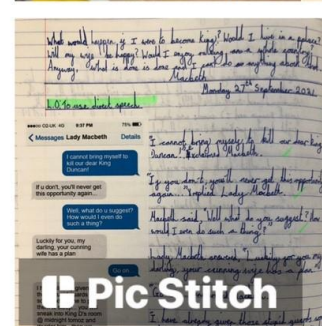
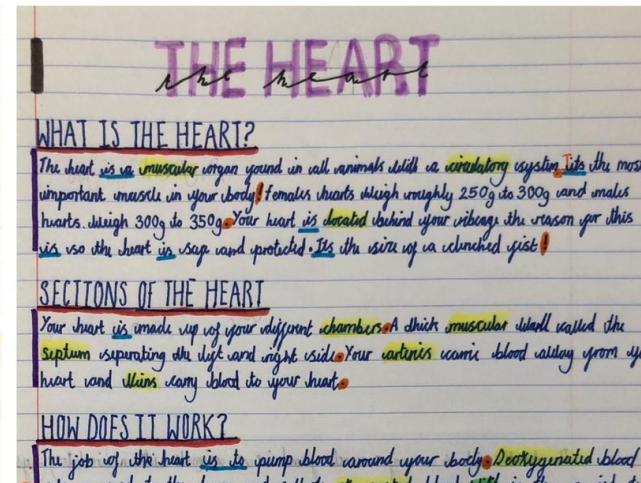
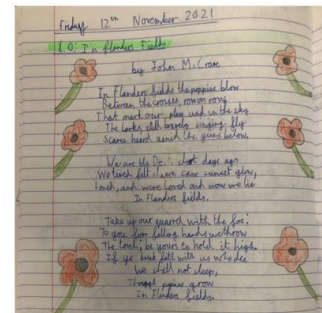
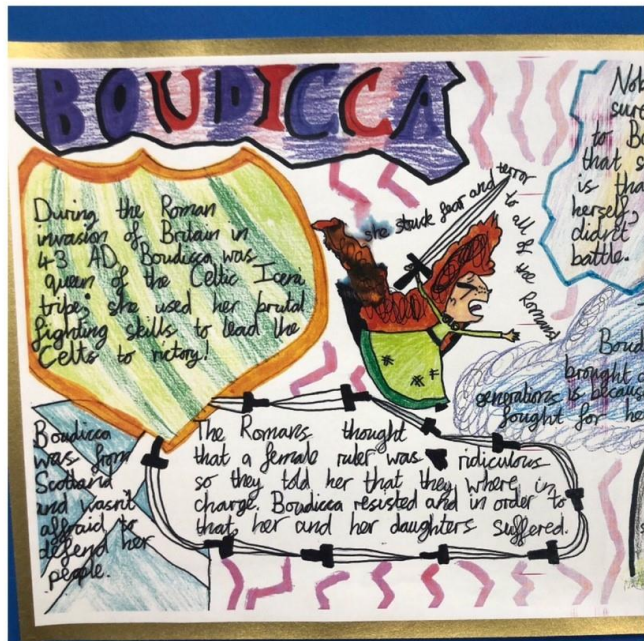




# English at Fir Tree



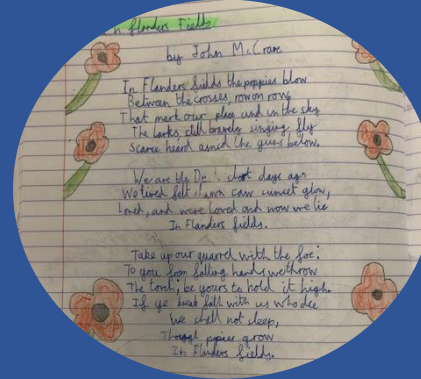


# Hello!

My name is Mr Wilcox, and I am the English Subject Leader at Fir Tree.

At Fir Tree, English includes:

- Writing
- Reading
- Phonics
- Spelling
- Grammar and Punctuation
- Speaking and Listening



# Intent

English is at the forefront of the curriculum at Fir Tree. We are committed to delivering a high-quality education which teaches pupils to write fluently across a broad range of texts and with a deep understanding. At Fir Tree, we foster a culture of reading that allows all children to find texts they can enjoy and engage with; reading will then enable them to develop culturally, emotionally, intellectually, socially and spiritually. At Fir Tree, the knowledge and skills that we equip children with, in English, are essential to pupils participating fully and wholly as a members of society.



