



HTSS ENGLISH CURRICULUM OVERVIEW

Our Christian Vision

At the heart of our school are **high expectations** and depth in faith that inspire us all to **grow, flourish and work together** to achieve our **full potential**. It is our intention that we all develop our **fullest sense of self, both individually and collectively**.

How this document works: this is our whole school English curriculum overview. The accompanying writing unit documents show each year group's planning in more detail, along with suggested activities and resources. These can be found here: **T:\Curriculum\English\Curriculum and planning\Writing Unit Planning Progression of skills documents for English** can be found here: **T:\Curriculum\English\Curriculum and planning\Progression of skills documents**

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English Curriculum Statement - at Holy Trinity & S. Silas CofE Primary School, we believe that a rich, immersive, and aspirational English curriculum is essential for fostering within our children the intrinsic motivation to grow and flourish as readers, writers, and orators. Our English curriculum supports children to develop their full potential, both individually and collectively, through our school's values of care, courage and cooperation.

Intent

It is our intention to provide a broad, inspiring, and inclusive English curriculum that ensures all children have a wide range of opportunities to explore, question, and deepen their thinking over time. Our school values are embedded across our curriculum, enabling pupils to show care for themselves, others, and the world around



them; have the courage to find their voice and see challenge as an opportunity to grow; and to learn to cooperate with each other so that they can consider the views of others, adapt their thinking, and work as a team. The English subject area provides opportunities for children to learn and develop these values, creating transferable skills across subjects, throughout school life and beyond. Our English curriculum has the twofold intent of:

- **Empowering our students** to utilise the English language as a tool to communicate effectively and to exercise their right to be heard.
- **Developing a critical sense of authorship and appreciation** for the art of literacy as a subject, a process, a passion, and a potential career path.



Care:

- Embedding texts that promote empathy and understanding, helping children see themselves and their communities reflected in their reading.
- Contextualising the English curriculum within our well-being, rights, and sustainability initiatives to highlight the role of English in making positive societal changes.
- Encouraging discussions that develop a deep understanding of diverse perspectives and foster a sense of community and care.
- Selecting texts that promote social consciousness, featuring diverse characters and perspectives.
- Helping children explore feelings, develop empathy and see themselves in the stories they read.
- Encouraging children to become orators with the skills to understand, challenge, and express views in various contexts.



Courage:

- Equipping our children with the oracy skills needed to articulate and communicate their ideas confidently.
- Developing reading skills that empower children to think independently and challenge assumptions.



- Providing opportunities for children to learn and apply new vocabulary so they can speak knowledgeably and with authority on various subjects.
- Providing children with presentational skills to articulate and express their ideas with confidence.
- Creating an oracy-rich environment where children find the courage to speak up, over-coming the fear of making mistakes and deepening their knowledge through talk.
- Fostering a culture of risk-taking in writing, having the courage to try new vocabulary, styles and creative approaches.
- Supporting children to write for a range of purposes and audiences, so as to effectively express their thoughts, opinions and ideas, knowing that their words can make a difference.



Cooperation:

- Encouraging collaborative learning through group discussions, peer reviews, and cooperative projects.
- Providing structured opportunities for pupils to engage in meaningful dialogue about texts, enhancing comprehension and critical thinking.
- Supporting cooperative learning environments, where students help each other to achieve common goals in their literacy development.
- Equipping all children with a robust vocabulary to access and understand a broad and rich curriculum.
- Using a variety of texts to root the teaching of English in rich and challenging materials, enhancing reading, writing, speaking, and listening skills.

Implementation

Communication and Language:

- Using the ShREC approach in the EYFS and Y1 to support all of our adults to have high-quality interactions throughout the school day. The ShREC approach is a set of evidence-informed strategies developed by the [Education Endowment Foundation](#) to promote high-quality interactions between early years



professionals and children. The acronym stands for **Share** attention, **Respond**, **Expand**, and **Conversation**, which provide a practical framework for supporting language and communication development.

