



Burbage Primary School English Curriculum

Curriculum Intent

At Burbage Primary, our ethos of 'Inspiring and Nurturing Together' supports us to open the world of imagination and information for all our pupils. Together we will nurture our passion for reading and writing, inspired by the engaging texts all around us each day.

To help all our pupils become confident, life-long readers and writers we will;

- Empower them with a secure foundation.
- Be ambitious and relentless in helping ALL our pupils feel that they are readers and writers.
- Provide them with access to engaging texts and inviting reading spaces.
- Immerse them in rich language and vocabulary throughout the school day.
- Encourage independent thought, brave ideas and open imagination through a broad, challenging curriculum and wider experiences.
- Build Writing Fluency alongside Reading Fluency so that children leave KS1 with strong, correct pencil grip and writing posture, accurate letter formation, secure segmenting skills and spelling and grammar knowledge.
- Develop the skills to write Golden Sentences (KS1) & Paragraphs (LKS2) to form well-constructed essays in UKS2
- Provide regular opportunities for both new learning and deliberate practice of reading fluency, phonics, spelling, and grammar.
- Assess learning frequently with robust tracking so that vulnerable learners are swiftly identified and given support to close gaps in their knowledge and understanding.
- Have consistently high expectations of letter formation and presentation.
- Build resilience, independent editing skills, and writing stamina.
- Model and expect excellent oracy skills including full sentence answers and using a 'Confident Voice'.
- Ensure all staff are well-trained in how best to provide support for all our pupils to succeed and achieve.

This will enable pupils to:

- Explore the world of text, become creative thinkers, and record their ideas, thoughts, and opinions.
- Develop a love of reading, a desire to explore and discover the world (both real and imagined) around them, and to develop a deeper knowledge of themselves and others.
- Appreciate carefully considered spoken and written word and will enjoy replicating and practicing this themselves.
- Learn without limits across subjects and for life-long curiosity.
- Become fluent readers enabling them to enjoy and understand the texts they read.
- Become fluent writers so that they can concentrate on the content of the texts they wish to write.
- Regularly practise all the skills they need to become successful readers and writers.
- Revisit learning so that knowledge can be retrieved quickly and skills are imbedded and able to be used appropriately, creatively and with confidence.
- Receive support swiftly or be challenged to aspire beyond and reach deeper levels of understanding.
- Communicate their ideas clearly and confidently through opportunities to develop their oracy confidence.
- Have the stamina and perseverance to produce longer pieces that accurately reflect their understanding and ability.



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Reading



We are passionate that Reading must be at the heart of all we do. Understanding that it can transform lives, reading is given the highest importance across all aspects of teaching and learning. It is the key to independent and reflective learning and directly affects progress and outcomes across the entire curriculum and pupil's wellbeing and a successful and ambitious future. We strive to bring reading to life and give it purpose, developing in every child a thirst for literature. Our rich curriculum gives pupils the confidence and tools they need to articulately express their thoughts, ideas and opinions about the seen, the not yet seen and the unseeable. We are ambitious for every pupil and truly believe that all our pupils will be supported to read with fluency, confidence and understanding as swiftly as possible. Our shared mission is that **'Every child in the school will be a confident reader'**.

Through a range of approaches our aims are:

To teach knowledge and skills that enable all pupils to read fluently, expressively, and with good comprehension.

To provide rich, meaningful discussions around high-quality texts where children can confidently and effectively contribute their ideas, thoughts, and opinions.

To enthuse every child to become confident, passionate readers for life.



By opening a world of wonder and possibilities through our Reading Curriculum, our children will learn about the world around them. They will be able to appreciate others' perspectives and explore diverse ideas and opinions, enabling them to interact and contribute positively to our world.



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Curriculum Implementation

Reading	EYFS	KS1	KS2
Phonics/Decoding	Daily Sounds-Write lesson Reading Practice 1 st session (weekly) Decodable books	Daily Sounds-Write lesson Reading Practice 1 st session (weekly) Decodable books/extracts until secure with the code to unit 24 then appropriate Early Reader books plus extract.	As Required if not secure by end of KS1 Herts for Learning Intervention 2 x Weekly
Prosody <i>(All classes to vote for 3 children each week to be nominated for the Performance Voice Award and pupils to give reasons for the nomination)</i>	Reading Practice 2 nd session (weekly) Decodable books - working on the 'Performance Voice' Modelled 'Performance Voice' Reading through our End of Day texts and stories which support the wider curriculum	Reading Practice 2 nd session (weekly) Decodable books until secure with the code to unit 24 then appropriate Early Reader books plus whole-class extract. End of Day Read to model the Performance Voice Vulnerable Readers Herts for Learning Intervention 2 x Weekly	Whole Class taught session during Guided Reading (Practising skills to improve our Performance Voice using the Rubric) End of Day Read to model the Performance Voice Vulnerable Readers Herts for Learning Intervention 2 x Weekly
Comprehension	Reading Practice 3 rd session (weekly) Decodable books/extracts (retrieval where children need to find the evidence within the text and 'Big Ding' inference question to encourage rich discussion) Use of text-unlocking, deeper thinking questions during whole class reading.	Reading Practice 3 rd session (weekly) Decodable books /extracts (retrieval where children need to find the evidence within the text and 'Big Ding' inference question to encourage rich discussion) until secure with the code to unit 24 then appropriately challenging extract.	Whole Class taught session during Guided Reading particularly the AIR (Accountable Independent Read) Vulnerable Readers Herts for Learning Intervention 2 x Weekly
Fluency	See above	See above	Whole Class taught session during Guided Reading
Reading for Pleasure & Curiosity	Sharing Books End of Day Read Guest Reader	Sharing Books End of Day Read Guest Reader	Sharing Books End of Day Read Guest Reader
Vocabulary	Drawing Club Grandma Fantastic Fascination specific vocab	Science/Blocked Learning specific vocab Explicit teaching during Reading Practice Groups Guided Reading or End of Day read.	Science/Blocked Learning specific vocab Explicit teaching during Guided Reading
Support	Keep-Up/Catch-Up	Keep-Up/Catch-Up	Catch-Up if needed for phonics. Reading Fluency Project



