

## Intent

At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

### Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

"And Jesus said to him, If you can? All things are possible to those who believe." Mark 9:23

Intent (Continued)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment..

At Patrington Church of England Academy our aim is to ensure that children are able to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Patrington Church of England Primary Academy, we teach Reading in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We want our children to be able to:

- read and use a wide variety of interesting and exciting vocabulary;
- respectfully articulate their responses to the texts which they have read in any discussion;
- read with confidence, fluency and understanding;
- develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors;
- develop a love of reading and a desire to read for enjoyment;
- understand a range of text types and genres.

## Implementation

Reading is taught in a number of ways, but initially in KS1 this is largely through a phonics approach. Comprehension skills are also developed alongside phonics to enable our children to become confident, independent readers who read for enjoyment and information every day. Books are sent home on a weekly basis so children can practise their reading skills with a parent/carer. As children develop into fluent readers, there is greater emphasis on developing their comprehension skills: questioning to check their understanding becomes even more important.

In KS2, the children participate in a daily whole class reading session. Following the principles outlined in 'Reading Reconsidered', the children will read a wide range of chaptered books and poetry across KS2. The principles outlines in 'Reading Reconsidered' highlight the five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

### Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

### Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

### Narratively Complex

Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

### Complexity of story

Where the plot and symbols used are more complicated for example interwoven plots.

### Resistant Texts

This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

### Impact

After leaving Patrington Primary Academy at the end of Key Stage Two, pupils should be equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

Children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Reading (for example, in 2023, 76% achieved the expected standard in reading).

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature.

Substantive knowledge in Reading

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

Disciplinary knowledge in Reading

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. It is the process of thinking critically and creatively using the automaticity of substantive knowledge.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding and fluency</b>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge to decode words read aloud phonically decodable texts</p> <p>Re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning.</p> <p>Read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p>	<p>Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing,- er, -est, -y, -er, -ment, -ful, -ness, - less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>Work out the pronunciation of homophones, using the context of the sentence.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary.</p> <p>Understand how conjunctions can be used to indicate a change of tone.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding and fluency (2)</b>		<p><b>(Continued)</b> Read polysyllabic words containing</p> <p>taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops.</p> <p>Begin to self-correct inaccurate reading</p>	<p><b>(Continued)</b> Read aloud books matched to phonic knowledge by sounding out unfamiliar words</p> <p>Automatically read polysyllabic words containing above graphemes read most words quickly &amp; accurately without overt sounding and blending.</p> <p>Self-correct when a sentence has been read incorrectly.</p>				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Range of reading</b>	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Familiarity with texts (to RETRIEVE information from the text)</b>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p>To talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Listen and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters.</p> <p>Find the answers to questions in nonfiction, stories and poems.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and textmarking.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and textmarking.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and textmarking.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing vocabulary (to EXPLAIN meaning of words)</b>	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Inference and Prediction</b>	<p>Suggest how a story might end. Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Begin to make simple inferences, e.g. discuss the significance of the title and key events of the book, responding to simple questions.</p> <p>Suggest why a character might feel a certain way.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Make simple inferences about thoughts, feelings of characters and reasons for their actions.</p> <p>Predict what might happen on the basis of what has been read so far in a text, on reading of other books by the author and own experiences</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character.</p> <p>Justify inferences and predictions using evidence from the text.</p> <p>Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The girls wore red flannel petticoats because that is what they wore in the olden days."</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Recognise that texts reflect the time and culture in which they were written: "Hound of the Baskervilles would have been very scary for Victorian readers."</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Support predictions and inferences by making a point and supporting it with evidence from the text and an explanation..</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Authorial intent</b>			<p>Identify how vocabulary choice affects meaning: "Crept lets you know they are trying to be quiet."</p> <p>Identify and comment on vocabulary and literary features: "Usually, fairy tales start with once upon a time..."</p>	<p>Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.</p>	<p>Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it has created an impact on the reader.</p> <p>Recognise the ways in which authors present issues and points of view: "She has only mentioned the bad points about air travel."</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Non fiction</b>	<p>Know that information can be relayed in the form of print.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit).</p> <p>Prepare for factual research, considering what is known already.</p> <p>Recognise bias, fact and opinion.</p>

	YFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for pleasure: Listening to and discussing texts. Comparing, contrasting and commenting.	<p>Listen to stories with increasing attention and recall.</p> <p>Anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Describe main story settings, events and principle characters.</p> <p>Enjoy an increasing range of books.</p> <p>Follow a story without pictures or props.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have had read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes. Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice, providing reasoned justifications for their view.</p>	<p>Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Poetry and performance</b>	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Recognise some different forms of poetry	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognise some different forms of poetry	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

## Writing

### Knowledge in English

In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Once this knowledge is secure, children can apply this knowledge to a range of purposes and evaluate written text.

### Substantive knowledge in Writing

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

### Disciplinary knowledge in Writing

In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is the process of thinking critically and creatively using the automaticity of substantive knowledge.