- Screening all children in the Reception year using Language Screen to identify where additional support is needed; delivering an evidence-informed language intervention, Talk Boost, in EYFS and KS1 to support language development, including vocabulary acquisition.
- Use of the SHREC approach in the EYFS
- Providing opportunities for pupils to engage in meaningful discussions about texts, teaching specific strategies that enhance comprehension.
- Explicit vocabulary teaching in whole class reading (Destination Reader) in KS2; explicit teaching of speaking and listening skills to aid discussions that support children to share, build on and challenge each other's ideas.
- Explicitly teaching key vocabulary across all curriculum subjects, displaying these on working walls and modelling their use in context.

Reading:

- Following the validated Little Wandle phonics programme (systematic, synthetic phonics - SSP) to teach necessary grapheme-phoneme correspondences (GPCs), to read new and familiar words and apply this knowledge to reading and spelling.
- Embedding the evidence-informed reading programme of Daily Supported Reading (DSR) in KS1, which promotes the teaching of reading behaviours and skills with a strong emphasis on oracy and book talk, making children active, independent readers who can share their ideas and thoughts about what they read.
- Implementing the evidence-informed whole class reading programme of Destination Reader (DR) in KS2, which focuses on teaching reading behaviours and skills, with a strong emphasis on vocabulary development, oracy and book talk, encouraging children to become active and engaged readers who can share, build on and challenge each other's ideas.
- Regular and rigorous assessment in reading so as to identify areas of need and implement evidence-informed literacy interventions, including Little Wandle phonics keep up; 1:1 reading and Echo Reading.
- Embedding rigorous reading structures that facilitate the development of fluency through the systematic application of phonics and consistent reading practice.
- Supporting children's reading for pleasure habits through investing in inspiring, rich texts and nurturing a whole-school dialogue about the joys of reading.



- Developing an excitement and motivation around reading for pleasure through enrichment activities, such as World Book Day; storytelling sessions run by staff and external providers; Y6 Reading Champions projects such as Picture Book Club.

Writing:

- Use of the 'Drawing Club' approach in the EYFS. This approach encourages children to explore drawing and early writing in a supportive, engaging, and child-centred environment (see Appendix A)
- Use of a diverse and high-quality range of texts, supporting the craft of writing and the development of children's oracy and vocabulary, supporting them as writers
- Implementing ambitious and progressive English units of work that provide our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives.
- Implementing English units of work that follow the writing process, ensuring comprehension, vocabulary, compositional writing, SPAG, and transcriptional skills are interwoven and sequenced, culminating in written and oral outcomes.
- Teaching the writing process from exploration to building vocabulary and grammar tools, drafting, editing and revising, to sharing/publishing, allowing all children to achieve success in writing.
- Supporting writing purpose and audience by sharing and publishing writing outcomes; celebrating achievements through displays, presentations and weekly writing awards, so as to motivate our children as writers.
- Using the Spelling Shed programme to enhance spelling skills across the school, with targeted practice sessions and interactive activities. Spelling Shed utilises the large body of Science of Reading research to implement evidence-based best practices and strategies to teach and practise spelling.
- Having a clear handwriting policy that is consistently delivered across the school, so as to support the development of children's handwriting from Reception to Year 6.



- Creating meaningful writing opportunities in the wider curriculum that empower children to compose pieces using subject-specific learning, while also developing fluency in applying key writing skills and knowledge from English lessons.

Enrichment Opportunities:

- Empowering and inspiring our children with literacy enrichment opportunities, including author visits, themed reading events (World book day), story-telling sessions and workshops, script writing for the annual KS2 Christmas Musical, and our ongoing successful relationship with the Primary Shakespeare Company (the PSC started in London in 2009 as a collaborative project between the National Theatre's Learning Department and Holy Trinity and St Silas School).

Impact

Impact in English is assessed through:

- **Early Reading assessment:** use of Little Wandle phonics assessments on a half termly basis and tracking of progress to identify gaps through phonics heat map analysis; use of PM Benchmark running records to identify instructional reading levels and give insight into children's reading comprehension.
- **Assessment:** Using formative and summative assessments to track progress and inform future planning and provision: Spelling Shed assessments; PM benchmarking; PIRA reading comprehension assessments; use of writing exemplars and moderation to support teacher judgement of writing.
- **Monitoring and Pupil Voice:** Conducting planning and book looks, gathering pupil voice through surveys and conversations, and using pupil writing conferencing with targeted children to understand learner experiences and support progress.