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Writing	EYFS	KS1	LKS2	UKS2
<p>Transcription</p> <p>“Dictation is the decodable book of writing fluency”</p>	<p>Letter Join - Print Dough Gym Ready to Write strategies/exercises. Tales Toolkit Stories and informative texts including Scribble Stories in Autumn Term Drawing Club Daily Handwriting Practice - Letter and Number formation taught daily. Error Corrections (see Sounds Write document) used for correcting inaccurate formation during Phonics and picked up in all writing. Weekly Dictation (Autumn Term 2) 2 x Weekly (Spring Term) 3 x Weekly (Summer Term)</p>	<p>Letter Join – Y1 to continue to print moving to pre-cursive without the lead-in when in Year 2, unless physically not able (if so, continue print). Daily Handwriting Practice - Letter and Number formation taught daily.</p> <p>Dictation taught minimum 3 x week.</p> <p>Transcription of ‘Golden Sentences’ used to support writing in the wider curriculum.</p> <p>Transcription used to practise in-year content or address misconceptions - Looking at a sentence from previous learning to edit as group then write up using correct formation. Dictation to be used to provide clear and succinct information or to address a common knowledge misconception.</p>	<p>Letter Join Daily Handwriting Practice daily Error Corrections (see Sounds Write document) to be used for correcting inaccurate formation during Transcription and picked up in all writing.</p> <p>Daily Transcription</p> <p>‘Writing to Learn’ - Transcription of ‘Golden Sentences’ and ‘Golden Paragraphs’ used to support writing in the wider curriculum.</p> <p>Transcription used to practise in-year content or address misconceptions - Looking at a sentence from previous learning to edit as group then write up using correct formation. Dictation to be used to provide clear and succinct information or to address a common knowledge misconception.</p>	<p>Letter Join Daily Handwriting Practice Error Corrections (see Sounds Write document) to be used for correcting inaccurate formation during Transcription and picked up in all writing.</p> <p>‘Writing to Learn’ - Transcription of ‘Golden Paragraphs’ used to support writing in the wider curriculum building to extended writing/essays</p> <p>Transcription used to practise in-year content or address misconceptions - Looking at a sentence from previous learning to edit as group then write up using correct formation. Dictation to be used to provide clear and succinct information or to address a common knowledge misconception.</p>
<p>Spelling</p>	<p>Sounds-Write</p> <p>Taught through the Daily Phonics Sessions plus targeted practise of the Common Exception Words (CEW) for the Year Group</p>	<p>Sounds-Write</p> <p>Taught through the Daily Phonics Sessions plus targeted practise of the Common Exception Words (CEW) for the Year Group (tracked on a single individual page over the year and shared with parents at end of Term 1/3/5).</p>	<p>Sounds & Syllables: As the children progress into KS2 and having completed the Sounds-Write phonics programme, Sounds & Syllables’ is a structured approach to spelling that builds on the strategies practised in KS1 Phonics. This program allows our children to continue to develop their application of phonetic skills. From these phonic foundations, the children have daily spelling lessons with activities that enhance and build on the fundamental skills of reading and writing.</p>	<p>Sounds & Syllables: As the children progress into KS2 and having completed the Sounds-Write phonics programme, Sounds & Syllables’ is a structured approach to spelling that builds on the strategies practised in KS1 Phonics. This program allows our children to continue to develop their application of phonetic skills. From these phonic foundations, the children have daily spelling lessons with activities that enhance and build on the fundamental skills of reading and writing.</p>
<p>Stamina for Writing</p>	<p>Free Learning Mark-making and ‘Ready to Write’ activities Drawing Club Dictation Scribble Stories and Tales Toolkit Termly Extended Write</p>	<p>Drawing Club/ Curious Quests (Term 1) As transition (from Term 2 text focused composition and oracy to build ideas alongside fluency) Dictation Tales Toolkit Writing to Learn - Block Learning ‘Golden Sentences’ Termly Independent Write</p>	<p>Writing to Learn - Block Learning ‘Golden Paragraphs’ and Essays Termly Independent Write</p>	<p>Writing to Learn - Block Learning ‘Golden Paragraphs’ Writing to Learn Essays Termly Independent Write</p>



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Developing a Love of Reading

We have been ambitious in transforming our Reading Spaces across the school and investing in engaging, high-quality books for all. The Reading Spine has been carefully developed to be broad and representative of a range of genres/authors and themes. Threads including Growth Mindset; Difference and Diversity; Courage; Kindness run through all year groups enabling discussion and giving the pupils the chance to develop empathy, understanding and self-confidence.

To encourage and foster a love of reading in Burbage we use a range of strategies such as;

- Daily class reads, read at the end of the day using quality language -rich texts from our Reading Spine or based on class interests.
- Visiting the school library and selecting books to enjoy at home.
- Buddy reading sessions where older children attend the classroom of the younger children and share books with them.
- Reading journals, where children can record what they have read, sharing them with the class teacher.
- Our Reading Practice Sessions (plus support sessions including the Herts for Learning Project intervention) give pupils a chance to be taught, and to practise, key skills to become fluent readers.
- Access to our high-quality, carefully selected '40 Books' Shelves for each year group
- Time is planned into each day to allow time and space for the children to read/listen for pleasure.
- Events to inspire a love of reading such as 'Stories in the Night', 'Author Visits', 'Guest Readers' and 'World Book Day'.
- Through engagement with the Marlborough Literary Festival.
- 'We Recommend' where the children promote reading for pleasure by donating and sharing their own books and favourite reads.

40 Books!

We are so excited (and so very grateful to our PTA!) to be able to offer our children an engaging, inspirational and aspirational cannon of texts – 40 Books per year group - that we want each year



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group to access. These have been carefully selected and are a broad selection of both classic & current, thought-provoking & hilarious, relaxing & challenging. Situated outside of each classroom, they are like a 'sweet shop of stories' waiting to be discovered. Children can also bring in their own books they recommend, and book(mark) reviews can be written to encourage others to try them.



Everyone a Reader

Children from EYFS2 to KS2 listen to, share, and discuss a range of high-quality texts through our whole class teaching of reading. Staff model and teach the children reading skills and comprehension strategies from a range of fiction, non-fiction, and poetry-based texts. The texts and genres of texts are carefully planned to ensure the progression, breadth, and depth of coverage across all year groups.

Our teaching ensures all children are active and involved. They enjoy practising their performance voice so that extracts are confidently read by all with automaticity and fluency. The children understand what they read and are challenged to do so on a deeper level through carefully chosen questions that unlock meaning.

The Journey begins ...

The foundations of reading are established and nurtured right from the moment our children begin in Burbage Pre-school. It is here that EYFS1 focus on key Early Reading skills including;



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communication and language skills of speaking, listening and understanding. They develop a love of reading through the use of songs, rhymes, sounds, images and stories. They enhance an understanding of reading through exploration and play. Skilled practitioners develop early language skills in an environment that invites talk, discussion and discovery.



Across the Early Years Foundation Stage and into Year 1, we use Tales Toolkit as an approach to build imagination, encourage contribution and help all children feel that they are storytellers through collaborative narratives. This confidence is further developed through play, where storytelling is a central thread. Children become empowered to create their own stories and use mark-making or their early writing skills to record their ideas.

Scribble Stories/Drawing Club/Curious Quests

From Pre-school to Year 1 we encourage our children to dive into the world of imagination and storytelling. Through the above strategies, we link this to developing the children's skills in mark-making to express their ideas. These are often linked to engaging texts or animation that opens up the children's thinking and empowers them to think beyond and within the given story. We are proud that our children love to draw and think of themselves as writers so early on in their education.

Sounds-Write Phonics

In EYFS2 and KS1 we use the Sounds-Write programme. Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme. Our members of staff are a skilled team of Reading Teachers who support pupils in their daily practice. They are supported by a dedicated Phonics Lead who ensures the quality, consistency and continuity of the teaching of phonics and Early Reading.



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The Sounds-Write phonics programme is a highly structured, linguistic programme which is all about sounds. It offers a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The Sounds-Write programme provides fast and effective teaching for children at all levels. Lessons are clearly structured and follow within a systematic, synthetic phonics approach. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a **daily** basis until all children achieve the automaticity that underlies the fluency of every successful reader.

The children are taught phonics within their year group so that any knowledge gaps are not widened through lack of exposure of in-year content. Support within the sessions from trained adults is appropriate and effective in ensuring success for all children. Sounds are taught alongside others that have connection and are practised over several weeks. This gives children the opportunity to use the variety of sounds all together, rather than separately. Teaching extends beyond this 'dedicated time' and is applied and reinforced throughout the day in other learning activities.

Daily 'keep up' support sessions are run by a skilled member of our Reading Team to practise key skills or reinforce whole-class learning. Catch-up sessions are offered to those pupils who are less secure or have gaps in their acquired knowledge.

- **Teaching the Initial Code:**

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Sounds-Write programme teaches pupils to understand the way the alphabet code works. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English. This ability to express oneself in writing from the start of school gives children enormous confidence, which naturally feeds back into the other kinds of learning taking place within the school curriculum.

- **The Extended Code and Polysyllabic Words:**

Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

- **A multi-sensory programme:**

Throughout, Sounds-Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning. In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating lessons and resources. It also enables practitioners to differentiate the challenges placed before the learner to meet their individual needs.

Adventuring with a Guide... REC (Reading Practice Groups)



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The explicit teaching of reading takes place for 20 minutes 3 times per week within small groups. The three lessons for a sequence of lessons that targets a key area of reading: decoding and fluency, prosody and comprehension. We ensure the children can develop and apply their word reading skills learnt in their phonic sessions while also learning comprehension strategies so they can read and respond to texts. The children are taught through a range of methods including projecting and Echo Reading, paired reading and Choral Reading where the children learn to not only listen and follow along when reading but by reading together at the same time.

