No Dinner!	Cycle 1 Lost and Found Cycle 2 Giraffes cant dance	Cycle 1 The Little Red Hen Cycle 2 Little Red	Cycle 1 Jack and the Beanstalk Cycle 2 The extraordinary gardener	Cycle 1 The Storm Whale Cycle 2 Juniper Jupiter's

Writing in EYFS at Co-op Academy Portland:

- Staff are trained in the mark-making to writing journey and the importance of physical development feeding into the writing process.
- The Squiggle Early Writing programme forms part of the PD offer across EYFS, starting with Wiggle Me into a Squiggler in Nursery, progressing through to Squiggle me into a Writer in Reception. Children learn the physical movement linked with early patterns and shapes in preparation for writing.
- Handwriting is taught through the scheme Letter Join, once children have progressed through The Squiggle Early Writing Programme.
- Adults make the most of opportunities to develop communication and language, engaging children in their play and planning meaningful opportunities to introduce vocabulary.
- Children are taught phonics through the RWI Scheme (phonemes, graphemes, tricky words, high frequency words, segmenting and blending, letter names).
- RWI sound mats are used to support phonics application into writing.
- They learn songs, rhymes and stories with actions, and are given access to pictures and resources so that they can re-tell them independently, which in turn supports their developing writing skills.
- Through literacy whole class sessions, we develop writing skills e.g. adults model how to write words, captions and sentences using phonic knowledge.
- Children are given opportunities to write and mark-make for a variety of purposes, based on their interests or linked with a text or theme.
- They learn how to write simple words and sentences using their phonics skills.
- They gain a love of stories and reading from adults who share books regularly using props and puppets.
- Children have daily opportunities to practise their reading and writing/communication and mark making skills indoors and outdoors in child-led provision.

Reading in EYFS at Co-op Academy Portland:

- Children are taught phonics through the Read Write Inc validated phonics scheme (phonemes, graphemes, tricky words, high frequency words, segmenting and blending, letter names).
- They learn songs, rhymes, and stories and have access to story pictures and related resources so that they can re-tell them independently.
- They read regularly with adults where they have the opportunity to decode, develop prosody skills and comprehension. The books they read in school are matched to the books they read at home to support fluency.
- Through literacy whole class sessions, we develop book skills e.g. where to find the front and back of a book, author, title, turning pages in order, tracking words from left to right, differences between words and letters, answering simple questions.
- They gain a love of stories and reading from adults who share books regularly using props and puppets.
- Children have daily opportunities to practise their reading and writing skills indoors and outdoors in continuous provision.
- Our challenge system always has a link to a reading/writing skill and a separate phonics challenge to enable children to consolidate learning.
- Children are taught new vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded.
- Widgit symbols are used to reinforce and support the teaching of new vocabulary.
- Links are made to this identified vocabulary in literacy and topic sessions.
- Activities in provision are designed to develop fine motor skills and explore mark making
- Evidence is recorded in learning journals
- Reception children have literacy books which includes evidence of children embedding reading skills.
- A spotlight author will be chosen each half term, and information shared with pupils. A variety of texts by this author will be shared with the class.

Spoken Language in EYFS at Co-op Academy Portland:

- Children learn songs, rhymes and stories and are given pictures and resources so that they can re-tell them independently.
- Children have the opportunity to read in groups and individually throughout the week following the RWI phonics scheme.
- Through literacy whole class sessions, we develop oracy skills. The children learn how to be an effective 'talking partner', taking turns to speak and listen.
- They gain a love of stories and reading from adults who share books regularly using props and puppets.
- Children have daily opportunities to practise their spoken language skills indoors and outdoors in child-led provision.
- Reflection times are used to enable children to develop skills in articulating discussions about themselves as learners.
- Children are taught new vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded. Widgeo symbols reinforce this teaching.
- Evidence is recorded in floor books.
- Children take part in circle times that are topic and discussion based.
- Children take part in key worker time where they get a chance to use their spoken language skills.
- WellComm is used as an assessment tool to support communication and language development. A specialist TA delivers interventions based on these assessments. Skills are also embedded through activities within continuous provision.

What does English look like at Co-op Academy Portland:

Phonics / Spelling	Daily 45 minute phonics - Read, Write, Inc. Daily 15 minute spelling - Read, Write, Inc.
Reading	Daily 30 minute guided reading - Steps to Read Daily morning and afternoon slots for reading for pleasure - independently and whole class
Writing	Three times a week literacy lessons to work towards one 'Big Write' each half term - Literacy Counts Two times a week handwriting sessions to improve transcription

Long Term Plan (Y1-Y2):

