

FOCUS TEXTS

INTENT

At Luddenden CE school we intend to give each child the self-confidence and resilience to reach their full potential by ensuring that they have the tools to express themselves both verbally and in writing. By the time they leave our school, we aim for children to be able, confident spellers with a firm understanding of grammar and punctuation, with the ability to use these skills effectively and write with fluency and cohesion.

We aim to instil a love of reading in our children and place this at the heart of everything we do. We provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future prospects. We want children to express themselves, be creative and expand their imagination through a broad range of stimuli. Our core values in English are compassion, endurance, honesty and trust.

IMPLEMENTATION

Teachers have a yearly overview of what texts to teach writing skills through for each half term. Fiction, non-fiction and poetry texts are all included. The overview document also includes what written outcomes should be produced. Three week English planning, leading towards an extended written outcome, is underpinned by a phased approach: Reading – Children explore a text or section of text through reading skills of Activating Prior Knowledge, Making Predictions, Questioning, Clarifying and Summarising; Planning and Drafting – modelled writing, shared composition, capture own ideas, plan and prewrite; Editing and Publishing – modelled editing and improving, evaluate, edit and publish.

Children have the opportunity to share ideas with their peers, during shared composition sections of modelled writing and through their independent written outcome. Evidence of this phased writing process is evident in pupils' English Reading and Writing books and on English displays through school. High quality presentation is strived for through following a cursive handwriting scheme. Adults model correct letter formation, both in discrete handwriting sessions and when writing in workbooks or on the whiteboards.

Teachers deliver the relevant grammar and punctuation for their year group as set out by the National Curriculum. This is taught both explicitly in stand-alone weekly lessons and applied within the context of writing for a purpose. Specific spelling rules and strategies for spelling are delivered discretely using the RWI Spelling scheme in Year 2-6.

In writing lessons, differentiation through bespoke success criteria (depending on the experience of the writer) and through teacher-led guided groups, ensures that all pupils can access the writing curriculum.

Assessment is informed by observations during daily English lessons, verbal feedback and through the final piece of independent writing. Teachers use detailed writing assessment grids for their year group to record accurate summative judgements (Working Towards/Working At/Working Above age-related Expectations) each term. These are discussed at pupil progress meetings and shared in end of year reports for all KS1 and KS2 pupils.

IMPACT

Regular monitoring and evaluation indicates children can talk enthusiastically about their learning and their enjoyment of reading and writing and their love of books. The impact of our reading and writing programme can be measured through consistent improvement in literacy outcomes, as evidenced by books and teacher observations. Children's resilience in the face of challenges, as well as their love of books and ability to express themselves fully, reflects the success of our intentional and structured approach.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1 Cycle A Theme & suggested texts	THE JUNGLE <ul style="list-style-type: none"> Augustus and his Smile Rumble in the Jungle Monkey Puzzle Oh No Bobo! Up in the Canopy Leap Frog Jungle Jamboree 	MONSTERS & ALIENS <ul style="list-style-type: none"> Ten Little Aliens Bedtime for Monsters Welcome to Alien School Monstersaurus Not Now Bernard Where the Wild Things Are Two Monsters 	FOOD <ul style="list-style-type: none"> Ten Fat Sausages Supertato The Giant Jam Sandwich The Big Cheese The Gigantic Turnip Spaghetti Hunters Mr Wolf's Pancakes 	MINIBEASTS <ul style="list-style-type: none"> What The Ladybird Heard Superworm The Weaver The Bug Collector The Very Greedy Bee Rex the Rhinoceros Beetle A Butterfly is Patient 	ON THE FARM <ul style="list-style-type: none"> Farmer Duck A Squash and a Squeeze Farmyard Hullabaloo The Pig in the Pond I'm the Tractor Driver The Little Red Hen Cock-a-Doodle-Poo 	IN THE GARDEN <ul style="list-style-type: none"> The Secret Sky Garden Luna Loves Gardening The Tiny Seed Bloom Eco Girl My Garden Bud
Year 1 Independent write	Narrative Jungle adventure story	Non-fiction Fact file about their own monster	Poetry Acrostic poem	Narrative Adventure story about a minibeast of their choice	Non-fiction Recount of farm trip/Visit	Poetry Repeated refrain about their imaginary garden
EYFS/Year 1 Cycle B Theme & suggested texts	PIRATES <ul style="list-style-type: none"> The Night Pirates Billy and the Pirates Molly Rodgers to the rescue When I was a pirate The Troll The Pirates Next Door Ten Little Pirates	ANIMALS <ul style="list-style-type: none"> Elmer Oi Frog Tad The Bumblebear Gorilla The Panda who Promised Lots of Dots 	FESTIVALS <ul style="list-style-type: none"> Little Glow Eid for Nyla I Love Chinese New Year Eight Nights, Eight Lights The Easter Story - - Wildsmith, B A Christmas Story - Wildsmith, B Joy to the World – Christmas around the Globe 	FAIRYTALES <ul style="list-style-type: none"> Three Billy Goats Gruff Little Red Riding Hood Three Little Pigs Cinderella Hansel and Gretel Jack and the Beanstalk Goldilocks and the Three Bears 	DRAGONS <ul style="list-style-type: none"> The Dragon Machine Zog Dragons Love Tacos Dragons Don't Share! Dragons Love Underpants Dragon Post The Boy Who Grew Dragons 	UNDER THE SEA <ul style="list-style-type: none"> Gigantic Rainbow Fish Clean Up! The Search for the Giant Arctic Jellyfish The Shark Lady One Day on our Blue Planet – the Ocean The Whale Who Wanted More

