



English at Bomere Heath

At Bomere and the XI Towns Federation we recognise the importance of English. By the end of Year 6, our aim is to develop a love of reading and writing. We encourage the children to read a range of texts and write for a range of purposes.

Our principle aims - from the National Curriculum in England - for Writing are to:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- 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

The core of our writing curriculum is the National Curriculum for England, which is supported by Pathways to Write, Pathways to Read, Pathways to Spell and Rising Stars Rocket Phonics.

Rising Stars Rocket Phonics supports our reading curriculum, is a systematic, synthetic phonics scheme that is validated by the Department for Education. This foundation ensures that pupils can apply the phonics code required for them to become confident writers.

Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units, are used with pupils from EYFS to Y6, they are linked to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge greater depth writers are included within each unit of work.

Pathways to Read equips pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers.

Pathways to Spell is an innovative and engaging programme to captivate pupils about words. It is a research-based series of lessons following a Review, Explain, Practise, Apply and Reflect model. Through this programme, we aim to develop a school of spellers who use a series of strategies in lessons and in their independent writing.

These programmes complement one another.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more.

The EYFS curriculum includes rich opportunities (through self-initiated learning and taught lessons) for pupils to develop their understanding of phonics application through Rising Stars Rocket Phonics. Their writing involves transcription (spelling and handwriting) and composition of sounds that they have previously been taught - articulating ideas and structuring them in speech, before writing. Reception and Year 1 are taught spelling patterns as part of their daily phonics lesson. Spoken language and development of a broad vocabulary begin the minute the children join us in Reception with a strong focus on communication and language. Our inclusive approach means that all children learn together however we use a range of interventions to support children who are having language difficulties this includes TalkBoost and NELI.

From Year 2, spelling lessons take place three times a week using the Pathways to Spell scheme to develop accurate spelling. Pupils are introduced to spelling rules, structures and patterns in small steps in line with the National Curriculum. Knowledge of language including linguistic knowledge i.e vocabulary and grammar as well as knowledge of the world for comprehension underpins our teaching pedagogy which is supported by our chosen scheme of work. Grammatical skills are integrated as part of the Pathways programme. We place a focus on ensuring transcription (spelling and handwriting) skills are secure to support children's capacity to plan, compose and review effectively as they become confident and competent writers.

A teacher-led handwriting session is taught at least once a week throughout the school. Pupils develop a confident, legible and personal handwriting style to meet curriculum expectations.

Formative assessment takes place daily, while summative assessment takes place every half term in the form of 'Writeaway' writing assessments which identify where pupils can apply skills independently.

Those pupils who require additional support are provided with opportunities to catch up through the spelling, handwriting and composition booster sessions.

Our pupils know that writing is a vital life skill that they will rely on in many areas of their daily life. They have a positive view of writing which is evident throughout the high standards of work which pupils clearly take pride with. We place a high emphasis on writing across the curriculum, developing a breadth of vocabulary, comprehension and embedding learning, allowing pupils to develop domain specific vocabulary in greater depth.

The impact of our curriculum is that pupils are:

- Prepared for the next stage of education.
- Can write effectively for a range of audiences
- Able to apply spelling patterns
- Write legibly for a range of purposes
- Able to identify and use grammatical structures along with effective vocabulary

The overview of our writing and reading texts used to support our learning can be found below:

Bomere Year A

Pimhill B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Gigantosaurs <i>EYFS Summer 1</i>	The See-Saw <i>EYFS Summer 2</i>	Beegu (SMSC)	Meesha Makes Friends <i>Autumn Y1</i>	Look Up!	Someone Swallowed Stanley (Environment)
Reading	Phonics and Early Reading Skills					
Poetry		Sea songs		If I had a beak		I spun a star

Haughmond B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Toys in Space	Goldilocks & Just One Bear	My Name is not Refugee (SMSC)	Three Little Monkeys	Jack and the Baked Beanstalk	Tidy (Environment)
Reading	The Bear and the Piano	Nibbles the Dinosaur Guide	Encyclopaedia of Very Important Animals	Fantastic Mr Fox	Grimm's Fairy Tales	The Lost Fairytales

