



Our Curriculum Journey English

Years EYFS to 11

Curriculum Intent:

Words are arguably the most powerful force available to humanity. Through a writer's choice of words and the words we choose in our speech and writing, meaning is created and interpreted. Words have the power to help, heal, harm, humiliate and humble. Our English curriculum at Seva is designed to enable students to understand the importance of English in our everyday lives and in the world in which we live. It prepares students to exercise ambition in life with confidence, borne out of their understanding of how effective communication works. Our curriculum is sequenced to ensure students can appreciate the role Literature, including poetry and prose, has in communicating universal themes and promoting a richer understanding of the context of Literary Study. Our choice of texts is varied and is reviewed to include topical choices. Within English Language, fiction and non-fiction extracts are carefully selected with the aim to promote the spiritual, moral, social and cultural understanding of a range of themes and topic matter stretching thought, knowledge and skills. Text span varying historical contexts such as Greek Mythology, Victorian, Edwardian, Jacobean eras.

Year	Curriculum Journey
EYFS	<p>Autumn 1 Texts: Nursery rhymes/ Not Now, Bernard /The Very Hungry Caterpillar/Owl Babies/Rainbowfish Reading and Phonics: Share books/ Teach set 1 sounds using mnemonics /Read words using Fred talk/Phonics phase 1 Writing: Tracing /Name writing/Mark making/Pencil grip and control</p> <p>Autumn 2 Texts: Traditional Fairy Tales/Elf/The First Nativity Reading and Phonics: Read a range of books to match phonics knowledge- begin to develop sight vocab/Phonics phase 1 Writing: Reading and writing sounds/Simple CVC words/Captions</p> <p>Spring 1 Texts: The Jolly Postman/Snail Brings the Mail/Hairy Maclary Reading and Phonics: Rhyme and alliteration/ Read a range of books to match phonics knowledge/begin to develop comprehension skills -'Find it' and 'Prove it' discussion questions/Phonics phase 1 and 2 Writing: Writing sentences /Punctuating sentences/Handwriting</p> <p>Spring 2</p>

	<p>Texts: Percy the Park Keeper stories/The Very Busy Spider/The Bad Tempered Ladybird Reading and Phonics: Blending and segmenting Tricky words/Phonics phase 1 and 2/ Read a range of books to match phonics knowledge/begin to develop comprehension skills -‘Find it’ and ‘Prove it’ discussion questions Writing: Writing sentences using punctuation/Handwriting</p> <p>Summer 1 Texts: Oliver’s Vegetables/Dinosaur Stomp/A bucketful of Dinosaurs/Five little frogs Reading and Phonics: Talking about characters in a story/ Phonics phase 2/ Read a range of books to match phonics knowledge/begin to develop comprehension skills -‘Find it’ and ‘Prove it’ discussion questions Writing: Beginning / middle / end of stories</p> <p>Summer 2 Texts: Can’t You Sleep Little Bear /Little Bear Lost/Paddington Bear/Teddy Bear’s Picnic/Reading and Phonics Reading and Phonics: Phonics phase 2/ Read a range of books to match phonics knowledge/begin to develop comprehension skills -‘Find it’ and ‘Prove it’ discussion questions Writing: Developing independence in writing skills/Retelling stories/Recount events</p>
1	<p>Autumn 1 Texts: The Little Red Hen/Dogger by Shirley Hughes/The Tiger Who came to tea Writing: Stories with patterned language Reading: Picture inference Phonics/Spelling: RWI phonics/spelling programme</p> <p>Autumn 2 Texts: Chocolate Cake by Michael Rosen /Little Red Riding Hood/ Funnybones Writing: Stories with familiar settings Reading: Mog’s Christmas – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Spring 1 Texts: Emperor’s Egg/Flotsam Writing: Label and Captions /Picture books Reading: Cotton Wool Collin – Vipers Skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Spring 2 Texts: Mrs Armitage on wheels Writing: Recount/Letter/Story Reading: Ivy and the lonely raincloud – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Summer 1 Texts: Giraffe’s can’t dance, Handa’s Surprise Writing: Story(setting and character)/Song/Information cards Reading: The deep dark wood – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Summer 2 Texts: Lighthouse Keeper’s Lunch/Seaside poems by Helen Luckman Writing: Recite and write simple poems/Rhyming couplets Reading: A Squash and a Squeeze – KS1 Vipers Skills Phonics/Spelling: RWI phonics/spelling programme</p>
2	<p>Autumn1 Texts: Six Dinner Sid/Poetry - Riddles Writing: Story/Riddles/Instructions</p>

