Gothic Mede Academy English Curriculum 2026-27

	Autumn	**Spring**	**Summer**
EYFS	*Currently under review due to introduction of Drawing Club*	*Currently under review due to introduction of Drawing Club*	*Currently under review due to introduction of Drawing Club*
Year 1	*How to make a chocolate mug cake* *Ruby's Worry* *All Aboard the London Bus* *Rainbow Fish* *Snail and the Whale* *Handa's surprise* *The Proudest Blue* *How to Catch a Star*	*To be confirmed:* *When I am By Myself (poetry)* *Interim report writing* *Wombat goes walkabout* *Pinocchio (traditional tale)*	*To be confirmed:* *Storm Whale (narrative)* *Seasons (non-fiction – information text)* Our Trip to the words (non-fiction - recount) The Way Back home - (narrative science fiction)
Year 2	*The Marvellous Fluffy Squishy Itty Bitty (narrative)* *If I were in Charge (poetry)* *Pupil conferencing* *Neil Armstrong (Q and A)* *My Christmas Star (narrative)*	*Great Fire of London (diary* *Interim report writing* *A Crow's Tale (fable)* *How to make a bird feeder (instruction text)*	*Singapore (non-chronological report)* *George and the Dragon (narrative)* *The Building Boy (narrative)* *Little Red Riding Hood (traditional tale)*
Year 3	*School council speeches (persuasive writing)* *Autumn is here (poetry)* *Skeletons and muscles (explanation text)* *Wolves in the wall (narrative)* *Christmas dessert (social media post)*	*Stone Age Boy (fiction)* *Interim report writing* *Secret of Black Rock (narrative)* *My Strong Mind (instruction text)*	*The True Story of the 3 Little Pigs (trad tale)* *Roman Diary - the journal of Iliona (diary entry)* *Theseus and the Minotaur (Greek myth)* *The Colour Collector (poetry)*
Year 4	*The Great Choco-plot (narrative)* *Aladdin and the Enchanted Lamp (traditional tale)* *Still I rise (poetry)* *The Iron Man (science fiction)*	*The Creature (newspaper report)* *Pupil report writing* *Arthur and the Golden Rope (myth)* *The River (poetry)*	*Secrets of a Sun-King (diary entry)* *The Feast (narrative)* *An alternative to plastic straws (persuasive advert)*

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

· Read easily, fluently and with good understanding

· Develop the habit of reading widely and often, for both pleasure and information

· Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

· Appreciate our rich and varied literary heritage

· Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

· Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

· Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

· word reading

· comprehension (both listening and reading).

At Gothic Mede Academy early reading and writing skills are taught with a focus on phonics. Throughout Reception and Year one children follow the Essential Letters and Sounds which is a Systematic Synthetic Phonics programme validated by the government. Essential Letters and Sounds is delivered to key stage one children through daily sessions to the whole class and provides immediate in the lesson intervention. It is aligned to books from Oxford University Press. Children from year 2 and key stage 2 who are not secure in phonics, also attend daily phonics lessons following Essential Letters and Sounds curriculum.

Children in KS1 and KS2 will also develop their reading skills through weekly guided reading sessions and through the Oxford reading tree home-school reading scheme. More information on our reading and phonics programme can be found in the English section of our website.

Writing

Our programmes of study for writing are based on Jane Considine's The Write Stuff approach.. Quality texts and film clips are used to immerse the children in specific plot points and a modelling approach enhances the children's vocabulary and sentence structure.. Handwriting is taught from Reception to Year 4 as children progress from forming print letters correctly, to developing a fluid, legible style of joined-up writing that they use in writing across the curriculum. We use the Letterjoin programme to support handwriting at home and at school.

For further information, please see the English section on our website.