Firstly, in the decoding and fluency lesson, the children are taught to read words from a text prior to looking at the text itself. The words are carefully selected to include names, words that do not yet contain the sounds that the children have been taught and words for comprehension and ones that offer meaning to the text. Direct teaching of these words is used in this lesson to ensure the children apply their decoding skills and develop a greater sense of reading fluency.

In the next lesson, the children are exposed to the concept of prosody. Using performance voices, the children are taught to apply their word reading skills with expression and intonation. The text is firstly modelled to the children by an 'Expert Reader', mirroring the events and dialogue from the text. This ensures the children not only understand different reading behaviors but also allows them to succeed and develop an enjoyment of reading.

The final lesson to this reading sequence is the lesson that teaches comprehension. The questions asked are a mix of retrieval that requires children to find the evidence in the text, and a 'Big Ding' question that is carefully planned to unlock deeper meaning and encourage rich, open discussion.

Following these taught reading sessions, the children in each reading group take home the text that they have read together. This is to allow the children to read at home confidently and successfully, by practising and consolidating their skills. In addition to this, the children from EYFS2 and KS1 take home a second phonetically decodable book that is closely matched to each pupil's current secure phonic knowledge.

Texts from the taught group sessions and the take home readers are books that are not mixed with non-decodable books for independent reading practice and include a controlled, small number of words that the decoding of which has been specifically taught. The books are continued in progressive sequence to the teaching of the Sounds-Write programme so a child can confidently decode words involving taught phonetic codes.

Once the children become proficient and fluent readers, they progress onto books from our 'free-reader' section. To encourage a love of, and enjoyment for, reading children also take home a library book or a book from our '40 Books' shelves which is changed as often as they wish.

Exciting Explorations... KS1

Texts become more challenging but, as independence increases – enjoyment grows. Practice is similar to that in Reception. However, as the children's decoding automaticity becomes secure, pupils can access Reading Practice Sessions taught in larger groups with more responsibility for their reading explorations. From Autumn Term in Year 1, the children who are confident readers will be taught following the Whole Class Guided Reading model.

Less confident readers will continue to be taught in small groups with automatic decoding as the main focus. By Spring Term in Year 1, the majority of the class will be taught this way. The texts are a mixture of decodable books that compliment our SSP and extracts, initially from the Sounds Write portal then introducing a wider experience of engaging extracts. Into Year 2 the move is away from fully decodable and only the most vulnerable readers will work in small intervention groups to secure recognition of the code.

Striding out Bravely (Map in Hand)... (Whole Class Guided Reading) KS2

A whole class guided reading session occurs 4 times a week for 30 minutes. Each week there is a focus on one of the 4 skills assessed in the Multi-Dimension Fluency Rubric (Expression and Volume;



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Phrasing; Smoothness and Pace). These sessions enable children to practise of a variety of reading skills such as questioning, inference, prediction, clarifying and summarising. Through these skills, the children learn to identify how language, structure and presentation contribute to meaning.



Multi- Dimensional fluency rubric - Name _____ Date _____



	1 (New Actor)	2 (Understudy)	3 (Experienced Actor)	4 (Academy Award Winner)
Expression and volume	Reads in a quiet voice. The reading does not sound natural, like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, the reader slips into expressionless reading and does not sound like they are talking to a friend	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word by word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid- sentence pauses for breath and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many 'rough spots'	Reads with occasional breaks in rhythm. Reader has difficulty with specific words and/ or sentence structures.	Reads smoothly with some breaks, but self corrects with difficult words and/ or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads generally at an appropriate rate.	Reads at an appropriate conversational pace.

Scores of 10 or more indicate good progress in fluency

Autumn Term Score: _____ Words per Minute: _____

Spring Term Score: _____ Words per Minute: _____

Summer Term Score: _____ Words per Minute: _____

Children are encouraged and supported to discuss texts as a class, work collaboratively as well as independently, and be able to use a text to support their answers in a variety of questions. High-level discussions with the teacher alongside the modelling of proficient reading skills are key components in a KS2 reading session. Through discussions about the text, drawing on linguistic knowledge (in particular, of vocabulary and grammar) and on knowledge of the world, children are supported to successfully develop a good comprehension of what they read.

Imperative to these discussions are the opportunities for children to be exposed to a wide variety of text and authors with the level of challenge increased and developed throughout the year-groups and key stages. This includes a variety of styles of narrative, as well as a wide variety of authors, non-fiction texts and poetry. Our reading curriculum is structured in a way that allows children to revisit and master their reading skills.

The End of Day Read

In addition to taught daily reading sessions, the children are read to by an adult as 'Expert Reader', at the end of the day. The texts for our End of Day reading includes a variety of genres, which have been selected to ensure progression and variety across the school (see Appendix of texts- End of Day stories; included but not limited to these texts and extracts from the 40 Books shelf). This is a special time for all, adults and children, and a chance to let the power of story wash over us before heading home.

Performance Nominees Every week each class votes for 3 children they wish to nominate for a Reading Award specifying the reason for the choice. This is linked to the Reading Rubric so children can 'tune in' to the 4 skills of Expression and Volume; Phrasing; Smoothness and Pace by recognising it in others. The nominees from across the school get a special End of Day Read with a Guest Reader on a Friday afternoon in celebration of their achievements.

Our children are also provided with the opportunity to extend their use and understanding of literature within our wider curriculum. Literature also forms a vital feature in our daily English lessons through a structured and systematic approach to writing.



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Navigating the Challenges along the Way... Vulnerable Readers

Through regular and rigorous assessment, we identify children that need additional opportunities to practise their reading skills.

Key Stage 1 - Keep-up /Catch-up

We have a focus on careful planning, informed by assessment, to support all readers to be successful through Quality First Teaching. However, during phonics sessions, if children are identified as needing extra support to secure taught knowledge, this is delivered by an experienced member of our Reading Team and follows the activities suggested through our Sounds-Write SSP. These sessions are based on specific targets. They may be one-off practise support or, if needed, over several sessions, will be reviewed after 2 weeks to check impact. The Reading Lead will also work with class teachers to review assessment data and put in place plans to address identified gaps either in grapheme recognition/use or keys skills of blending, segmenting or phoneme manipulation. Predominately this will be done through the daily whole-class teaching sessions but Boost sessions during Assemblies offer valuable opportunity to 'pre-teach' and review less secure code in a smaller group and quiet environment.

Everyone a Reader

From teacher assessment (guided by the data and with the support of the English Lead) our Reading Practice Groups in Reception and into Year 1 are put together based on the key skills the children need to practise. This means that each small reading group will have a clear focus for their next steps, and the Reading Teacher can target support effectively ensuring swift progress. Any children who are less confident with their reading skills are also picked up in extra Keep-up Sessions. The texts read are carefully selected and contain GPCs that the children are secure with so that the focus is on automaticity and fluency. Children enjoy taking these books home to share with a 'Lucky Listener' who gets to hear their 'performance voice' telling the story with confidence. The sessions in KS1 are 3 x weekly and consist of a Decoding, Prosody, and Comprehension lesson. For Vulnerable Readers there will be additional reads as "Everyone who drives a car on the road passed their test, but some drivers need more lessons and more practise hours" (The English Hub). We know that every child will learn to read but it is our job to provide as much practise as they need to gain that competency.

Key Stage 2 Catch-up Readers

Decodable, synthetic phonics, reading books with age-appropriate and exciting stories for older, struggling and/or reluctant readers. Designed with an interest age of 8 – 14, these chapter books are highly structured to fill in the missing gaps in phonic skills, helping them to catch up. Special features are designed to engage but also to facilitate access to text and develop independent reading strategies. These are ideal resources to deliver targeted reading interventions for struggling children, or those with specific learning difficulties including dyslexia.

Herts for Learning Reading Fluency Project

This research-based intervention runs for 8 weeks. A trained member of the Reading Team will work with a small group of identified readers to support them to gain greater fluency and deeper understanding. The texts are chosen to be engaging but challenging at the age -expectation for that year-group. Close liaison with home broadens the impact of this project.

Reading Volunteers

As well as targeted support by the class teacher and our Reading Team, children are given the opportunity to extend their skills by reading individually with staff and volunteers. We have a wonderful group of Reading Volunteers who come in once or twice a week to listen to children read, this gives children the opportunity to read in different settings, as well as to different people.