Click here to find our 'Fir Tree Curriculum' & 'Knowledge and Skills Progression' documents:

<https://www.fir-tree-juniors.org/english/>



# Implementation

The English curriculum is implemented through projects as seen in our 'Curriculum Overview of Projects'. English is woven through our projects and subjects in imaginative and meaningful ways, leading to highly motivated and rich learning experiences for our children. Opportunities to explore each text type is built into each project and is planned in a way that lends itself to the project being covered.

The next slide shows how English is covered within each project across the school in each year group.



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# Fir Tree Curriculum Overview of Projects



The rings show the projects that link to English



Some projects such as 'The Iron Man' in Year 3 are English projects and the focus is primarily English. However, others such as 'Awesome Egyptians' in Year 6 are History and Geography projects and has a lot of opportunities for English within them.

|        | Autumn Term                                                                                                    |                                                                                                          | Spring Term                                                                                                                              |                                                                                                                  | Summer Term                                                                                                                      |                                                                                                                                                     |
|--------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Term 1 (7w+2d)                                                                                                 | Term 2 (7w)                                                                                              | Term 3 (7w)                                                                                                                              | Term 4 (6w)                                                                                                      | Term 5 (5w)                                                                                                                      | Term 6 (6w+2d)                                                                                                                                      |
| Year 6 | Take One Picture (Art)<br>Macbeth (Shakespeare)<br>The Origin of Species - Evolution and Inheritance (Science) | Lest We Forget – Remembrance (History and Geography)<br>Shine A Light – Light (Science)                  | Take One Piece (Music)<br>Awesome Egyptians (History and Geography)<br>Animal Architects - Living Things and their Habitats (Science)    | Take One Tale (English)<br>Staying Alive - Animals Including Humans (Science)                                    | From Past to Present - UK (Geography)<br>Innovative Inventions - Working Scientifically (Science)                                | Shocking Electricity - Electricity (Science)<br>The Prince of Egypt - Production                                                                    |
| Year 5 | Take One Picture (Art)<br>Hamlet (Shakespeare)<br>Phenomenal Forces - Forces (Science)                         | Out of this World - Earth and Space (Science)<br>The World From Above – Ordnance Survey Maps (Geography) | Take One Piece (Music)<br>Majestic Mayans (History and Geography)<br>Growing and Changing - Animals, Including Humans (Science)          | Extreme Earth (Geography)<br>The Circle of Life - Living Things and their Habitats (Science)                     | Take One Tale (English)<br>The Godly Greeks (History and Geography)<br>Sensational Scientists - Working Scientifically (Science) | Victorious Victorians (History)<br>From Yorkshire to Mexico (Geography)<br>Terrific Transformations - Properties and Changes of Materials (Science) |
| Year 4 | Take One Picture (Art)<br>River Journey – States of Matter (Science and Geography)                             | Magnificent Mappers (Geography)<br>Disgusting Digestion – Animals, Including Humans (Science)            | Take One Piece (Music)<br>Production<br>Bright Sparks - Electricity (Science)                                                            | A Midsummer Night's Dream (Shakespeare)<br>Listen Up - Sound (Science)                                           | Take One Tale (English)<br>Creepy Crawlies – Living Things and their Habitats (Science)                                          | Vicious Vikings (History and Geography)<br>Inventors and Discoveries – Working Scientifically (Science)                                             |
| Year 3 | Take One Picture (Art)<br>The Stone Age (History)<br>Beneath My Feet – Rocks and Fossils (Science)             | Extraordinary Journeys (Geography)<br>Luminous Light - Light (Science)<br>Nativity (RE)                  | Take One Piece (Music)<br>The Great Invasion - Romans (History and Geography)<br>Exciting Experiments - Working Scientifically (Science) | The Iron Man (English)<br>May The Force Be With You – Forces and Magnets (Science)<br>Marvelous Maps (Geography) | Take One Tale (English)<br>Amazing Bodies – Animals, Including Humans (Science)                                                  | The Tempest (Shakespeare)<br>Wonderful Wallingford (History)<br>Roots and Shoots - Plants (Science)                                                 |

In each term there is at least one project that strongly links to English and occasionally there may be more than one. Within each project, the writing will follow a progression of text types to ensure each year gets a wide breadth of opportunities to write for different purposes.



