



Bishop Ellis Catholic Voluntary Academy



English Intent

Reading

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, we intend for children to have the opportunity to develop spiritually, culturally, emotionally, intellectually and socially. Literature, particularly, plays a vital role in such development. We aim to develop their love of literature through widespread reading for enjoyment as modelled by adults. We also intend our reading curriculum to enable children both to acquire knowledge and to build on what they already know and have an appreciation for the rich, diverse and subject specific vocabulary that they will encounter throughout the rest of the Bishop Ellis curriculum and beyond into further study because we understand that reading extensively and frequently increases pupils' vocabulary because they meet words they would seldom hear or use in everyday speech. We intend our reading curriculum to fire children's imagination and create a genuine sense of awe and wonder in God's world.

Speaking and Listening.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We recognise the significance of spoken language in children's development across the whole curriculum – spiritually, cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We intend that the quality and variety of language that pupils hear and speak enables them to develop their vocabulary and grammar and their understanding for reading and writing. We want children at Bishop Ellis to have the ability to explain their understanding of books and other reading, and to prepare their ideas before they write.

Writing.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We intend children at Bishop Ellis to be highly proficient in the two domains of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We intend that our writing curriculum develops children's capability in these two dimensions. We teach children that writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds that letters make (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. We teach that effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. We teach the children that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their writing. As vocabulary increases, we teach children (sometimes discreetly) how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. We intend children know how to work out and clarify the meanings of unknown words and words with more than one meaning. When appropriate, we teach children to control their speaking and writing consciously and to use Standard English. Throughout the curriculum, teachers teach pupils the vocabulary they need to discuss their writing. We aim to ensure that children learn the correct grammatical terms in English and that these terms are integrated within teaching.

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE A

TERM	ADVENT 1		ADVENT 2			LENT 1		LENT 2		PENTECOST 1			PENTECOST 2	
Study	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction		Poetry	Non-fiction
UNIT OF WORK	Character Description Beegu description 3 weeks F	Instruction Writing Writing instructions for Beegu 3 weeks	Story Writing 4 weeks	Traditional tales 2weeks	Letter writing 2 weeks	Non-Chronological Report 3 weeks	Narrative writing 2 weeks	Explanation text 3 weeks	Recount writing 3 weeks	Animal Adventure Stories 2 weeks	Persuasion Text 2 weeks	KS1 SATS	Poetry (based on The Grass House) 2 weeks	Fact Files/Information text 3 weeks
MAIN TEXTS	Beegu		I am Rosa Parks			Lost and Found		Traction Man		Bog Baby			Naughty Bus	
Main enquiry question	What does Beegu think of life on Planet Earth?		How have people like Rosa Parks helped to make the world a better place?			Why can't a penguin live near the equator?		What would Traction Man use to build our school?		Why are humans not like tigers?			Where do and did the wheels on the bus go?	
Grammar	Y1 Sentence structure- CL/full stops/finger spaces Y2- use of CL/ full stops to demarcate sentences Y1 conjunction 'and' to join clauses Y2- Coordinating conjunctions – or, and, but, so Y2- Subordinating conjunctions – when, if, that, because Y2 - Sentence types: statement & command Y1- Regular plural noun suffixes (including the effect some of these have on the noun) Y2- formation of adjectives such as -ful & -less		Y1- question marks Y2 - Sentence types: statement, question, exclamation , command Y2- use of CL/ full stops/ ? and ! to demarcate sentences Y2- expanded noun phrases for description and specification Y1- sequencing sentences to form short narratives (text level)			Y1 - Suffixes – no change to the root verb – helping, helped, helper Y2- Using commas to separate items in a list Y2 – Past & present tense and ensuring it's consistent in writing Y2- formation of nouns using suffixes such as -ness, -er & compound words		Y2 - present tense and ensuring it's consistent in writing Y1- Prefix – un – how it changes the meaning of a word – unkind, untie Y2- use of the progressive form of verbs in the present and past tense (e.g: she is drumming, he was shouting) Y2- Apostrophes – missing letters (e.g. possession – the girl's head) and contractions (it's they're you're)		Y2-use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs			Revision of grammar	
Spelling- see also phonics LTP	Recap phase 5/ 6 alternatives -kn/ gn -wr -soft c before e, i & y -dge/ ge -g as /j/ before e, i & y + before a, o & u		-/l/ sound as le -/l/ sound as el -/l/ sound as il & al -y at the end of words as /igh/ (cry) -ies to nouns and verbs ending in y			-Adding -ed, -er, -est to words ending in y, with a consonant before -Adding -ing to words ending in y -Adding ing, ed, er, est and y to words ending in e with a consonant before + doubling consonants -The sound /or/ spelt a before l & ll		-The sound u spelt o (mother/ other/come) -The sound /ee/ spelt ey -The /o/ spelt 'a' after w and qu (want/ quantity) -The stressed /er/ spelt 'or' after w (word) and /or/ spelt 'ar' after w (war) -The sound /zh/ spelt 's' (treasure/ vision)		-Suffixes -ment, -ness, -full -Suffixes -less and -ly -Words ending -tion -Contractions -The possessive apostrophe			-Homophones -Near homophones +review	