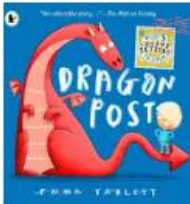


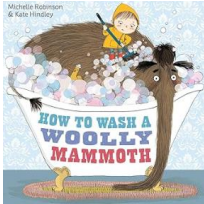
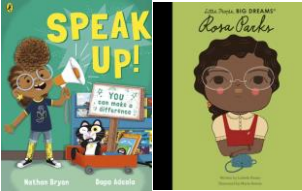

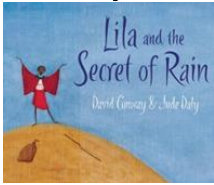
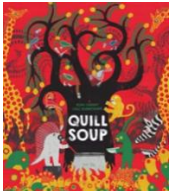





Whole school writing long-term plan:

Reception (EYFS)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing Club Pre-Writing – shapes and letter formation	Drawing Club Letter formation CVC words	Drawing Club Letter formation CVC words and multisyllabic words	Drawing Club Noun phrases	Drawing Club Simple sentences	Drawing Club Short narratives
Suggested texts (varies depending on interests of the Reception cohort):					

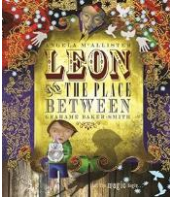




Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Labels, lists, captions: 	Descriptions/narrative: 	Narrative: 	Narrative: 	Letters: 	Explanation:
Narrative: 	Narrative: 	Rules and recount: 	Performance poetry: 	Poetry – free verse: 	Whole school Shakespeare project Narrative Poetry
BHM unit Factual sentences 		Poetry – free verse: 		Narrative: 	
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative: 	Narrative: 	Narrative: 	Narrative: 	Narrative: 	Recount:



<p>Narrative</p> 	<p>Letters, postcard:</p> 	<p>Non-chronological report:</p> 	<p>Poetry: Free verse & simile:</p> 	<p>Instructions:</p> 	
<p>BHM unit Fact file/persuasive signs</p> 					<p>Whole school Shakespeare project</p> <p>Narrative Poetry</p>
Year 3					
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Narrative:</p> 	<p>Narrative/Factfile:</p> 	<p>Instructions/Narrative:</p> 	<p>Personal Narrative (memoir):</p> 	<p>Instructions:</p> 	<p>Whole school Shakespeare project</p> <p>Narrative Poetry</p>
<p>BHM unit Biography: Marcus Rashford</p> 			<p>Poetry: Calligrams</p> 	<p>Perusasive letters:</p> 	


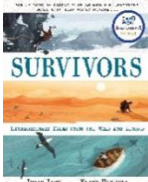
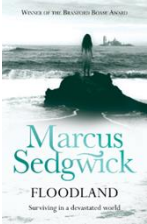
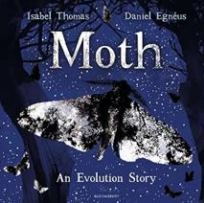
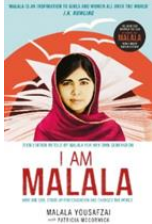
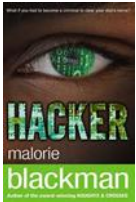
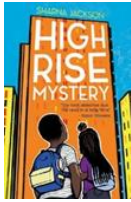


<p>Poetry: Gwendolyn Brooks 'Pete at the zoo'</p>					
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative:</p> 	<p>Narrative:</p> 	<p>Newspaper reports/recounts:</p> 	<p>Narrative:</p> 	<p>Persuasive letters Non-chronological report:</p> 	<p>Whole school Shakespeare project</p> <p>Narrative Poetry</p>
<p>BHM unit Biography: Floella Benjamin</p> <p>Poetry: Nikki Giovanni 'The ballad of three loves'</p>	<p>Explanations:</p> 	<p>Travel leaflets:</p> 	<p>Poetry – Haiku:</p> 	<p>Poetry – Take one poet:</p> 	
Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2