ENGLISH TEXT OVERVIEW

Year 1 Independent write	Narrative Pirate adventure story	Non-fiction Recount zoo trip	Poetry Onomatopoeia poems	Narrative Fairytale	Non-fiction Recount of farm trip/Visit Fact file about their own dragon	Poetry Acrostic poems about the OCEAN
Year 2/3 Cycle A Text & writing focus	The Last Wolf (Mini Grey) <ul style="list-style-type: none"> Setting/character description (3) 	The Emperors Egg (Martyn Jenkins) <ul style="list-style-type: none"> Factfile about Emperor Penguins (3) 	The Owl and the Pussycat (Edward Lear) <ul style="list-style-type: none"> Poems to perform – write own verse (3) 	The Fossil Hunter (Kate Winter) <ul style="list-style-type: none"> Explanation text to explain how fossils are formed (3) – link to science 	Olga De Polga (Michael Bond) <ul style="list-style-type: none"> Diary – from Olga’s perspective of what happens to her based on Chapter 7 (3) 	Oliver and the Seawigs (Philip Reeve & Sarah McIntyre) <ul style="list-style-type: none"> Narrative – own version e.g. Tommy & the SeaHats/SeaPants (3)
	The Last Wolf (Mini Grey) <ul style="list-style-type: none"> Letter to Mum from Little Red explaining what has happened to her (met the wolf, had tea) (3) 	Zeraffa Giraffa (Dianne Hofmeier) <ul style="list-style-type: none"> Narrative from Zeraffas perspective (3) 	The Pet Potato (Josh Lacey) <ul style="list-style-type: none"> Poetry on a theme (3) Instructions – through science (planting a seed) 	Claude and the City (Alex T Smith) <ul style="list-style-type: none"> Y2 – recount/ Y3 – newspaper report about the theft from the museum (3) 	The Iron Man (Ted Hughes) <ul style="list-style-type: none"> Radio playscripts based on Chapter 5 (3) Author Study – Julia Donaldson- Biography (1)	Oliver and the Seawigs (Philip Reeve & Sarah McIntyre) <ul style="list-style-type: none"> Acrostic poem/summarise story using title (3)
Year 2/3 Cycle B Text & writing focus	Beegu (Alex Deacon) <ul style="list-style-type: none"> Letter to Beegu welcoming him to our class and telling him about ourselves (3) 	The Adventures of Egg Box Dragon (Richard Adams) <ul style="list-style-type: none"> Instructions to make an egg box dragon (3) 	What is Pink? (Christina Rossetti) <ul style="list-style-type: none"> Poems to perform – write own poem (3) 	The Tin Forest (Helen Ward) <ul style="list-style-type: none"> Acrostic poem/ summarise story using title (3) 	The Magic Finger (Roald Dahl) <ul style="list-style-type: none"> Y2 – recount/ Y3 – newspaper report about the girl with the magic finger (3) Author Study – Roald Dahl - Biography (1)	Noah Barleywater Runs Away (John Boyne) <ul style="list-style-type: none"> Playscripts (3)
	I want my hat back (Jon Klassen) <ul style="list-style-type: none"> Poetry on a theme My Hat... (3) 	Mini Rabbit Not Lost (John Bond) <ul style="list-style-type: none"> Narrative from Mum Rabbits 	The Amazing Life Cycle of Plants (Kay Barnham) <ul style="list-style-type: none"> Explanation text to 	Totally Made Up Monsters (Lewis Bloomfield) <ul style="list-style-type: none"> Factfile about own 	The Magic Finger (Roald Dahl) <ul style="list-style-type: none"> Narrative – own version e.g. The 	Noah Barleywater Runs Away (John Boyne) <ul style="list-style-type: none"> Diary Entry from