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YEAR GROUP. KS1 CYCLE B

TERM	ADVENT 1		ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
Study	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Unit of work	Instructions	Recount	Story writing	Letter-Christmas	Animal poetry	Character description	Explanation text	Diary writing	Story writing (Handa)	Non-chronologica l	Story writing	Persuasion
MAIN TEXTS	Toby and the Great Fire of London		Dogger		Little Evie and the Wild Wood		The Last Tree		Lila and the Secret of the Rain.		Wild.	
Main enquiry question	Why did the Great Fire of London start?		Are iPads more fun than the toys my grandparents played with?		How old are the trees around us?		How can a plant be healthy?		Where would you prefer to live: England or Kenya?		Why would a dinosaur not make a good pet?	
Grammar Y1 terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop question mark, exclamation mark Y2 terminology Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma	Y1 Sentence structure- CL/full stops/finger spaces Y2- use of CL/ full stops to demarcate sentences Y2 - Sentence types: statement & command Y1 conjunction 'and' to join clauses Y2- Coordinating conjunctions – or, and, but, so Y2- Subordinating conjunctions – when, if, that, because Y2 – Past & present tense and ensuring it's consistent in writing		Y1- question marks Y2 - Sentence types: statement, question, exclamation, command Y2- use of CL/ full stops/ ? and ! to demarcate sentences Y2- expanded noun phrases for description and specification Y1- sequencing sentences to form short narratives (text level)		Y1 - Suffixes – no change to the root verb – helping, helped, helper Y1- Regular plural noun suffixes (including the effect some of these have on the noun) Y2- use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs Y2- Using commas to separate items in a list		Y2 - present tense and ensuring it's consistent in writing Y1- Prefix – un – how it changes the meaning of a word – unkind, untie Y2- use of the progressive form of verbs in the present and past tense (e.g: she is drumming, he was shouting) Y2- Apostrophes – missing letters (e.g. possession – the girl's head) and contractions (it's they're you're)		Y2-use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs Y2- formation of adjectives such as -ful & -less Y2- formation of nouns using suffixes such as -ness, -er & compound words		Revision of all grammar	
Spelling Y1 follow Phonics Long Term plan Y2 Spelling Rules- discretely taught	Recap phase 5/ 6 alternatives -kn/ gn -wr -soft c before e, i & y -dge/ ge -g as /j/ before e, i & y + before a, o & u		-/l/ sound as le -/l/ sound as el -/l/ sound as il & al -y at the end of words as /igh/ (cry) -ies to nouns and verbs ending in y		-Adding -ed, -er, -est to words ending in y, with a consonant before -Adding -ing to words ending in y -Adding ing, ed, er, est and y to words ending in e with a consonant before + doubling consonants -The sound /or/ spelt a before l & ll		-The sound u spelt o (mother/ other/come) -The sound /ee/ spelt ey -The /o/ spelt 'a' after w and qu (want/ quantity) -The stressed /er/ spelt 'or' after w (word) and /or/ spelt 'ar' after w (war) -The sound /zh/ spelt 's' (treasure/ vision)		-Suffixes -ment, -ness, -full -Suffixes -less and -ly -Words ending -tion -Contractions -The possessive apostrophe		-Homophones -Near homophones +review	

