



Curriculum Overview: English

Dunsford Community Academy's curriculum is intrinsically linked to our vision statement:

'Together we learn, Together we grow, Together we bloom.'

English Intent:

As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.

Phonics and Early Reading

At Dunsford, we follow the validated scheme 'Bug Club' as our systematic synthetic phonics programme to provide all children with one clear route to reading. Phonics is taught discretely and daily with all staff following the scheme with fidelity.

In Reception, Bug Club Phonics teaches a new grapheme and related phoneme in every Phoneme Session. This fast pace, supported by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes are acquired quickly and early reading skills develop rapidly. Decodable readers are introduced after just 10 days' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. In Bug Club Phonics, children are taught graphemes and phonemes at the same time to ensure that rapid progress is made. Blending for reading and segmenting for spelling are given equal prominence, though blending is always taught first in a session.

The books have been designed to support children as they gain in confidence and become fluent and automatic decoders. The books do not contain any grapheme-phoneme correspondence until it has been taught in the main teaching programme, with the exception of a few common irregular ('tricky') words needed to make the text meaningful. The points at which these are introduced match to the phases in which they are introduced in the teaching plans. Children should sound and blend unfamiliar words until they have sight recognition of them; they should not guess from context or use picture cues.

All children are assessed at the end of each phase and children who are receiving intervention are assessed more often to ensure that gaps in phonic knowledge are met. All staff use ongoing formative assessment during the daily lessons and the frequency of assessment opportunities means that children's needs can be identified and evidenced the moment they become apparent, ensuring that no child becomes left behind

Reading

Once children have completed the Bug Club phonics programme, their reading fluency and comprehension is further developed through daily 'Whole Class Reading' lessons. All Whole Class Reading lessons are underpinned by high-quality fiction, non-fiction or poetic texts to provide a broad and balanced curriculum. We use DERIC (Decode, Explain, Retrieve, Infer and Choice) as a framework to enable children to meet the National Curriculum objectives and become successful readers.

To encourage children to take pleasure in reading, all classes have dedicated read aloud time where teachers share challenging texts with the class. In addition to this, every class has a book-rich reading environment for children to independently access. We use Accelerated Reader to monitor and motivate children's independent reading practice. Once children have successfully completed their phonics programme, we have recommended reads for each year group to immerse children in high-quality texts to promote reading widely.

How we teach writing

The long-term overview indicates the writing purposes that children in each year group will experience, enabling them to become confident authors. Each time a purpose is taught or revisited, children's knowledge is deepened as they produce writing that is more sophisticated and cohesive, demonstrating their growing acquisition of what it means to be an author.

During a sequence of learning, children will create a main outcome that is an indicative example of the purpose e.g., a third person narrative when writing to entertain. At the beginning of each half term, children respond to an elicitation task, such as to write a letter to their local MP about a topical issue, to enable teachers to plan the sequence of learning. Following the elicitation task, children have daily opportunities to learn and apply the skills and knowledge from the relevant National Curriculum objectives during sentence stacking lessons. The chosen skills are taken directly from the National Curriculum and are taught iteratively across the year and within different purposes for writing.

Year 2/3/4						
YEAR A 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Familiar settings The Marvellous Squishy Itty Bitty	Traditional Tale The Magic Paintbrush	Non chronological report Singapore	Adventure Journey	Factual voiceover Once Upon A Raindrop	Legends and fables The Crow's Tale
Unit 2	Picture book narrative The Owl Who Was Afraid Of The Dark	Poetry Autumn Is Here	Diary The Journal Of Iliona	Film narrative Feast	Letters or postcards This Is How We Do It	Poetry The River
Year 2/3/4						
YEAR B 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Instructions How To Make A Bird Feeder	Adventure The Secret of Black Rock	Informal letter The Day The Crayons Quit	Romance and comedies Blue Umbrella	Non chronological report Earthquakes	Myths and tragedies Theseus and the Minotaur
Unit 2	Lyrical explanation In My Heart	Twisted Traditional Tale Little Red Reading Hood	Product advert Stoodles	Poetry Still I Rise	Recount Neil Armstrong	Traditional Tale Aladdin and the Enchanted Lamp
Year 2/3/4						
YEAR C 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Explanation How A Robot Dog Works	Historical narrative Stone Age Boy	Holiday brochure Skara Brae	Traditional Tale The Princess and The Pea	Newspaper report The Creature	Mystery The Wolves In The Walls
Unit 2	Information text Plants	Poetry	Formal letter Invite an author	Science fiction The Iron Man	Diary	Playscript The Plague

		<i>If I Were In Charge Of The World</i>			<i>Secrets of a Sun King</i>	
Year 5/6						
YEAR A 2022-2023	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Unit 1	<i>Non chronological report</i> Emperor Penguins	<i>Fantasy</i> Zoo	<i>Historical speech</i> Anglo Saxon Battle	<i>Journal</i> Mars Transmission	<i>Science fiction</i> Cosmic	<i>Debate</i> *Should We Feed Animals At National Parks?
Unit 2	<i>Biography</i> David Attenborough	<i>Mystery</i> The Nowhere Emporium	<i>Formal letter</i> Kick	<i>Postcard</i> Postcard from Prison	<i>Adventure</i> The Firework Maker's Daughter	<i>Narrative poetry</i> Moth
Year 5/6						
YEAR B 2021-2022	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Unit 1	<i>Non chronological report</i> Everest	<i>Twisted Traditional Tale</i> Hansel and Gretel	<i>Voiceover</i> Greta	<i>Newspaper report</i> Goldilocks	<i>Adventure</i> Kensuke's Kingdom	<i>Balanced argument</i> Screen Use
Unit 2	<i>Diary</i> Scott of the Antarctic	<i>Film narrative</i> The Flying Books of Morris Leesmoore	<i>Letters to a character</i> Letter to Mr Scrooge	<i>Recount</i> Letters from the Lighthouse	<i>Horror</i> A Monster Calls	<i>Narrative poetry</i> The Highway Man

Once children have been immersed in the purpose for writing, we apply aspects of Jane Considine's approach towards teaching writing based on the book, 'The Write Stuff'. A high-quality, rich text or other stimulus (such as a film) is used to structure children's writing. The teaching sequence for writing consists of two elements: experience lessons and sentence stacking lessons. In an experience lesson, teachers design experiences which will generate and immerse children in the vocabulary required. A sentence stacking lesson is broken down into three learning chunks: the initiate stage, where the focus is vocabulary acquisition in preparation for writing, the modelling stage, where the class teacher models a skill at sentence level within a context and finally, the enable stage where children immediately apply the taught skill into a cohesive piece of writing. This dovetails and is underpinned by the Trust 'How we teach' pedagogical approach based on Rosenshine's Principles of Instruction.