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We have a target list of children who are below age expectations or are not able to practise their reading at home and these are prioritised. Training is given to ensure support is consistent with the school approach.

Writing

We teach children to write fluently so they can efficiently and effectively communicate their ideas, thoughts and emotions to others. With a comprehensive and enriched range of fictional and non-fictional text types, taught across our broad and balanced curriculum, our children become confident to write creatively and for purpose. Through the development of skills and understanding in all areas of English, our children will become competent and keen writers.

Implementation:

Our curriculum is based on the National Curriculum and the Statutory Framework for the Early Years Foundation Stage (EYFS), 2024.

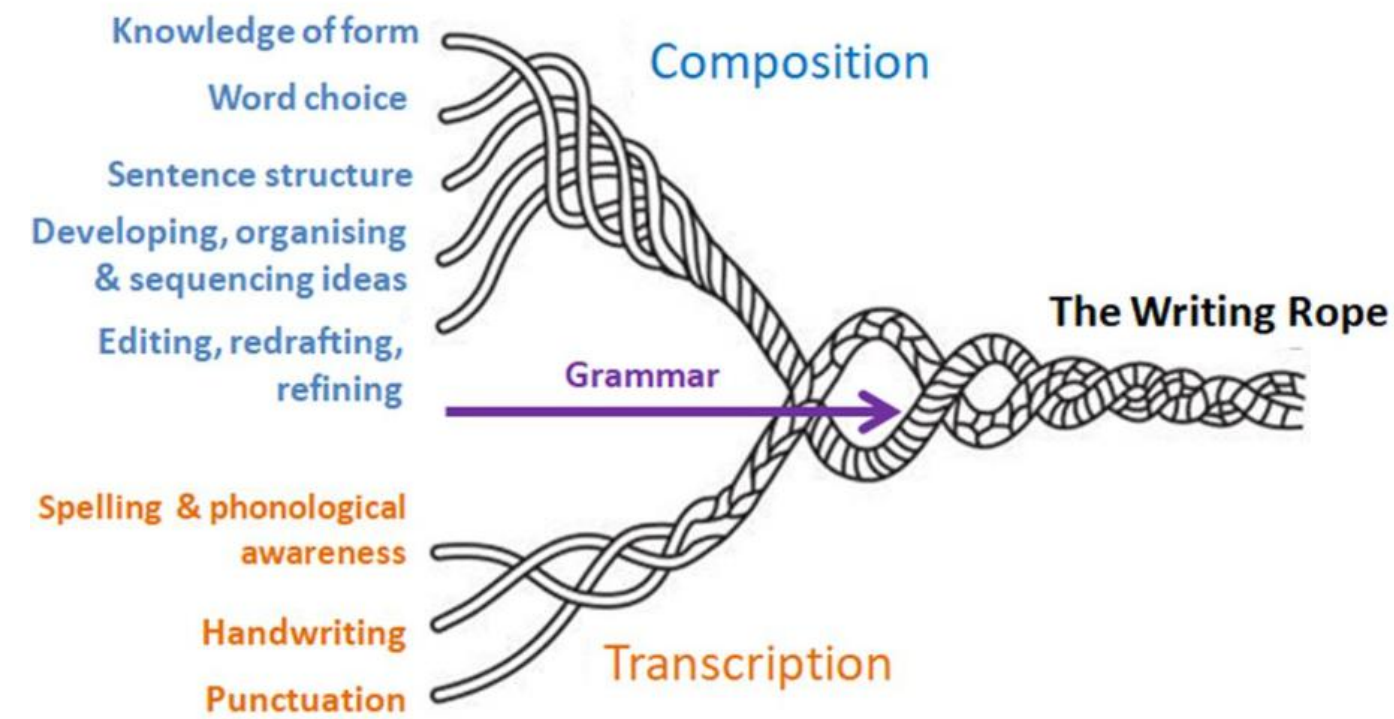
In FS1 and FS2, children have daily mark-making/writing opportunities as part of their continuous provision. The children are encouraged to explore and connect mark-making in response to different stimuli's and experiences in order to develop early writing skills, creativity and critical thinking. The children are immersed in story and see themselves as 'storytellers' early on in their time at Burbage. Through 'Scribble Stories' and Tales Toolkit we help them to become confident and collaborative add their ideas and taking ownership of the writing process. Alongside this, we support the development of Early Language and Physical Skills as we prepare the children to be 'Ready to Write'.

The processes of early writing are embedded in our FS2 with the daily teaching of Sounds Write phonics program. As the FS2 year progresses, "Drawing Club" builds on 'Scribble Stories' and the children are inspired to sustain mark-making in response to engaging narrative stimulus. Tales Toolkit develops from a group or shared activity to the children becoming the authors of their own stories. Dictation taught 2 x weekly (minimum), is structured but supportive approach to writing and is introduced in the first term, allowing our children to apply and develop their early writing skills in line with their growing phonic knowledge.

From Year 1 onwards, the children are taught through a well-structured program that teaches and progresses the skills of speaking, reading and writing. In the Autumn term 'Drawing Club' continues so that the joy of writing is maintained for 2 weeks to aid transition. This develops into 'Curious Quests' which expand the children's horizons on their writing journey and build the expectations in line with the National Curriculum. Talk is vital and we aim to enthuse every child to be a confident speaker and listener who can discuss, develop and communicate their own ideas, opinions and knowledge. All children are supported to compose their sentences orally before writing. Our Reading Practise and End of Day Reads expose the children to high quality texts which build a bank of ideas to draw on in their writing. As the children settle into their new classroom there is a strong focus on developing Writing Fluency with adults supporting pupils to practise correct formation, develop the dynamic tri-pod grip and spell the Common Exceptions words and words taught in phonics with increasing automaticity.



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In line with the English national curriculum, we strive to ensure that every child by the end of Key Stage Two will be able to:

- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic 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*

In our commitment to offering a wide range of opportunities to practise and deepen literacy skills, we have crafted a curriculum that is Writing focused, and which allows the key skills to be regularly practised and applied across our broad and balanced curriculum. Opportunities for writing are regular and varied.

At Burbage, we feel it is important that children 'Write to Learn' and the children develop the toolkit to do this across the years. KS1 focusses on writing 'Golden Sentences'; LKS2 continue modelling strong sentence level writing with the new content but begin writing 'Golden Paragraphs'. This all builds towards competently written 'Golden Essays' in UKS2 that reflect the knowledge and understanding of the children across the wider curriculum. This is reflected in their English lessons where quality stimuli are used to engage children while developing writing skills (see Writing Progression Document for more detail).

In fiction, and once children have followed their 'central character' through the story, they have the opportunity to plan and write independently using their previous learning to shape their creative stories. Additional to their creative writing opportunities, each year group will teach one unit of poetry per year, as well as three different types of non-fiction writing (see Writing Progression document for more detail). Non-fiction writing is furthermore covered throughout topic work over the course of the year, as children write essays at the end of their unit.