<p>Descriptions:</p> 	<p>Poetry – Cinquains:</p> 	<p>Persuasive letters:</p> 	<p>Descriptive recount:</p> 	<p>Explanation:</p> 	<p>Whole school Shakespeare project</p> <p>Narrative Poetry</p>
<p>BHM unit</p> <p>Biography: Harriet Tubman</p> <p>Poetry: Audrey Lord 'The means to survive'</p>	<p>Narrative:</p> 	<p>Non-chronological report:</p> 	<p>Narrative: Mystery and suspense</p> 	<p>Advertising campaign</p>	
	<p>Biography:</p> 		<p>Poetry - assonance unit featuring:</p> 	<p>Persuasive letter (Fast Fashion link)</p>	
Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Diary entries:	Information report:	Descriptions/Persuasive advertising:	Explanation:	Narrative/news report:	Whole school Shakespeare project



					<p>Narrative Poetry</p>
<p>BHM unit Biography: Nelson Mandela</p> <p>Poetry: Maya Angelou: 'Life doesn't frighten me at all'</p>	<p>Narrative:</p> 		<p>Narrative:</p> 		





Whole school reading long-term plan:

Reception (EYFS)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Little Wandle Phonics programme</p>					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Little Wandle Phonics programme</p>					




Daily Supported Reading (DSR) - Levelled texts at instructional level

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Little Wandle Phonics programme  Daily Supported Reading (DSR) - Levelled texts at instructional level				 DSR Bridge to DR (Destination Reader, whole class reading) 	


Year 3 – Destination Reader, whole class reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Shakespeare graphic novel



Year 4 - Destination Reader, whole class reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Shakespeare graphic novel

Year 5 - Destination Reader, whole class reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Shakespeare graphic novel

Year 6 - Destination Reader, whole class reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Shakespeare graphic novel



Appendix A: EYFS - Drawing Club Approach to Developing Writing

In the Early Years Foundation Stage (EYFS), we place a strong emphasis on fostering early literacy skills through creative approaches such as the Drawing Club. This approach encourages children to explore drawing and early writing in a supportive, engaging, and child-centred environment. Through the Drawing Club, children are not only developing their writing skills but are also developing our school's core values of care, courage, and cooperation.



Care:

The Drawing Club approach is rooted in the value of care, providing children with a safe and nurturing environment where they can experiment and express themselves freely:

- **Emotional safety:** Children feel cared for as they engage in drawing and writing activities, knowing their ideas are valued, and mistakes are part of the learning journey. This care helps to build confidence, essential for early literacy development.
- **Personalised attention:** The Reception adults are able to offer individualised support, guiding each child at their own pace, nurturing their personal growth in literacy through drawing and early attempts at writing.
- **Encouragement:** Through positive reinforcement and tailored feedback, children learn that their efforts are appreciated, which motivates them to continue developing their literacy skills.



Courage:

Drawing Club allows children to explore new ideas, try new things, and express themselves:



- **Risk-taking:** Children are encouraged to step outside their comfort zones, whether through trying new drawing techniques, experimenting with writing, or sharing their ideas in front of others. This builds the resilience needed for future writing and communication.
- **Expressing ideas:** Drawing allows children to begin forming narratives and stories, giving them the courage to articulate thoughts that may eventually become written words. Through this, they are learning to communicate their ideas clearly.
- **Learning from mistakes:** Errors are viewed as opportunities for growth. Children develop the courage to persist through challenges, refining their work as they go.



Cooperation:

The Drawing Club emphasises cooperation, encouraging children to work together, share ideas, and collaborate on creative projects:

- **Sharing resources and ideas:** Children work together, discussing their drawings and stories, learning how to collaborate effectively, share materials, and learn from each other. This fosters important social skills and helps children understand that collaboration is key to achieving shared goals.
- **Group learning:** Through collaborative drawing and storytelling, children enhance their comprehension and communication skills. Working together in groups also allows for shared problem-solving, where they support one another in developing their ideas into complete stories.
- **Peer-learning:** As children observe and engage with their peers' work, they are exposed to new vocabulary, ideas, and drawing techniques. This collaborative environment helps broaden their understanding of language and literacy.

By nurturing these values, children gain the foundational skills needed for communication and writing in a holistic, supportive, and collaborative environment.