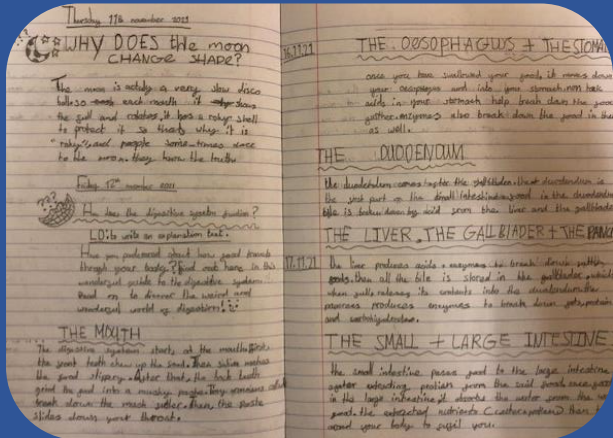
Projects such as 'Shakespeare' or 'Take One Tale' are evident across the whole school in each year group. For instance, children are given the opportunity to study one Shakespeare play per year so by the end of their time at Fir Tree, they will have studied four in detail.



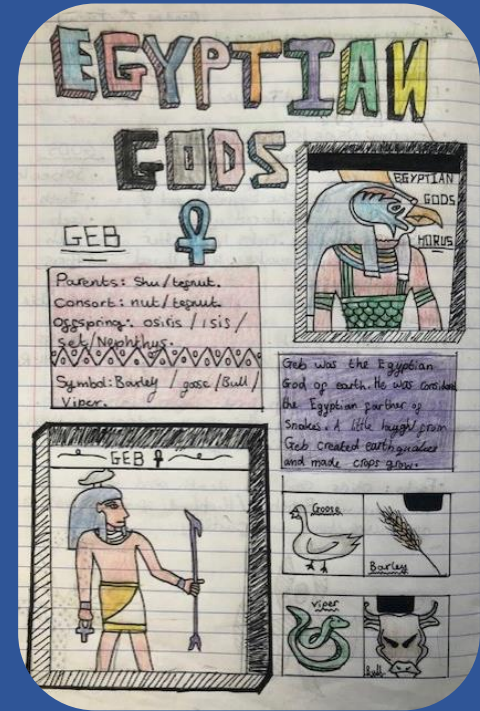
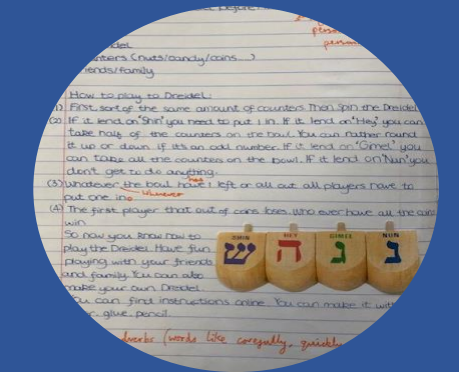
# Writing

At Fir Tree, writing can be seen through both fiction and non-fiction. Within each of these areas are the specific text types that form the extended pieces within each project. Across the year, children will be able to write in these formats in a way that compliments the projects being studied.

For example, an explanation text would fit into the Year 4 project of 'Disgusting Digestion'; poetry would be used in Year 6's 'Lest We Forget' project; and non-chronological reports would be written during the 'Majestic Mayans' project studied in Year 5. At Fir Tree, we ensure that the text types and the projects are well suited to each other rather than tenuously linked – this ensures a higher quality of writing with a stronger purpose.



In writing, children can challenge themselves by using the 'Steps 2 Success' (S2S) provided within the lessons – they are also able to assess themselves using target sheets in the front of their books which also help them to track their progress.