	<p>Reading: Elephant by Petr Horacek – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Autumn 2 Texts: Traditional tale – linked to Christmas pantomime Information books– Great Fire of London Writing: Recount/Retelling and writing traditional tale/Calligram Reading: Beegu by Alexis Deacon Phonics/Spelling: RWI phonics/spelling programme</p> <p>Spring 1 Texts: Small Knight and George/Information books on Castles Writing: Story(setting/character/plot)/Informal letter Reading: Clockwork Dragon by Jonathan Emmet, Elys Dolan Sir Scallyway and the Golden Underpants by Giles Andrea and Korky Paul – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Spring 2 Texts: Harry and the dinosaurs/Information books on dinosaurs Writing: Short story/Non chronological report Reading: The Dinosaur’s Diary by Julia Donaldson – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Summer 1 Texts: Poetry – The Sound Collector/Mr Men and Little Miss/Fire Safety Posters Writing: Writing own version of Sound Collector/Short Story/Information leaflet Reading: Flat Stanley by Jeff Brown – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p> <p>Summer 2 Texts: Jack and the Beanstalk/Billu leaves India Writing: Traditional tale – play script/Adventure story Reading: Jim and the Beanstalk by Raymond Briggs – KS1 Vipers skills Phonics/Spelling: RWI phonics/spelling programme</p>
3	<p>Autumn 1 Texts: The Great Kapok Tree Writing: Short story/Poetry – syllables/Information leaflet Reading: We're Roaming in the Rainforest by Laurie Krebs – KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Autumn 2 Texts: How to Train Your Dragon by Cressida Cowell Writing: Adventure story/ Explanation text – Stone Age Reading: How to Train Your Dragon by Cressida Cowell – KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Spring 1 Texts: The Egyptian Cinderella by Shirley Climo/Information books on Ancient Egypt Writing: Story(characterisation and plot)/Acrostic poem/Class information book Reading: The Egyptian Cinderella by Shirley Climo – KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Spring 2 Texts: Winnie The Pooh/Information books on artists Writing: Instructions/ Non chronological report/Persuasive poster Reading: Winnie The Pooh – KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Summer 1</p>

	<p>Texts: Charlie and the Chocolate Factory by Roald Dahl/Poem- Chocolate Cake by Michael Rosen</p> <p>Writing: Performance poetry/Story/ Biography</p> <p>Reading: Charlie and the Chocolate Factory by Roald Dahl – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Summer 2</p> <p>Texts: Famous Five Stories</p> <p>Writing: Short story/ formal letter/ Information leaflet</p> <p>Reading: Varjak Paw by SF Said – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p>
4	<p>Autumn 1</p> <p>Texts: The Boy Who Grew Dragons by Andy Shepherd/ Information books on Ancient Greece</p> <p>Writing: Creation stories – Greek Myths and legends/Recount/Explanation text</p> <p>Reading: The Boy Who Grew Dragons by Andy Shepherd – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Autumn 2</p> <p>Texts: The Lion, The Witch and The Wardrobe by CS Lewis/</p> <p>Writing: Story/Haikus/ Newspaper Report – local/international news</p> <p>Reading: The Lion, The Witch and The Wardrobe by CS Lewis</p> <p>Spelling: RWI spelling programme</p> <p>Spring 1</p> <p>Texts: The Butterfly Lion by Michael Morpurgo/ Short texts linked to Boudicca</p> <p>Writing: Diary/Non chronological report/ Information Leaflet</p> <p>Reading: The Butterfly Lion by Michael Morpurgo - KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Spring 2</p> <p>Texts: Running Wild by Michael Morpurgo/ Recipes/Information books on healthy living</p> <p>Writing: Instructions/Rhyming poems/ Non chronological reports</p> <p>Reading: Running Wild by Michael Morpurgo – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Summer 1</p> <p>Texts: Operation Gadgetman by Malorie Blackman/Poems – lightning and storms</p> <p>Writing: Play script/Poetry/Explanation</p> <p>Reading: Operation Gadgetman by Malorie Blackman – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Summer 2</p> <p>Texts: Buried Alive! by Jaqueline Wilson/Information leaflets</p> <p>Writing: Story/Persuasive Advert/Information text</p> <p>Reading: Buried Alive! by Jaqueline Wilson – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p>
5	<p>Autumn 1</p> <p>Texts: Viking Boy by Tony Bradman/ Literacy Shed animated text The saga of Biorn and Arachn/ Reports about Alfred the Great.</p> <p>Writing: Anglo Saxon and Scots Myths and Legends/Newspaper Report/ Non chronological report</p> <p>Reading: Viking Boy by Tony Bradman – KS2 Vipers skills</p> <p>Spelling: RWI spelling programme</p> <p>Autumn 2</p> <p>Texts: Beowulf by Michael Morpurgo</p> <p>Writing: Anglo Saxon and Vikings story/Information leaflet/Explanation text</p> <p>Reading: Beowulf by Michael Morpurgo– KS2 Vipers skills</p>