	Autumn 'Digging Deep' <i>Resilience</i> <i>Self-Help</i> <i>Being Yourself</i>	Autumn 'It's Not Fair' <i>Equality</i> <i>Equity</i> <i>Oppression</i> <i>Fairtrade</i> <i>Do What Matters</i> <i>Most</i>	Spring 'Dreaming Big!' <i>Self-Responsibility</i> <i>Self-regulation</i> <i>Staying Focused</i> <i>Failing Fast</i>	Spring 'Our World' <i>Solidarity</i> <i>Future focused</i> <i>Making a difference</i> <i>Succeed Together</i>	Summer 'Let's Take a Vote' <i>Democracy</i> <i>Tolerance</i> <i>Understanding</i> <i>Human Rights</i> <i>Showing You Care</i>	Summer 'Imagine If' <i>Imagination</i> <i>Teamwork</i> <i>Collaboration</i> <i>Cooperation</i>
Y1	<p>Paper Planes A friendship Story Purpose: To narrate, To recount</p> <p>Wider Writing Opportunities: Prediction, Questions, Speech Bubbles, Messages to toy soldiers, Description of toys</p>	<p>Rapunzel A traditional Tale Purpose: To narrate, To Write Instructions</p> <p>Wider Writing Opportunities: Diary, Speech Bubbles, Letter, Poetry, Recipes</p>	<p>Where the Wild Things Are A Portal Story Purpose: To narrate, To inform about wild things</p> <p>Wider Writing Opportunities: Diary, Speech Bubbles, Instructions</p>	<p>The Last Wolf A Hunting Story Purpose: To narrate, To Instruct in a Recipe</p> <p>Wider Writing Opportunities: Posters, Lists, Letter, Poetry, Setting Description, Newspaper, Report, Instructions</p>	<p>The Secret of Black Rock A Return Story Purpose: To narrate, To recount in a Postcard</p> <p>Wider Writing Opportunities: Diary, Speech Bubbles, Letter, Poetry</p>	<p>Hermelin A Detective Story Purpose: To narrate; To Recount within a letter</p> <p>Wider Writing Opportunities: Recount, Non-Chronological Report, Diary, Instructions</p>
Y2	<p>The King who banned the dark By Emily Haworth-Booth Purpose: Setting description</p> <p>Wider Writing Opportunities: Diary, Setting Description, Character Description, Poetry</p>	<p>A river By Marc Martin Purpose: To write a story</p>	<p>The night gardener By The Fan Brothers Purpose: Diary</p> <p>Wider Writing Opportunities: Poetry, Character Descriptions</p>	<p>Rosie revere engineer By Andrea Beaty Purpose: Invention Narrative and Explanation</p> <p>Wider Writing Opportunities: Diary, Letter, Poetry, Instructions</p>	<p>The Bog Baby By Jeanne Willis purpose : Instructions</p> <p>Wider Writing Opportunities: Setting Description, Character Description, Non-Chronological Report, Poetry, Diary, Sequel, Recipe</p>	<p>Grandad's Island By Benji Davies purpose : Letter</p> <p>Wider Writing Opportunities: Setting Description, Character Description, Instructions, Poetry, Diary, Postcards, Letters, Journey Narrative</p>

Long Term Plan (Y3-Y4):

	Autumn 'Digging Deep' <i>Resilience</i> <i>Self-Help</i> <i>Being Yourself</i>	Autumn 'It's Not Fair' <i>Equality</i> <i>Equity</i> <i>Oppression</i> <i>Fairtrade</i> <i>Do What Matters</i> <i>Most</i>	Spring 'Dreaming Big!' <i>Self-Responsibility</i> <i>Self-regulation</i> <i>Staying Focused</i> <i>Failing Fast</i>	Spring 'Our World' <i>Solidarity</i> <i>Future focused</i> <i>Making a difference</i> <i>Succeed Together</i>	Summer 'Let's Take a Vote' <i>Democracy</i> <i>Tolerance</i> <i>Understanding</i> <i>Human Rights</i> <i>Showing You Care</i>	Summer 'Imagine If' <i>Imagination</i> <i>Teamwork</i> <i>Collaboration</i> <i>Cooperation</i>
Y3	<p>The Iron Man By Ted Hughes Purpose: Approaching Threat Narrative and Explanation</p> <p>Wider Writing Opportunities: Radio Broadcast, Prequel, Recipe, Instructions, Diary, Settings</p>	<p>Fox By Margaret Wild Purpose: Fable Narrative and Information Report</p> <p>Wider Writing Opportunities: Diary, Setting Description, Newspaper Report</p>	<p>Rhythm of the Rain By Grahame Baker-Smith Purpose: Setting Narrative and Information Leaflet</p> <p>Wider Writing Opportunities: Advert, Letter, Diary, Instruction & Poetry</p>	<p>Jemmy Button By Valerio Vidali Purpose: Return Narrative and Letters</p> <p>Wider Writing Opportunities: Poetry, Diary, Non-chronological Report, Setting Description, Information Text</p>	<p>Egyptology By Dugald Steer Purpose: An Egyptian Mystery and Secret Diary</p> <p>Wider Writing Opportunities: Instructions, Newspaper Reports, Short Narratives, Diary, Letter, Postcard</p>	<p>Into the Forest By Anthony Browne Purpose: Lost Narrative and Newspaper Report</p> <p>Wider Writing Opportunities: Narrative, Poetry, Survival Guide, Characterisation, Diary, Non-chronological Report, Setting Descriptions</p>
Y4	<p>The Whale By Vita Murrow Purpose: Setting Narrative and Newspaper Report</p> <p>Wider Writing Opportunities: Diary, Narrative, Leaflet, Poetry, Balanced Argument, Non-chronological Report</p>	<p>Leaf By Sandra Dieckmann Purpose: Outsider Narrative and Information Report</p> <p>Wider Writing Opportunities: Diary, Narrative, Leaflet, Poetry, Balanced Argument</p>	<p>Arthur & The Golden Rope By Joe Todd-Stanton Purpose: Myth Narrative & Information</p> <p>Wider Writing Opportunities: Diary, Narrative, Leaflet, Poetry, Non-chronological Report, Newspaper Report</p>	<p>Manfish By Jennifer Berne Purpose: Invention Narrative and Biography</p> <p>Wider Writing Opportunities: Diary, Formal and Informal Letters, Poetry, Setting Description, Instructions, Persuasive Poster, TV Broadcast</p>	<p>The Lost Happy Endings By Carol Ann Duffy Purpose: Twisted Narrative and Persuasive Letter</p> <p>Wider Writing Opportunities: Diary, Formal and Informal Letters, Poetry, Setting Description, Instructions, Wanted Poster</p>	<p>The Journey By Francesca Senna Purpose: Refugee Narrative and Diary</p> <p>Wider Writing Opportunities: Poetry, Newspaper, Leaflet, Magazine Article, Persuasive Speech, Balanced Argument, Letter, Narrative</p>