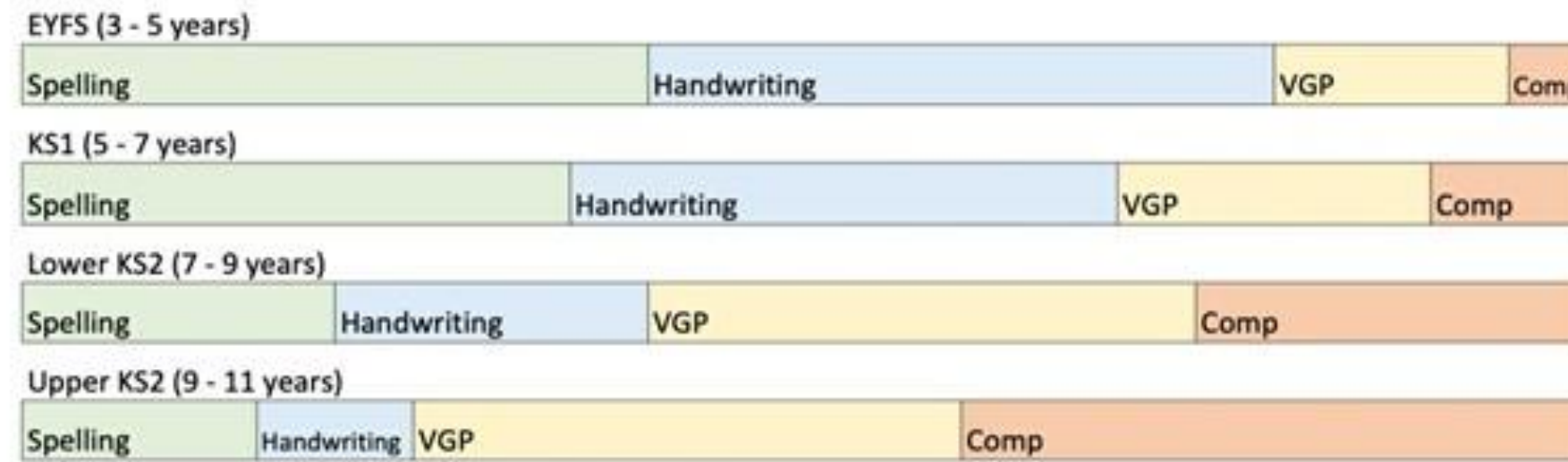
The teaching of grammar and punctuation is interwoven through the teaching of Writing (as well as in Reading). The children are taught to plan, apply and develop their writing through a variety of writing and editing structures. The children are encouraged to see writing as a journey; re-drafting and editing are used before writing is published.

We understand that to be able to do this the children need to build 'Writing Fluency'. Transcription needs to become automatic so that the child can be free to focus on the composition. In order to provide opportunity to rehearse and secure the early skills of transcription we build in time to practise and provide the support for all to achieve.



Burbage Primary School English Curriculum

How the writing curriculum changes over time...



Assessment is used as a tool to gauge children's understanding and inform teaching moving forwards. We assess the skills of Reading and Writing discretely three times a year. Assessment of Writing is also gathered from end of unit essays across a range of foundation subjects. These essays show that children are able and confident writers who are able to make decisions about their writing, charged with the subject knowledge from other areas of the curriculum.

The Subject Leader reviews the impact of the English Curriculum at least once a term, reporting findings and any recommendations to the Principal.

Impact:

Our English curriculum is the vehicle by which we will inspire children to be curious, creative and independent learners.

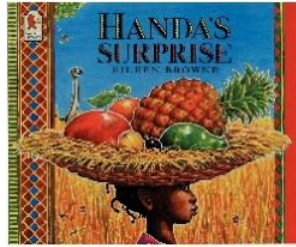
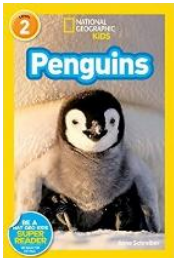
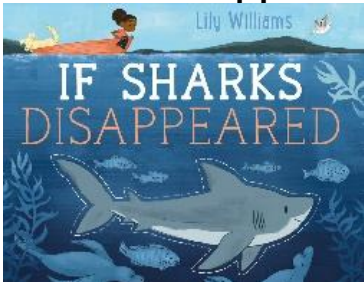
Through our provision we expect that all children will be supported to develop ideas and opinions around literature and are able to articulate themselves with confidence. Children are immersed in high quality literature and daily opportunities to engage confidently in peer to peer discussion. We provide opportunities to practise oracy skills in order that children develop a confident voice and know their thoughts are valued. All children will also develop a reflective, critical approach to both reading and writing and learning beyond the subject and beyond school life.

When they leave Burbage Primary, all our children will be engaged in a lifelong enjoyment of reading and writing for different purposes, to express themselves accurately and succinctly for purpose and for pleasure.



**Burbage Primary School
English Curriculum**

Texts and Stimuli used to support Writing (others can be added to suit cohort)

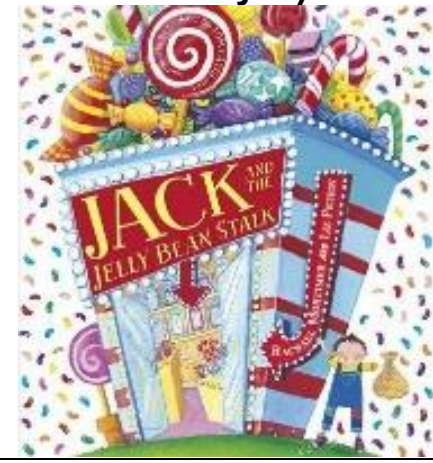
Year R			
Fiction	Handa's Surprise 	Perfectly Norman 	Rainbow Fish 
	We're Going on a Bear Hunt 		
Non-Fiction	Chocolate Mud cake 	Penguins 	If Sharks Disappeared 
Poetry	A Great Big Cuddle 	Poems Out Loud! 	



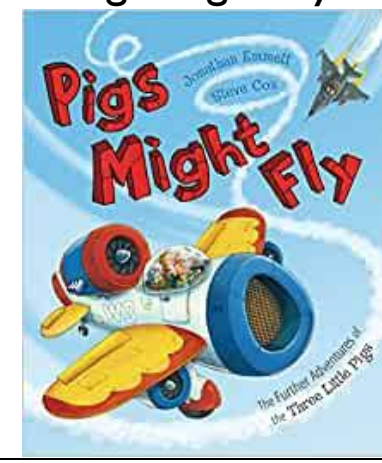
**Burbage Primary School
English Curriculum**

**Myths,
Legends and
Traditional
Tales**

Jack and The Jelly beanstalk



Pigs Might Fly



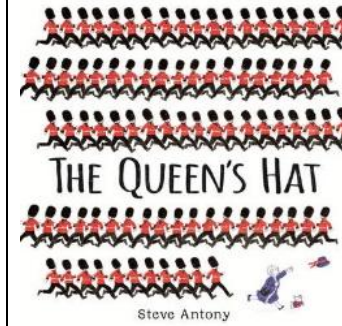


Burbage Primary School English Curriculum

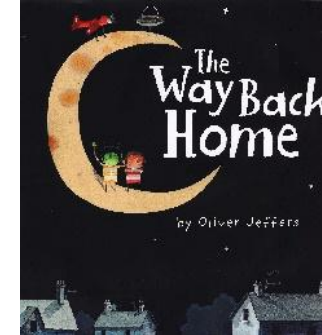
Year 1

Fiction

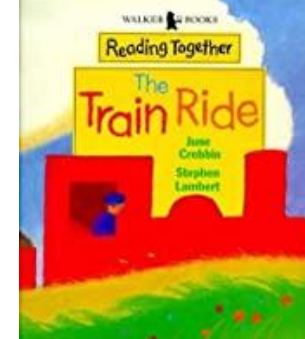
The Queen's Hat



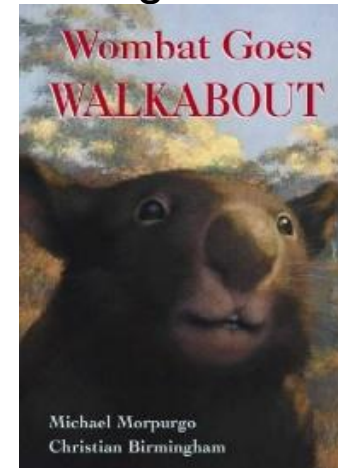
The way back home



The train ride

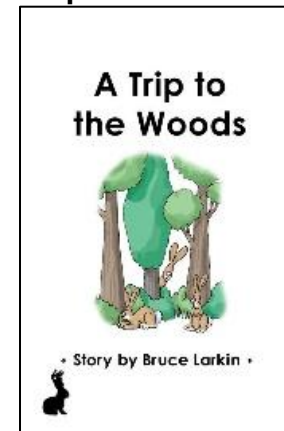


Wombat goes walkabout



Non-Fiction

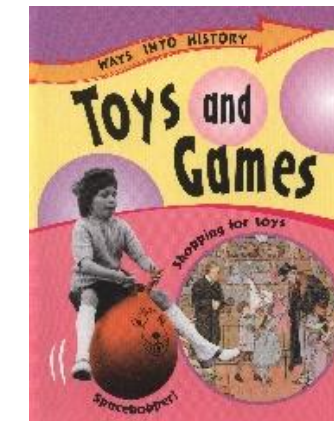
Our trip to the woods



Ice Planet Adventure Park



Toys from the past





Burbage Primary School English Curriculum

Poetry	Firework Night <small>A Teaching Resource from Children's Poet, Andrew Callett, www.wackyverse.com</small> <i>Poetry Points</i> Getting Children Started With Poetry. 	When I am By Myself By Myself When I'm by myself And I close my eyes I'm a twin I'm a dimple in a chin I'm a room full of toys I'm a squeaky noise I'm a gospel song I'm a gong I'm a leaf turning red I'm a loaf of brown bread I'm a whatever I want to be An anything I care to be And when I open my eyes What I care to be Is me. <small>Elise Greenfield</small>	Zim Zam Zoom
Myths, Legends and Traditional Tales	Song Of The Sea 	Little Red Riding Hood 	