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YEAR GROUP. LKS2 CYCLE A

TERM	ADVENT 1			ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-fiction	Fiction	Non-Fiction	Non-fiction	Fiction	Fiction	Poetry	Non-Fiction				
UNIT of WORK	Stone Age Boy Character description. 3 weeks	Information text on the Stone Age. 2 weeks	Narrative journey to the earth's core 3 weeks	Recounts – diary entries and letters 4 weeks	Recounts – Newspaper reports. 4 weeks	Setting description 2 weeks	Write adventure story. Chapter story 4 weeks	Poetry – based on mythical creatures. 2 weeks	Information text about Greece. 2 weeks	Instructions 3weeks	Persuasive writing 3 weeks	Biography 3 weeks	Poem 2 weeks
MAIN TEXTS	History - “Stone age boy” Satoshi Kitamura 5 weeks Science - “The Street beneath my feet.” 3 weeks			Geography- Escape from Pompeii. 4 Weeks History - Julius Caesar by Andrew Matthews (adapted Shakespeare play). 4 weeks		Who Let The Gods Out- Max Evans Greek Myths- Marcia Williams. (Shared Reading Text)		Who Let The Gods Out- Max Evans Falling out of the sky (Poetry Anthology).		Life on the Farm (Charlotte’s Web by E.B. White) The Incredible book eating boy- Oliver Jeffers. (Shared reading text)		Band of Angels – Deborah Hopkinson The sound collector by Roger McGough (Poem)	
Grammar	1. Nouns and Pronouns Adjectives Adverbs Past tense Standard English 2. Subheadings and Headings Paragraphs Present tense Clauses Coordinating conjunctions 3. Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause Inverted commas Direct speech			1. Possessive pronouns Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause 2. Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an		1 Recap word classes Determiners Expanded noun phrases Adverbial phrases Homophones 2 Present perfect tense Inverted commas Fronted adverbials Recap conjunctions Claus/sentence structure Paragraphs 3. Figurative language Word families		1. Recap Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions 2 Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones		1. Paragraphs Conjunctions Subordinate clauses Adverbial phrases 2. Figurative language Word families			

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Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir	Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue	sc, ce, ci Suffix – ly Y	Possessive apostrophe ous u – ou, u – o	Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non	Prefixes – re, un Prefixes – bi, sub
Main enquiry question	Who first lived in Britain? What do rocks tell us about the way the Earth was formed?	What makes the Earth angry? Who were the Romans and what did we learn from them?	How would we survive without water?	Why were the Ancient Greeks ruled by their Gods? Why do so many people choose to go to the Mediterranean for their holiday?	What happens to the food we eat?	Why is the sound made by ***** enjoyed by so many?