Long Term Plan (Y5-Y6):

	Autumn 'Digging Deep' <i>Resilience</i> <i>Self-Help</i> <i>Being Yourself</i>	Autumn 'It's Not Fair' <i>Equality</i> <i>Equity</i> <i>Oppression</i> <i>Fairtrade</i> <i>Do What Matters Most</i>	Spring 'Dreaming Big!' <i>Self-Responsibility</i> <i>Self-regulation</i> <i>Staying Focused</i> <i>Failing Fast</i>	Spring 'Our World' <i>Solidarity</i> <i>Future focused</i> <i>Making a difference</i> <i>Succeed Together</i>	Summer 'Let's Take a Vote' <i>Democracy</i> <i>Tolerance</i> <i>Understanding</i> <i>Human Rights</i> <i>Showing You Care</i>	Summer 'Imagine If' <i>Imagination</i> <i>Teamwork</i> <i>Collaboration</i> <i>Cooperation</i>
Y5	Henry's Freedom Box By Ellen Levine Purpose: Diary and Biography Writing Outcomes: Diary and Biography	FARThER By Grahame Baker-Smith Purpose: Setting Narrative and Letters Writing Outcomes: Setting Narrative and Letters	The Promise By Nicola Davies Purpose: Character Narrative and Newspaper Report Writing Outcomes: Character Narrative and Newspaper Report	The Errand By Leo La Fleur Purpose: Cliffhanger Narrative and Instruction Manual Wider Writing Opportunities: Poetry, Diary, Biography, News Paper Report, Non-chronological Report, Persuasive Advert, Instructions	The Lost Book of Adventure compiled By Teddy Keen Purpose: Survival Narrative and Survival Guide Wider Writing Opportunities: Poetry, Setting Description, Character Description, Formal Letter, Newspaper Report, Non-chronological Report	King Kong By Anthony Browne Purpose: Dilemma Narrative and Balanced Argument Wider Writing Opportunities: Poetry, Setting Description, Character Description, Formal Letter, News Article, Chronological Report
Y6	Rose Blanche by Roberto Innocenti Anne Frank by Josephine Poole Purpose: Diary and Bravery Award Speech Wider Writing Opportunities: Poetry, Letter, Diary, Biography, Newspaper Report, Playscript	Hansel & Gretel by Neil Gaiman Purpose: Dual Narrative and Persuasive Letters Wider Writing Opportunities: Newspaper Report, Magazine Article, Narrative	A Story Like the Wind by Gill Lewis Purpose: Flashback Narrative and Newspaper Report Wider Writing Opportunities: Balanced Argument, Diary, Fable, Letter, Non-chronological Report, Characterisation, Setting description	On the Origin of the Species by Sabina Radeva / Darwin: An Exceptional Voyage by Fabien Grolleau & Jeremie Royer Purpose: Discovery Narrative and Explanation Wider Writing Opportunities: Newspaper article, postcards, journal, information text	The Ways of the Wolf & The Wolves in the Wall Purpose: First Person Description, Suspense Narrative, Balanced Argument, Information Text Writing Outcomes: First Person Description, Suspense Narrative, Balanced Argument, Information Text	Shackleton's Journey by William Grill Purpose: Endurance Narrative and Magazine Article Wider Writing Opportunities: Newspaper Report, Balanced Argument, Letters, Diaries

How do we know that the children have made progress in English?

Class Teachers:

- Every lesson involves heavy links to vocabulary, context and questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and shared with teachers in 1:1 feedback
- After a Big Write has been completed, a book look will be completed for every class, using a cross section of pupil demographics (HA, MA, LA, SEND, EAL and PP). Each piece of writing will be assessed against a Co-op moderation sheet. These can be cross-analysed through the support of the English Hub members to help understand where writing is at in our school.
- As part of this process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.