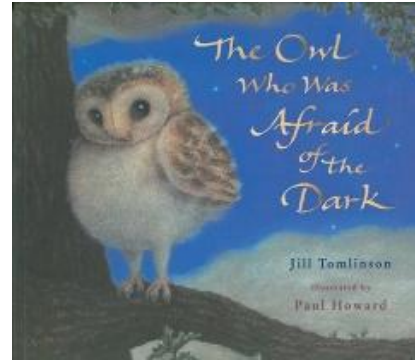


**Burbage Primary School
English Curriculum**

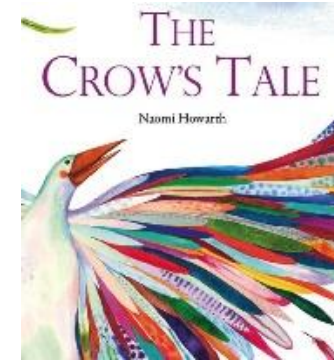
Year 2

Fiction

The Owl Who Was Afraid of The Dark



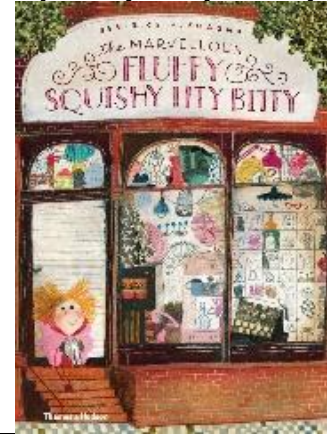
The Crow's Tale



My Christmas Star

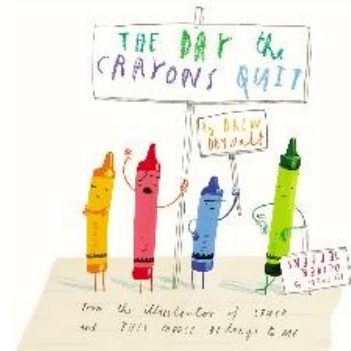


My Marvellous Fluffy Squishy Itty Bitty



Non-Fiction

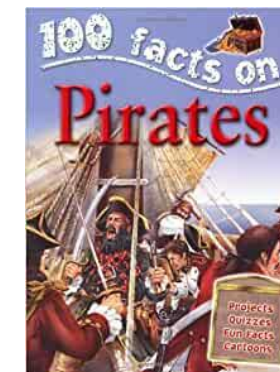
The Day The Crayons Quit



How to make a bird feeder



Pirates



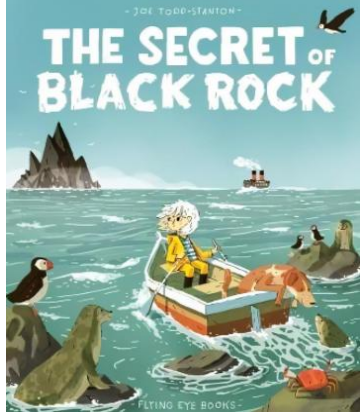
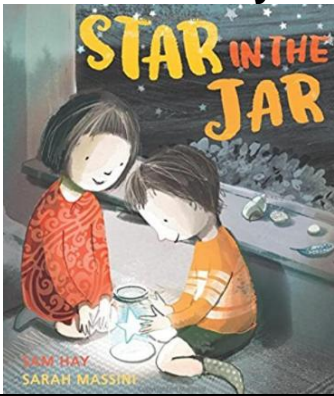
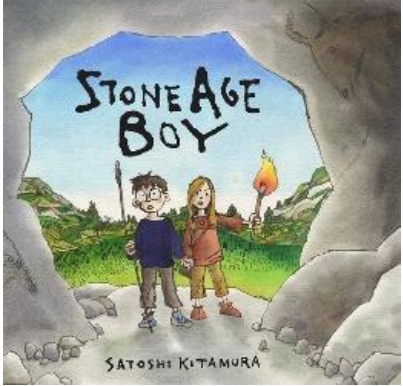
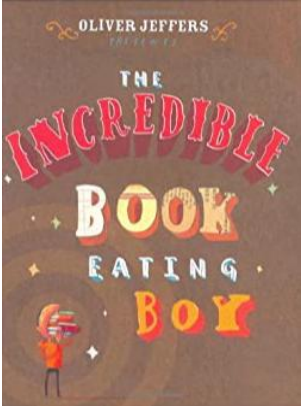
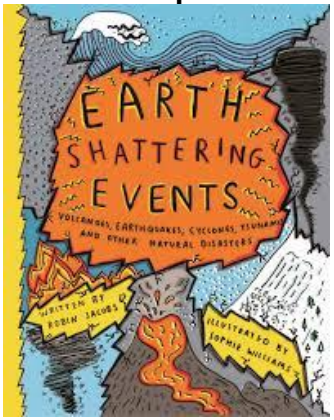
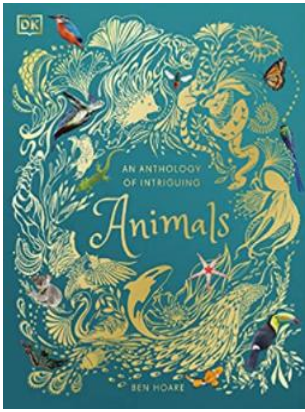
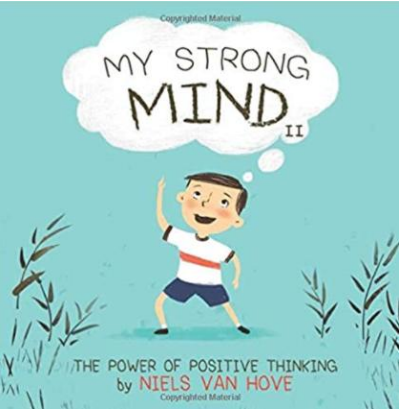



Burbage Primary School English Curriculum

Poetry	If I Were In Charge of The World 	Desk Diddler 
Myths, Legends and Traditional Tales	George and the dragon 	Little Red Riding Hood (with a twist) 



**Burbage Primary School
English Curriculum**

Year 3			
Fiction	<p>The Secret of Black Rock</p>  <p>Star in The Jar</p> 	<p>Stone Age Boy</p> 	<p>The Incredible Book Eating Boy</p> 
Non-Fiction	<p>Earthquakes</p> 	<p>Skeletons and Muscles</p> 	<p>My Strong Mind</p> 
Poetry	<p>Autumn Is Here</p> 	<p>I Asked The Boy Who Couldn't See</p> <div style="border: 1px solid gray; padding: 10px;"> <p align="center">I Asked The Little Boy Who Cannot See</p> <p>I asked the little boy who cannot see, "And what is colour like?" "Why, green," said he, "Is like the rustle when the wind blows through The forest; running water, that is blue; And red is like a trumpet sound; and pink Is like the smell of roses; and I think That purple must be like a thunderstorm; And yellow is like something soft and warm; And white is a pleasant stillness when you lie And dream."</p> </div>	



