

Implementing the New National Curriculum for English

From September 2014, schools will be required to teach the new National Curriculum. Schools are advised to review current practice and provision in English and consider the following options:

Options	Advantages	Points to consider
<p>Keep the Primary Framework units in place as they are.</p>	<ul style="list-style-type: none"> • Minimal disruption to medium term planning • Useful if the wider curriculum is under development • Utilises existing resources and approaches • Staff confidence in planning and delivery is maintained 	<ul style="list-style-type: none"> • Reading and Writing skills expectations, within the units, need to be updated in line with NC 2014 • Where will spelling, grammar and punctuation be specifically taught and applied (see Appendices 1 and 2 of NC 2014)? • Is sufficient emphasis placed classic fiction e.g. fairy tales and folk tales? • Where can learning poetry by heart be incorporated? • Where will children gain experience of whole books and not just extracts? • Does your English curriculum provide sufficient opportunities for children to develop a love of reading?
<p>Review and adapt the Primary Framework units</p>	<ul style="list-style-type: none"> • Opportunity to maintain successful units which move children’s learning forward • Opportunity to remove less successful units and replace • Opportunity to split units which include too many elements <i>e.g. fables, myths and legends</i>, or conflicting elements <i>e.g. dialogue and plays</i> • Maintain many current resources 	<ul style="list-style-type: none"> • Reading and Writing skills expectations, within the units, need to be updated in line with NC 2014 • Where will spelling, grammar and punctuation be specifically taught and applied (see Appendices 1 and 2 of NC 2014)? • If you have removed and replaced units, has a balance of fiction, non-fiction and poetry been maintained across a year? • If you have removed and replaced units, has progression across year groups been maintained <i>e.g. are non-fiction text types revisited at least three times across Key Stages 1 and 2?</i> • If you have removed and replaced units, has coverage of genres and text types across year groups been maintained <i>e.g. a range of narrative settings including fantasy, sci-fi, historical, other cultures?</i> • Is sufficient emphasis placed classic fiction e.g. fairy tales and folk tales? • Where can learning poetry by heart be incorporated? • Where will children gain experience of whole books and not just extracts? • Does your English curriculum provide sufficient opportunities for children to develop a love of reading?
<p>Re-model the units for each class</p>	<ul style="list-style-type: none"> • Tailoring units to meet needs and interests of learners • Opportunity to develop thematic learning across English • Re-visiting non-fiction genres and text types more frequently to ensure greater progression • Opportunity to place stronger emphasis on traditional and classic texts from our literary heritage • Opportunity to place stronger emphasis on learning poetry by heart 	<ul style="list-style-type: none"> • Is time available for reviewing, planning and developing a curriculum map for English for the whole school <i>e.g. INSET, Key Stage meetings, CPD, working with colleagues?</i> • Reading and Writing skills expectations, within the units, need to be updated in line with NC 2014 • Where will spelling, grammar and punctuation be specifically taught and applied (see Appendices 1 and 2 of NC 2014)? • Where will children gain experience of whole books and not just extracts? • Does your English curriculum provide sufficient opportunities for children to develop a love of reading?

What are the suggested units?

These are one possible model for schools wishing to renew their curriculum map for English.

Where have they come from?

The units have been developed using the content of programmes of study for English in National Curriculum 2014.

How are they different from the Primary Strategy Framework units?

They reflect a stronger emphasis on:

- traditional and classic texts from our literary heritage
- learning poetry by heart
 - discussion and debate

How might the units be useful?

Schools can choose to adopt or adapt the suggested units to create their own curriculum maps for English for each class. These might link to cross-curricular themes e.g. Rainforests, or stand alone as a half termly English theme e.g. The Pied Piper of Hamelin.

Why do the units not specify number of weeks or outcomes?

The length of units will depend on the needs and interests of the children, and the focus of the unit and text type *e.g. longer for narrative and shorter for poetry, diaries, letters etc.*

Year 1

Narrative	Traditional tales	Stories with repetitive patterns or structures	Stories by same author e.g. Julia Donaldson or Anthony Browne	Stories from other cultures	Fantasy
Non-fiction	Instructions e.g. recipe	Recounts of familiar events	Non-chronological report	Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary	
Poetry	Poems on a theme		Poems for learning by heart	Traditional rhymes including innovation e.g. This is the house that Jack built	