	<p>Spelling: RWI spelling programme</p> <p>Spring 1 Texts: Cosmic by Frank Cottrell Boyce/Poems – The planets Writing: Poetry – figurative language/Biography/Non chronological report Reading: Cosmic by Frank Cottrell Boyce – KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Spring 2 Texts: The Tempest by Andrew Matthews and Tony Ross /Poems - Ben Zephaniah Writing: Newspaper Report/Poetry – Rap/Play script Reading: Tempest– KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Summer 1 Texts: Journey to the River Sea by Eva Ibbotson/Flood reports and news Writing: Diary/Newspaper Report/Class information book Reading: Journey to the River Sea by Eva Ibbotson– KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Summer 2 Texts: Kensuke’s Kingdom by Michael Morpurgo/The Highwayman Writing: formal letter/Poem – figurative language/Mystery Story Reading: Kensuke’s Kingdom by Michael Morpurgo– KS2 Vipers skills Spelling: RWI spelling programme</p>
6	<p>Autumn 1 Texts: Macbeth by Andrew Matthews and Tony Ross/Information books about William Shakespeare Writing: Diary/Non chronological report – William Shakespeare/Persuasive letter/Playscript Reading: Macbeth by Andrew Matthews and Tony Ross- KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Autumn 2 Texts: Carrie’s War by Nina Bawden/Information on Coventry Blitz Writing: Newspaper Report/Explanation/Biography/Informal letter Reading: Carrie’s War by Nina Bawden - KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Spring 1 Texts: Wolf Brother by Michelle Paver Writing: Quest Story/Balanced Argument – Animal Trade/Persuasive leaflet – Brandon Marsh Reading: Wolf Brother by Michelle Paver- KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Spring 2 Texts: Holes by Louis Sachar Writing: Persuasive Poster/Non chronological report - Banksy/Balanced Argument - Is graffiti Art or Vandalism? Reading: Holes by Louis Sachar- KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Summer 1 Texts: The Explorer by Katherine Rundell/Information books on human body Writing: Explanation – Circulatory system/Biography – Famous Explorer/Poetry Reading: The Explorer by Katherine Rundell- KS2 Vipers skills Spelling: RWI spelling programme</p> <p>Summer 2 Texts: The Velveteen Rabbit by Margery Williams Writing: Stories from a different character’s perspective/Poetry – Freefall/Informal letter</p>

	<p>Reading: The Velveteen Rabbit by Margery Williams- KS2 Vipers skills Spelling: RWI spelling programme</p>
7	<p>Autumn 1 – Autobiography unit: ‘Writing Memoirs’ Autumn 2 – 19th Century Novel: ‘A Christmas Carol’ by Charles Dickens Spring 1 – Fiction: Greek Myths Spring 2 – Poetry: ‘Relationships’ cluster Summer – Play: ‘A Midsummer Night’s Dream’ by William Shakespeare Reading: Comments on structural choices, shows awareness of writer’s craft. Identify writer’s language choices with awareness of the effects achieved. Identify main purpose and viewpoint of texts with some explanation. Identify similarities and differences between texts. Explain how contexts contribute to meaning. Writing: Use a variety of simple and complex sentences. Use accurate syntax and punctuation. Control and sequence writing. Use varied paragraph lengths and openings. Write in a variety of forms and conventions. Adapt writing to suit purpose and audience. Use an ambitious and varied range of vocabulary. Correct spelling of ambitious and uncommon words. Speaking and Listening: Speak and listen confidently in many different situations. Adjust language and style to suit different audiences. Vary your vocabulary and expression to interest the audience. Use questioning to elicit others’ ideas. Use standard English in formal situations.</p>
8	<p>Autumn 1 – Non-Fiction Survival Texts: ‘Travel Writing’ Autumn 2 – Modern Novel: ‘Millions’ by Frank Cottrell Boyce Spring 1 – Short Stories: Crime Fiction Spring 2 – Poetry: ‘Power and Conflict’ cluster Summer – Play: ‘Romeo and Juliet’ by William Shakespeare Reading: Make relevant points using textual reference and quotation to support points made. Comments consider layers of meaning. Explore how structural choices support writer’s themes and purpose. Explanation in detail how language is used by the writer to create effects. Identify main purpose and viewpoint in a text with evidence. Explore conventions or features of texts from different periods. Discuss how contexts in which texts are written and read affect meaning. Writing: Make relevant points using textual reference and quotation to support points made. Comments consider layers of meaning. Explore how structural choices support writer’s themes and purpose. Explanation in detail how language is used by the writer to create effects. Identify main purpose and viewpoint in a text with evidence. Explore conventions or features of texts from different periods. Discuss how contexts in which texts are written and read affect meaning. Speaking and Listening: Speak and listen in a wide variety of different situations. Vary vocabulary and use enthusiastic expression. Assume different roles and take an active part in discussions. Respond sensitively to others’ ideas. Use Standard English fluently in formal situations.</p>
9	<p>Autumn 1 – Non-Fiction Texts: ‘Justice’ Autumn 2 – Modern Novel: ‘The Hate You Give’ Spring 1 – Poetry Anthology: ‘Love and Relationships’ cluster Spring 2 – Unseen Poetry & Writing to Present a Viewpoint’ Summer – Play: ‘Macbeth’ by William Shakespeare Reading: Select textual reference precisely. Make connections and interpretations, weighing up evidence. Evaluate writer’s structural choices. Analyse writer’s use of language and its effect on the reader. Make analytical and evaluative comments on writer’s purpose and viewpoint. Analyse the relevance of contexts and their influence on writer’s choices</p>