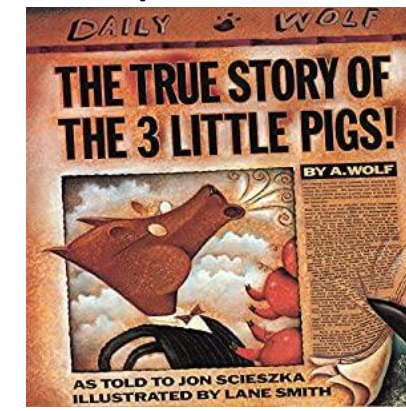
**Burbage Primary School
English Curriculum**

**Myths,
Legends and
Traditional
Tales**

Theseus and the Minotaur

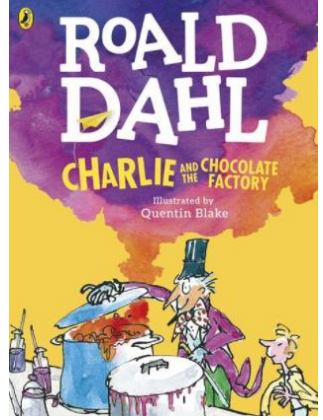
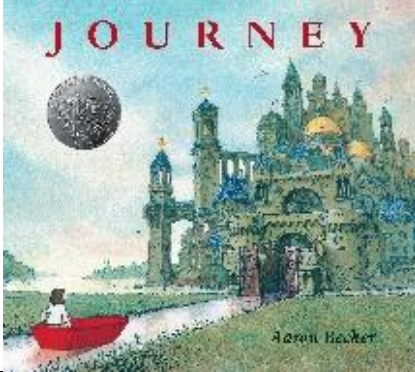
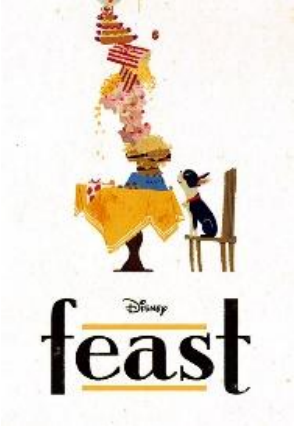
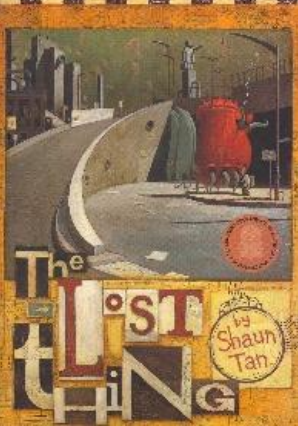

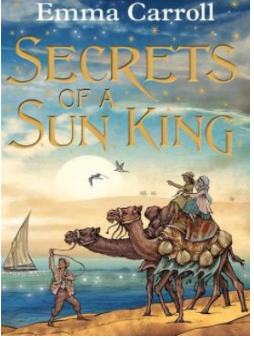


The True Story of The Three Little Pigs





**Burbage Primary School
English Curriculum**

Year 4			
<p>Fiction</p>	<p>Charlie and The Chocolate Factory</p>  <p>Journey</p> 	<p>Feast</p> 	<p>The Lost Thing</p> 
<p>Non-Fiction</p>	<p>Sicily Holiday Brochure</p> <p>Sensational Sicily</p> 	<p>The Creature</p> <p>Newspaper Report</p> <p>Whale killed by loathsome litter ball.</p> <p>Majestic mammal found with over 100kg of plastic in its stomach.</p> <p>Who is to blame?</p> <p>It is the fault of the fishing industry, a marine expert says, who is accused of all kinds of crimes, such as catching and killing whales. The industry is also accused of not doing enough to protect the whales. The industry is also accused of not doing enough to protect the whales. The industry is also accused of not doing enough to protect the whales.</p> <p>Can we do anything about it?</p> <p>There are many things we can do to help protect the whales. We can stop buying and eating products made from whale products. We can also stop buying and eating products made from whale products. We can also stop buying and eating products made from whale products.</p> <p>Changing Times</p> <p>Over the years, the world has changed a lot. In the past, people lived in small villages and towns. Now, they live in big cities. The world has changed a lot. In the past, people lived in small villages and towns. Now, they live in big cities. The world has changed a lot. In the past, people lived in small villages and towns. Now, they live in big cities.</p>	<p>Secrets of A Sun King</p> 



**Burbage Primary School
English Curriculum**

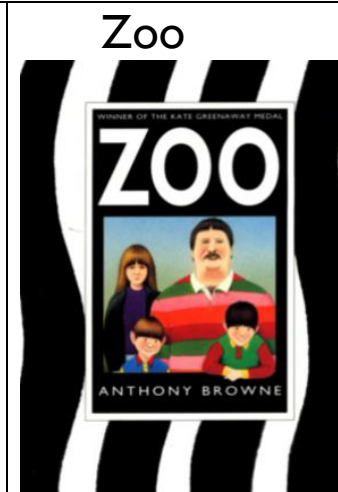
Poetry	<p>The River</p>  <p>THE RIVER by Valerie Bloom</p>	<p>Still I Rise</p>  <p>Maya Angelou AND STILL I RISE</p>
Myths, Legends and Traditional Tales	<p>The Whale</p>  <p>the whale</p>	<p>Aladdin and The Enchanted Lamp</p>  <p>Philip Pullman's Aladdin and the Enchanted Lamp Illustrated by Ian Beck</p>



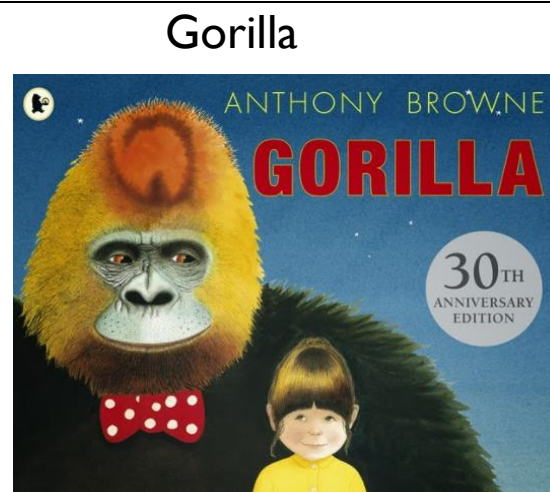
Burbage Primary School
English Curriculum

Year 5

Fiction



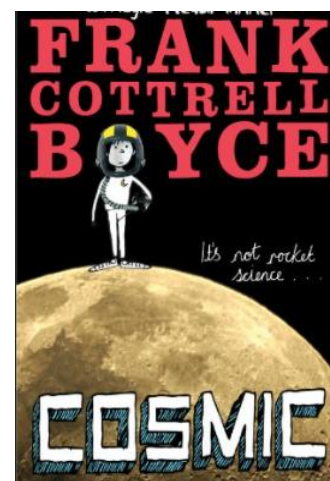
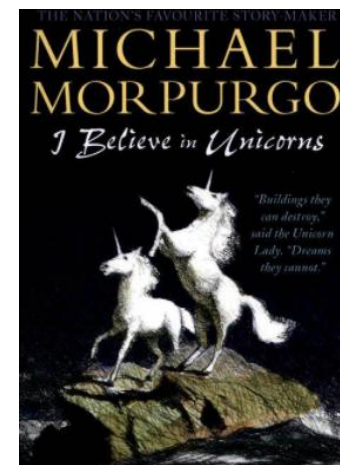
I believe in Unicorns



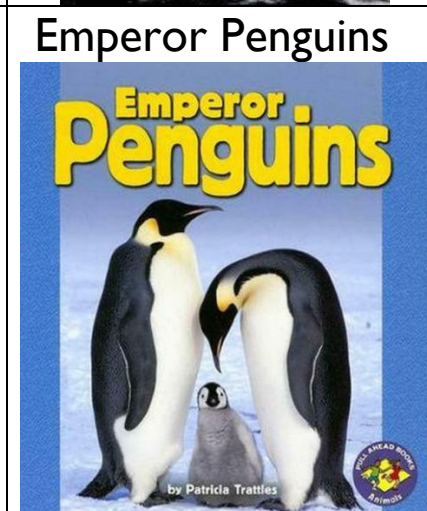
Cosmic



The Fantastic Flying Books of Mr Morris Lessmore



Non-Fiction



Plastic Pollution

Persuasive Pitch

12 000 000

Can you see that number? It reads 12 million, 12 million tonnes that is, of plastic flowing into our oceans every year.