Poetry		Zebra Question		From a Railway Carriage(From a step back in time: A poetry Anthology collated by TLC)		Father and I in the woods (From the barefoot book of earth poems)
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Grinshill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Seal Surfer	Winter's Child	The Silence Seeker (SMSC)	Stone Age Boy	Journey	Zeraffa Giraffa
Reading	The Sea Book	The Ice Palace	Claude in the City	The Iron Man	The Illustrated Atlas of Britain and Ireland	The Egyptian Cinderella
Poetry		The Shell (From I am the seed that grew the tree)		The Magnificent Bull (the works \ks2)		Apes to Zebras

Stiperstones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Queen of Falls	The Lost Happy Endings	Wisp (SMSC)	When the Giant Stirred	Where the Forest meets the Sea	Blue John

Reading	Stories for Rebel Girls	Hansel and Gretel	Odd and the Frost Giants	Volcanoes	African Tales	Myth Hunter's Travel Guide
Poetry		The lost lost Property office		Windrush child		Haiku (I am the seed that grew the tree)

Wrekin	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Malala's Magic Pencil (SMSC)	Can we Save the Tiger?	The Day the War Came (SMSC)	The Darkest Dark (Shackleton's Journey)	Finding Winnie	The Hunter
Reading	When we Were Warriors	The Jungle Book	Exploring Space	Brightstorm (Revision Y6)	Unit to be confirmed	Unit to be confirmed
Poetry		A tiger in the Zoo		Guarding secrets		For forest

Bomere Year B

Pimhill A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Silly Doggy <i>EYFS Summer 1</i>	Supertato <i>EYFS Summer 2</i>	Lost and Found <i>Autumn 1</i>	Nibbles <i>Autumn 2</i>	Lion Inside <i>Spring 1</i>	The Curious Case of the Missing Mammoth <i>Spring 2</i>
Reading	Phonics and Early Reading Skills					
Poetry		There are no such things as monsters		At the zoo		Poetry Fruit salad

Haughmond A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Troll Swap	The Owl who was Afraid of the Dark	Dragon Machine	Major Glad, Major Dizzy	The Last Wolf	Grandad's Secret Giant
Reading	The Troll	Above and Below	The Dragonsitter	Owen and the Soldier	Grandpa was an Astronaut	Lights on Cotton Rock

Poetry		The owl and the pussycat		Night sounds (I am the seed book)		Fox
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Grinshill A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Seal Surfer <i>The Flower (extra)</i>	Winter's Child	The Silence Seeker (SMSC)	Stone Age Boy	Journey	Zeraffa Giraffa
Reading	The Sea Book	The Ice Palace	Claude in the City	The Iron Man	The Illustrated Atlas of Britain and Ireland	The Egyptian Cinderella
Poetry		Dance with me autumn		The River's Tale		I saw a Peacock

Stiperstones A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Gorilla	Leon and the Place Between	Escape from Pompeii	Island	Paperbag Prince	The Brilliant Deep (Environment)
Reading	A World Full of Animals	The Train to Impossible Places	Unit to be confirmed	Ariki and the Island of Wonders	Fantastically Great Women Who Saved The Planet	Pollution: A Look Behind the Scenes
Poetry		Family album		The Roman Centurion's song		Look! (The barefoot Book of Earth poems)

Wrekin A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Star of Fear, Star of Hope	I am not a Label	Arthur and the Golden Rope	The Selfish Giant (King Kong – revision)	Manfish	Sky Chasers

Reading	Poems from the WW2	Into the Jungle	The Explorer	The Happy Prince and Other Tales	Great Adventurers	Sky Chasers
Poetry		Blitz		The Sea		Sonnet written at the close of spring

Year A starts in 2021/22

Year B starts in 2022/23