	<p>Writing: Carefully use a variety of sentence types to shape and craft sentences. Use a variety of devices to affect the reader. Paragraphs are used to create meaning and purpose. Imaginative and engaging responses. Create a well-judged, distinctive individual voice. Consistent control of formality. Use a varied and ambitious range of vocabulary. Correct spelling throughout.</p> <p>Speaking and Listening: Speak confidently in all situations. Use vocabulary precisely and creatively to interest audiences. Adapt speech clearly for effect. Make significant contributions to discussions. Be able to evaluate others' ideas. Use Standard English confidently in situations that require it.</p>
10	<p>Autumn 1 – 19th Century Novel: 'Dr Jekyll and Mr Hyde' by Robert Louis Stevenson OR 'A Christmas Carol' by Charles Dickens</p> <p>Autumn 1 – English Language Paper 1 Writing: 'Descriptive Writing' ('Explorations in Creative Writing')</p> <p>Autumn 2 – 19th Century Novel (continued): 'Dr Jekyll and Mr Hyde' by Robert Louis Stevenson OR 'A Christmas Carol' by Charles Dickens</p> <p>Autumn 2 – English Language Paper 1 Writing: 'Narrative Writing' ('Explorations in Creative Writing')</p> <p>Spring 1 – Modern Drama: 'An Inspector Calls' by J.B.Priestley</p> <p>Spring 2 – English Language Paper 2 Writing: 'Writing a Viewpoint' ('Writer's Viewpoints and Perspectives')</p> <p>Summer 1- English Language Paper 1 Reading: ('Explorations in Creative Reading')</p> <p>Summer 2– Poetry: 'Relationships cluster': Comparison and Unseen of 'Love and Relationships' cluster AND Spoken Language Endorsement.</p> <p>English Literature Reading:</p> <p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Language Reading:</p> <p>AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 - Evaluate texts critically and support this with appropriate textual references.</p> <p>English Language Writing:</p>

	<p>AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).</p>
11	<p>Autumn 1 – 19th Century Novel: ‘Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens</p> <p>Autumn 1 – English Language Paper 1 Writing: ‘Descriptive Writing’(‘Explorations in Creative Writing’)</p> <p>Autumn 2 – 19th Century Novel (continued):’Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens</p> <p>Autumn 2 – English Language Paper 1 Writing: ‘Narrative Writing’ (‘Explorations in Creative Writing’)</p> <p>Spring 1 – Modern Drama: ‘An Inspector Calls’ by J.B.Priestley</p> <p>Spring 2 – English Language Paper 2 Writing: ‘Writing a Viewpoint’ (‘Writer’s Viewpoints and Perspectives’)</p> <p>Summer 1- English Language Paper 1 Reading: (‘Explorations in Creative Reading’)</p> <p>Summer 2– Poetry: ‘Relationships cluster’: Comparison and Unseen of ‘Love and Relationships’ cluster AND Spoken Language Endorsement.</p> <p>English Literature Reading:</p> <p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Language Reading:</p> <p>AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 - Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 - Evaluate texts critically and support this with appropriate textual references.</p> <p>English Language Writing:</p> <p>AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>

AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Speaking and Listening: Non-Exam Assessment:

AO7 – Demonstrate presentation skills in a formal setting

AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations

AO9 – use spoken Standard English effectively in speeches and presentations