5000 items of plastic litter per mile of UK beach.

You'll be horrified to hear that we fill six bags with rubbish from our own local beaches.

Unsurprisingly, most of this pollution was made up of single-use throwaway items.

Marine life tangled and poisoned by a toxic terror - plastic!

In 2018, Environment Secretary, Michael Gove, announced plans to cut out reliance on single-use plastics, and confusion over household recycling and tackle the problem of packaging by making polluters pay.

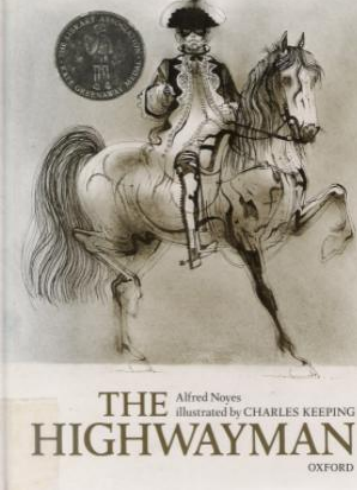
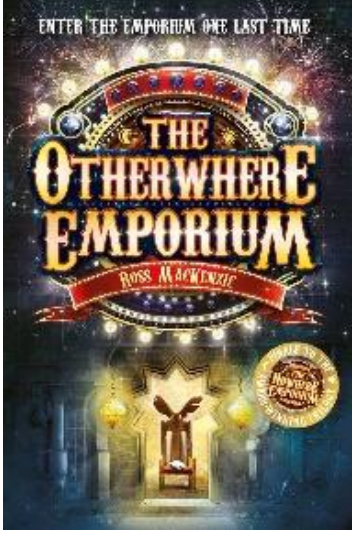
We face our greatest battle yet.

If it's in our homes and our local businesses today, then tomorrow it's alighting into streams and clogging along our beaches.

The problem is pretty huge. I agree: unsurmountable, encompassing, mammoth.



Burbage Primary School English Curriculum

Poetry	<p>The Highwayman</p>  <p>The Malfeasance</p> <p><u>The Malfeasance</u></p> <p>It was a dark, dank, dreadful night And while millions were abed The Malfeasance bestirred itself And raised its ugly head. The leaves dropped quietly in the night, In the sky Orion shone; The Malfeasance bestirred itself Then crawled around till dawn.</p>
Myths, Legends and Traditional Tales	<p>The Nowhere Emporium</p> 

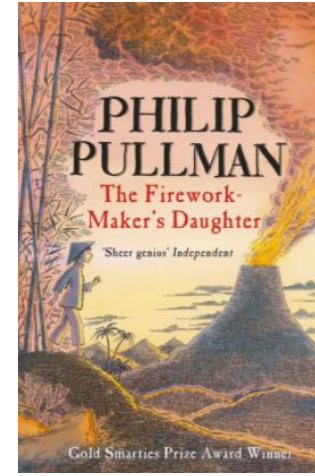


**Burbage Primary School
English Curriculum**

Year 6

Fiction

The Firework-Maker's
Daughter



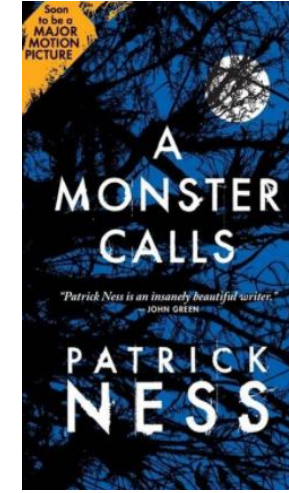
The Journey



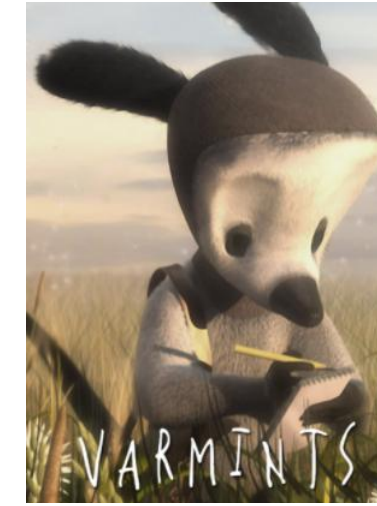
Paperman



A Monster calls



Varmints



Non-Fiction

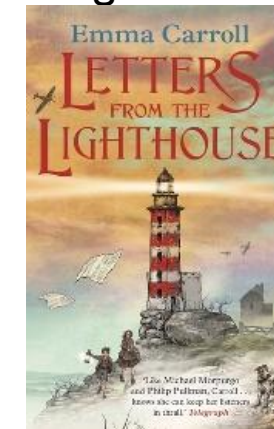
Letter to Mr Scrooge



Detailed Timeline on
Ancient Greece

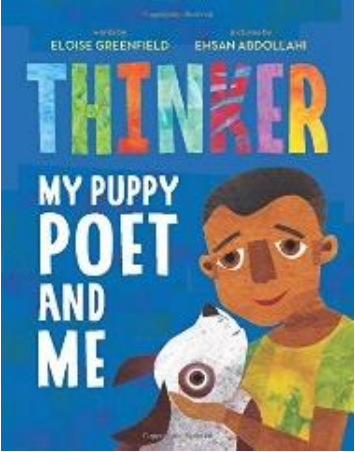
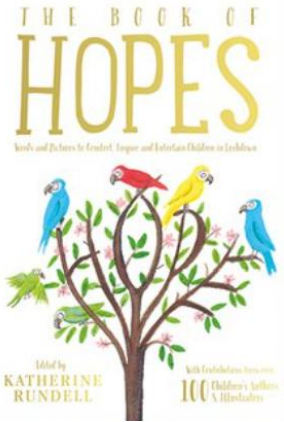
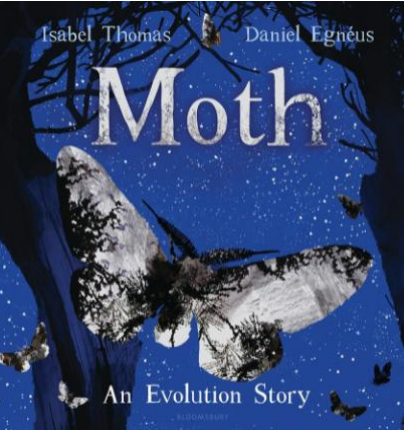
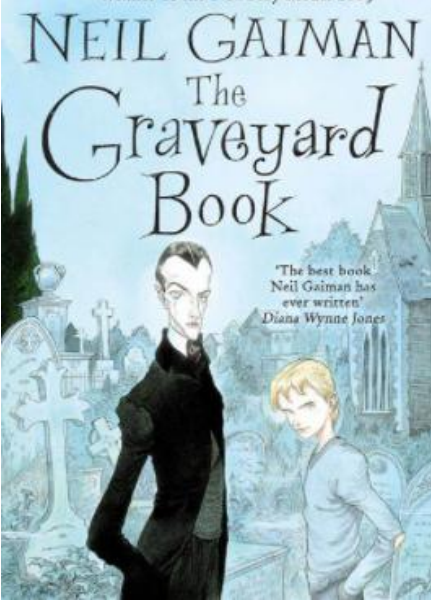


Letters From The
Lighthouse





**Burbage Primary School
English Curriculum**

<p>Poetry</p>	<p>Thinker's Rap</p> 	<p>Hope-lo-Docus</p> 	<p>Moth</p> 
<p>Myths, Legends and Traditional Tales</p>	<p>The Graveyard Book</p> 	<p>Hansel and Gretel</p> 