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		perspective (3)	explaining a life cycle of an animal TBC – through Science (3)	monster (3)	Magic Toenail (3) Olga De Polga (Michael Bond) <ul style="list-style-type: none"> Diary – from Olga’s perspective of what happens to her based on Chapter 7 (3) The Iron Man (Ted Hughes) <ul style="list-style-type: none"> Radio playscripts based on Chapter 5 (3) Author Study – Julia Donaldson- Biography (1)	Noah’s perspective (3)
Year 4/5 Cycle A Text & writing focus	Finn Family Moomintroll (Tove Jansson) <ul style="list-style-type: none"> Character description (2) Limerick (1) Debate (3) 	The Sister Who Ate Her Brothers (Jen Campbell) <ul style="list-style-type: none"> Horror narrative (3) Book review (3) 	Cosmic (Frank Cottrell Boyce) <ul style="list-style-type: none"> Sci-fi narrative (3) Narrative poem (3) 	Black and British (David Olusoga) <ul style="list-style-type: none"> Biography – Mary Seacole (3) Diary entry (3) 	Clockwork (Phillip Pullman) <ul style="list-style-type: none"> Persuasive letter (3) Author study: Phillip Pullman (1) 	Boy In The Tower (Polly Ho-Yen) <ul style="list-style-type: none"> Scriptwriting (3) Adventure narrative (3)
Year 4/5 Cycle B	The Rhythm of the Rain (Grahame Baker-Smith) <ul style="list-style-type: none"> Setting description (2) Poetry to perform (1) 	Voices in the Park / Zoo (Anthony Browne) <ul style="list-style-type: none"> Alternate perspective narrative (3) Recount (3) 	Howl’s Moving Castle (Diana Wynne Jones) <ul style="list-style-type: none"> Fantasy narrative (3) Instruction text (3) 	Great Adventurers (Alastair Humphreys) <ul style="list-style-type: none"> Non-chronological report (3) Letter (3) 	War Is Over (David Almond) <ul style="list-style-type: none"> Historical setting narrative (3) Author study: Diana Wynne Jones (1) 	Where the River Takes Us (Lesley Parr) <ul style="list-style-type: none"> Adventure narrative (3) Discussion (3)

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	<ul style="list-style-type: none"> Explanation text (3) 					
Year 6	Street Child (Berlie Doherty) <ul style="list-style-type: none"> Formal letter (Living conditions) Setting description (Victorian Circus) 	Kensuke's Kingdom (Michael Morpurgo) <ul style="list-style-type: none"> Newspaper article (Michael's disappearance) 	Resist (Tom Palmer) <ul style="list-style-type: none"> Diary Entry (Edda's insight into the Dutch Resistance) 	Rose Blanche (Ian McEwan) <ul style="list-style-type: none"> Playscript (Jewish inmate scene) Poetry to perform The Hand/The Old Mill <ul style="list-style-type: none"> Suspense narrative – Journey to the Fridge 	Odysseus (Hugh Lupton) <ul style="list-style-type: none"> Narrative Greek myth Fox (Margaret Wild) <ul style="list-style-type: none"> Balanced argument (Should Dog let Magpie back into his life?) 	From Hereabout Hill (Michael Morpurgo) <ul style="list-style-type: none"> Author Study and Biography: Michael Morpurgo The Final Year (Matt Goodfellow) <ul style="list-style-type: none"> (Informal letter to HeadTeacher)