# Reading

Reading is an incredibly important aspect of life at Fir Tree and is one of the core elements of our English curriculum. We aim to immerse children in as many high-quality texts as possible including fiction, non-fiction, poetry, picture books and graphic novels. By the end of each year, all children will have been given a wide variety of texts to read and enjoy; we strongly believe all of our children can become life-long readers.

Reading is seen in a variety of different forms at Fir Tree. There are daily reading sessions that cover the 'VIPERS' skills needed for comprehension. In these sessions, children are often exposed to extracts as well as shorter pieces to build up the large repertoire of texts. In addition, all classes have class reads. These are books that are appropriately challenging and ensure children are exposed to new language and vocabulary.

Reading spines have also been created to ensure there is clear progression between books read within year groups. This also guarantees that in a Fir Tree child's life, they will read at least 10 challenging books a year and at least 40 in their life at Fir Tree.



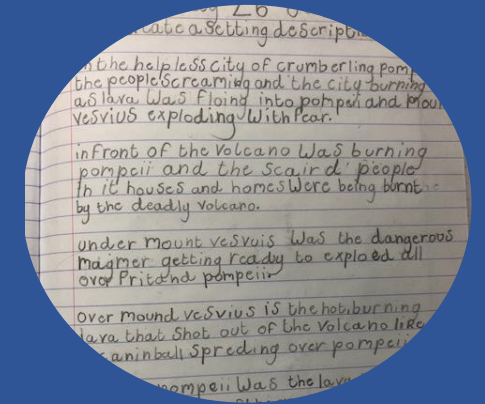


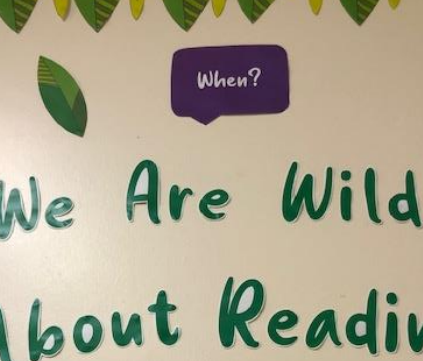
# Phonics

Phonics is a crucial part of our reading curriculum – at Fir Tree we use Rocket Phonics for our programme. Rocket Phonics uses a blend of both online and physical resources to help children learn to read and write fluently. At Fir Tree, we ensure that children who arrive into KS2 with phonological gaps, get the teaching they need in order to make progress and are appropriately challenged. It is essential for us to identify the children that need this support and that we provide it quickly and effectively.



The starting point for Rocket Phonics is the assessment. Once children complete an assessment, they will then receive teaching from that starting point in order to begin working on the next sounds and phonemes. Children will be given books to read through the Rocket Phonics programme that they are able to read with an adult. They will also receive books to read at home which they are able to access independently.



[illegible]

When?

We Are Wild  
About Reading



As the year goes on, children are exposed to many of the same words but with a focus on a different sound – this ensures consolidation and opportunities to assess how well the words have been embedded in their memory.

# Impact

The impact of the English curriculum is seen in many ways. The books all show the impact and demonstrate the learning and progress made daily. The books will also show how feedback has helped move the learning on and provided challenge. Impact can be seen through having learning conversations with children and in learning walks around school. Children are regularly asked to take part in conversations about their learning and can talk confidently about what they have learnt, where they have made progress and what their targets are.

Daily assessment helps to inform planning for the subsequent lessons and highlights key areas that need to be targeted. Termly assessments happen in reading, writing and grammar too which adds additional information to the daily assessments.



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# What do our pupils say about English at Fir Tree?

We get to write about a wide range of topics – teachers help me improve and I feel like I make progress all the time.

*Year 6 pupil*

I enjoy reading at Fir Tree because we read lots of different books – in class we have read books I didn't think I would ever read!

*Year 5 pupil*

I enjoy reading because it makes me feel peaceful. I also like the library because there are so many books to choose from.

*Year 4 pupil*

I really like spellings because we do so many different activities to spell the different words. Also, we learn about how the sounds make up the word and that helps me remember the words.

*Year 5 pupil*

I like spelling because I push myself to know new words and spell them in my writing!

*Year 3 pupil*

In my reading lessons I feel in touch with characters and like I'm in worlds I could never be in! You enter into a wonderland.

*Year 4 pupil*