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YEAR GROUP. LKS2 CYCLE B

TERM	ADVENT 1			ADVENT 2		LENT 1		LENT 2			PENTECOST 1		PENTECOST 2		
Study	Fiction	Fiction	Non-Fiction	Non-Fiction	Non Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-Fiction	Play script	Poetry	Non-Fiction
Unit of Work	Character descriptions	Narrative writing	Information text about the human body	Recount – Diary entry	Persuasive writing – visit Leicester	Information text	Recount – Newspaper report	Instructions	Setting descriptions	Poem	Narrative writing	Information text	Writing a play script	Poem	Information text about how light travels.
Main Texts.	Giant – Kate Scott			The Buildings that made London- David Long, Josie Shenay		Ancient Egypt- Secrets of the Sun King		The Promise – Nicola Davies I am the seed that grew the tree – Poetry anthology			The Wind in the Willows by Kenneth Grahame (Penguin Classic and original)		Orion and the dark- Emma Yarlett. My Shadow – Robert Louis Stevenson (Poetry)		
Main enquiry question	How can Usain Bolt run so fast?			Why would you choose to live in London/Leicester?		How can we recreate the wonder of Ancient Egypt		Which wild animals and plants thrive in our local environment?			Why are most of the world's cities located by rivers?		How far can you throw your shadow?		
Grammar	1. Nouns and Pronouns Adjectives Adverbs Past tense Standard English 2. Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause 3. Subheadings and Headings Paragraphs Present tense Clauses Coordinating conjunctions			1. Possessive pronouns Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause 2. Present perfect tense Inverted commas Fronted adverbials Recap conjunctions Claus/sentence structure Paragraphs		1 Recap word classes Determiners Expanded noun phrases Adverbial phrases Homophones 2 Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an		1. Recap Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions 2 Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones 3. Figurative language Word families			1. Paragraphs Conjunctions Subordinate clauses Adverbial phrases 2. Recap Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions		1. Adverbial phrases Pronouns and nouns 2. Figurative language Word families		
Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir			Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue		sc, ce, ci Suffix – ly Y		Possessive apostrophe ous u – ou, u – o			Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non		Prefixes – re, un Prefixes – bi, sub		

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YEAR GROUP. UKS2 CYCLE A

TERM	ADVENT 1			ADVENT 2				LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
Study	Fiction			Non Fiction		Non-fiction	Poetry	Fiction	Non-fiction	Fiction	Non-Fiction	Non fiction	Non-Fiction	Poetry	Fiction- Play script
Unit of Work	Setting description	Character description	Narrative story	Persuasive writing	Biography	Descriptive writing	Poem	Descriptive writing	Non-chronological report.	Narrative (integrating dialogue into narrative)	Persuasive advert	Newspaper report	Balanced Discussion texts	Poem	Play script
NOVEL	Kensuke's Kingdom (5 weeks)			Pig Heart Boy (5 weeks)		Polar Express (5 weeks)		Tale from Arabian Nights		Holes		The Man Who walked between 2 Towers- Mordecai Gerstein (+ poetry The Lost Words)		Macbeth	
Main enquiry question	Why should the rainforests matter to all of us?			Why is your heart the most important pump you own?		Are all changes irreversible?		Why was the Islamic civilization (AD900) known as the Golden Age?		Do we need to know where we've come from to know where we are going?		How do forces act upon us?		How can you light up your life?	
Spelling and Grammar	conjunctions semi colons and dashes synonyms subjunctive forms of the verb 2 nd person modal verbs variety of punctuation speech punctuation apostrophes for contractions and plurals hyphenated words possessive pronouns			ambitious vocab paragraphs articles- a, an consonants vowels hyphens past/present and future tense Imperative verbs Passive and active voice Subject, verb and object		formal speech passive verbs subject, verb, object perfect form for time and cause present and past perfect tense present progressive tense auxiliary verbs expanded noun phrases/adjectives relative clauses/embedded clauses relative pronouns		ambitious vocab abstract nouns abstract and concrete nouns past/present and future tense prefixes and suffixes Possessive pronouns Singular and plural		variety of punctuation formal language brackets passive and active voice integrating dialogue indirect and direct speech apostrophes for contraction singular and plural speech punctuation pronouns with cohesion question and command conjunctions commas in lists		Fronted adverbials Direct Speech Possessive apostrophes and plurals Expanded noun phrases Pronouns/nouns Time related conjunctions Modal verbs ambitious vocab hyphens Formal vocab Statements, questions and commands		variety of punctuation conjunctions expanded noun phrases/adjectives ambitious vocab determiners ellipsis Indirect speech prefixes and suffixes Concrete and abstract nouns	

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	expanded noun phrases/adjectives ambitious vocab		commas to clarify meaning parenthesis (), - ambitious vocab		expanded noun phrases ambitious vocab Passive and active voice Subject, verb and object		
Cross-curricular writing	Essay / presentation?	Essay / presentation? Information Texts about the heart	Essay / presentation?	Essay / presentation?	Essay / presentation? Biography (evolutionary theorist)	Essay / presentation?	Essay / presentation?

