

## English overviews

### Writing through high quality texts- Challenge Curriculum

We use high quality texts which are linked directly to our topic focus as starting points to plan for purposeful learning and give pupils reasons for writing, as well as the skills they need to write with impact on their reader.

The high quality texts planning includes:

- a hook to fully engage and interest the children;
- responding to reading activities to allow immersion in and exploration of the text, including picture exploration, book and writer talk;
- capturing ideas activities which include drama and talk to support understanding of the text and to develop vocabulary, language and ideas for writing;
- possibilities for the contextualised teaching of grammar;
- sentence games to develop creativity, vocabulary, language and grammar;
- links to guided reading;
- a range of writing tasks which may be final unit outcomes or incidental opportunities during the unit.

Specific mention is made of the writing sequence:

- modelled writing – teacher models the writing process aloud and the decisions writers make about sentences, paragraphs etc to create impact on the reader. This can also include the modelling of planning and spelling strategies;
- shared writing – collaborative composition with discussion and suggestions about what to write and how to write it to create the intended effect. At this point children may write a sentence/s, often in pairs, on whiteboards which are then discussed;
- guided writing – small group sessions based on specific needs of a specific group of children. The session may address misconceptions, bridge gaps or extend learning and can take place at any point during the unit.

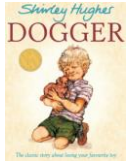
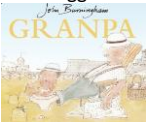






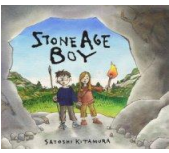
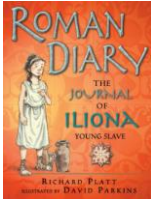
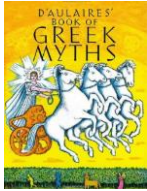


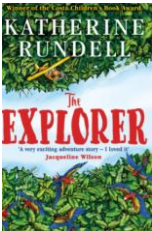
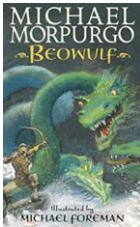

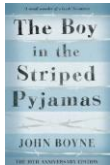
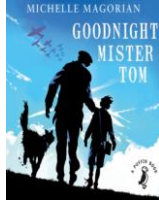

Each Scheme of Work follows a learning sequence:

- **Responding to a Text**
  - Book Talk
  - Explore both written text and illustrations.
  - Consider likes, dislikes, questions and reminders.
  - Explore characters, settings, plot.
- **Writer Talk**
  - Consider how text is structured.

- Look at the sentences the writer has used.
- What is the effect?
- How has the writer created impact?
- **Drama, speaking and listening activities**
  - Capturing Ideas
  - Develop ideas for written outcome –
- **Vocabulary exploration and development**
  - Develop changes to character, setting, plot
  - Role play activities
  - Research information
  - Planning
- **Contextualised Grammar Teaching**
  - Developing a repertoire of skills
  - Identify the grammar needed for the outcome.
  - Build in language play.
  - Focus on using grammar to create effects to impact on the reader.
  - Building a writer's toolkit
  - Oral rehearsal of sentences.
- **Writing Process**
  - Modelled writing
  - Shared writing
  - Guided writing
  - Independent writing

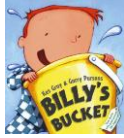
# Halam Cof E Primary School, English through High Quality Texts

## Cycle A

|                | Autumn   | Spring  | Summer  |  |
|----------------|--|---|---|--|
| F2<br>Y1<br>Y2 |  <p>Dogger</p>  <p>Grandpa</p>                             |  <p>The Rabbit Problem</p>  <p>Leaf Man</p> |  <p>Meerkat Mail</p>  <p>Lost and Found</p>                          |  <p>The Naughty Bus</p>     |
| Y3<br>Y4       |  <p>The Boy with the Bronze Axe</p>  <p>Stone Age Boy</p> |  <p>Roman Diary</p>  |  <p>Greek Myths</p>  <p>Who Let The Gods Out</p>                     |  <p>Wind in the Willows</p> |
| Y5<br>Y6       |  <p>The Explorer</p>  |  <p>Beowulf</p>  <p>Viking Boy</p>   |  <p>The boy in the striped pyjamas</p>  <p>Goodnight Mr Tom</p> |  <p>Kensukes kingdom</p>  |

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## Cycle B

|                | Autumn   | Spring   | Summer   |   |
|----------------|--|--|--|---|
| F2<br>Y1<br>Y2 |  <p>Bog Baby</p>            |  <p>Handa's Surprise</p>      | <p>Traction Man</p>  <p>Lila and the Secret of Rain</p>  |  <p>I Am Rosa Parks</p>  <p>Billy's Bucket</p>  <p>Jack and the Beanstalk</p>  <p>Tiddler</p> |
| Y3<br>Y4       |  <p>Egyptian Cinderella</p> |  <p>Escape from Pompeii</p> |  <p>The Night Gardener</p>  <p>Raven Boy</p>             |   |
| Y5<br>Y6       |  <p>Boy in the Tower</p>  |  <p>Wonder</p>              |  <p>Pig Heart Boy</p>  <p>Tales of Arabian Nights</p> |  <p>Journey to Jo'burg</p>   |