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YEAR GROUP. UKS2 CYCLE B

TERM	ADVENT 1		ADVENT 2			LENT 1			LENT 2			PENTECOST 1		PENTECOST 2				
Study	Non-fiction		Fiction		Non fiction	Fiction			Non-Fiction			Fiction		Non Fiction/Fiction				
Unit of Work	Persuasive text (3 weeks)	Explanatory text (3 weeks)	Character description	Setting and atmosphere	Narrative (historical)	Newspaper report	Balanced argument	Integrating dialogue	Narrative	WW2 poetry	Discussion texts	Magazine article	Formal letter	Play Scripts Monologues	Poetry	Descriptive writing	Diary entries	
Other writing outcomes	Letter Information report					Letter Diary	Information report Biography						Explanation text					
Stimulus	Jamie Drake Equation Persuasive texts		Beowulf			War Horse			The Silver Sword + WW2 poetry			The Nowhere Emporium – Ross McKenzie			The Tempest (including The Lighthouse)		Wonder – R. J. Palacio The Young Oxford History of Britain & Ireland. Great Tales from English History by Robert Lacy,	
Spelling and Grammar	Subordinate clauses and punctuation Conjunctions Present perfect verbs Present, past and future tense Prepositions Conjunctions Adverbs Prepositions Fronted adverbials Possessive apostrophe Possessive pronouns Common nouns Concrete and abstract nouns		Expanded noun phrases Fronted adverbials Conjunctions Synonyms Possessive apostrophe Direct speech Parenthesis Modal verbs Semi-colons/colons/dashes Commas Collective nouns			Parenthesis Modal Verbs Adverbs Relative clauses and relative pronouns Fronted adverbials Coordinating and subordinating conjunctions Pronouns/nouns Colons/semicolons Hyphens Past and present progressive tense			inverted commas speech difference between narrative and speech indirect and direct speech contractions past and present, future tense first person informal language adverbials modal verbs paragraphs variety of punctuation sentence structure- clauses parenthesis bullet points using a colon before bullet points conjunctions			Past and perfect progressive tense articles- a, an consonants vowels Proper nouns Passive and active voice Subject, verb and object Prefixes and suffixes Common nouns			Relative clauses Embedded clauses Expanded noun phrases Figurative Language Adverbs 1 st , 2 nd 3 rd person Tenses Past, present and future Past and present perfect and progressive tense		Abstract nouns Determiners Ellipsis Exclamation mark Subjunctive form of the verb 2 nd person Passive and active voice Subject, verb and object Complex sentences	

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			Passive and active voice Subject, verb and object	expanded noun phrases/adjectives possessive apostrophes abstract and concrete nouns			
Cross-curricular writing	Essay / presentation	Essay / presentation	Essay / presentation	Essay / presentation	Essay / presentation	Essay / presentation	Essay / presentation
Writing outcomes	Persuasive arguments Posters Adverts Letters Biographies	Narratives Descriptive writing Speeches Poetry	Diary entries Discussion texts Letters Chronological reports Biography	Narrative (adding dialogue) First person letter Setting description Newspaper report Argument Non-chronological report Poetry	Newspaper reports Balanced/biased texts Discussion texts Magazine Articles Arguments	Poetry and performance poetry Play Scripts Monologues Text/theme comparisons	Descriptive writing Diary entries Magazine article Narrative
Main enquiry question	Is there anybody out there?	How have the Anglo-Saxons impacted life in Britain today?	Where do we live and how has it changed?	War – what is it good for?	How do we change over time?	Is it okay to be angry?	Why should we celebrate our differences?