

# storybrook

## English Curriculum



## 1. English Curriculum Vision

At Storybrook, we believe English is the foundation of learning, communication, self-expression and participation in the wider world. Through reading, writing, spoken language and vocabulary development, pupils learn to understand themselves, connect with others and access the full curriculum.

**English teaching is designed to ensure pupils:**

- develop a love of reading and storytelling
- become confident, fluent and enthusiastic readers
- communicate clearly through speaking and writing
- develop vocabulary, comprehension and language understanding
- write for a range of purposes and audiences
- think critically, creatively and reflectively
- access ambitious texts, ideas and knowledge
- use language to build relationships, express emotions and communicate ideas effectively

At Storybrook, we recognise that many pupils with SEMH needs may have experienced disrupted education, communication difficulties, literacy gaps, anxiety around reading and writing, or reduced confidence as learners. Our English curriculum is therefore carefully designed to ensure pupils feel safe, successful and supported whilst maintaining high expectations and academic ambition.

**Within our specialist SEMH context, English provides opportunities for:**

- developing emotional literacy and self-expression
- strengthening communication and oracy skills
- building confidence, resilience and independence
- promoting belonging and identity through carefully chosen texts
- developing empathy, reflection and understanding of others
- supporting emotional regulation through storytelling, discussion and structured communication
- enabling pupils to access the wider curriculum successfully

**Reading is at the heart of the curriculum. Pupils experience a carefully sequenced Reading Spine that exposes them to:**

- high-quality literature
- diverse voices and perspectives
- ambitious vocabulary
- disciplinary reading opportunities
- poetry, fiction and non-fiction
- culturally rich and emotionally safe texts

Through systematic phonics teaching, explicit vocabulary instruction, fluency development, comprehension strategies and meaningful writing opportunities, pupils progressively develop the knowledge and skills needed to become successful readers, writers and communicators.



Spoken language and oracy are central to learning at Storyybrook. Pupils are taught to:

- listen actively
- communicate respectfully
- articulate ideas clearly
- discuss and debate thoughtfully
- rehearse language before writing
- reflect on ideas, emotions and experiences

Learning is ambitious, adaptive and carefully sequenced so pupils progressively know more, remember more and can do more over time.

The Storyybrook English curriculum supports pupils to become:

- confident communicators
- reflective readers and writers
- thoughtful and respectful listeners
- increasingly independent learners
- emotionally literate and resilient individuals

By developing strong literacy, communication and language skills, pupils are prepared for future learning, positive relationships and meaningful participation in society.

## 2. Intent

At Storyybrook pupils will:

### Reading

#### Know

- substantive reading knowledge
- phonics, fluency and comprehension strategies
- ambitious vocabulary and language structures
- a wide range of high-quality texts, authors and genres
- how reading supports understanding across the curriculum

#### Understand

- how texts communicate meaning, ideas and perspectives
- how vocabulary and language shape understanding
- similarities and differences between genres, authors and viewpoints
- how reading supports empathy, reflection and critical thinking
- how disciplinary reading supports learning in different subjects

#### Apply

- phonics and decoding strategies



- fluency and comprehension skills
- retrieval, inference and interpretation
- critical thinking and discussion
- reading across the curriculum
- respectful discussion and reflection about texts

## Writing

### Know

- substantive writing knowledge
- grammar, punctuation and spelling conventions
- sentence structures and language features
- purposes and audiences for writing
- how writing is planned, structured and refined

### Understand

- how language choices affect meaning and impact
- how writing changes depending on purpose and audience
- how grammar and vocabulary support communication
- how editing and revision improve writing quality

### Apply

- transcription and handwriting skills
- sentence construction and composition
- drafting, editing and publishing
- writing for different purposes and audiences
- vocabulary and grammar choices effectively
- communication of ideas clearly and confidently

## Spoken Language & Oracy

### Know

- substantive spoken language knowledge
- communication and discussion expectations
- vocabulary for expressing ideas, emotions and viewpoints
- structures for discussion, debate and reflection

### Understand

- how communication supports learning and relationships
- how language can influence others positively
- how respectful discussion supports understanding
- how spoken language supports reading, writing and emotional regulation



## Apply

- active listening and turn-taking
- discussion and debate skills
- oral rehearsal and verbal reasoning
- storytelling and performance
- communication of ideas, feelings and viewpoints
- respectful interaction and collaboration

## 3. Implementation

### English is implemented through:

- Carefully sequenced units
- Learning is organised through thematic units and revisited across phases.
- High-quality texts and purposeful vocabulary instruction
- Explicit teaching of reading, writing and spoken language skills
- Consistent opportunities for retrieval, rehearsal and application
- Adaptive teaching approaches that support all learners within the specialist SEMH context

### Phonics

Early reading is supported through systematic, structured phonics teaching using Read Write Inc.

### Pupils progressively develop:

- phonological awareness
- decoding skills
- blending and segmenting
- reading fluency
- spelling and transcription skills

### Phonics teaching is:

- consistent
- carefully sequenced
- assessment-informed
- adaptive to individual need

Additional support and intervention are provided where required to ensure pupils become confident and successful readers.

### Early Reading

### Early reading teaching prioritises:

- decoding accuracy
- reading fluency



- comprehension development
- confidence and enjoyment
- exposure to high-quality texts

## **Pupils are supported to:**

- reread familiar texts
- develop prosody and expression
- build automaticity
- discuss meaning and vocabulary
- experience reading success regularly

## **Reading Fluency**

### **Reading fluency is explicitly taught and practised through:**

- repeated reading
- echo reading
- modelled reading
- choral reading
- reader's theatre
- performance opportunities
- oral rehearsal

### **Pupils progressively develop:**

- accuracy
- automaticity
- expression
- prosody
- comprehension through fluent reading

## **Reading Comprehension**

### **Pupils progressively develop comprehension through:**

- retrieval
- prediction
- inference
- explanation
- summarising
- interpretation and evaluation

### **Reading discussions support pupils to:**

- justify ideas using evidence
- interpret meaning
- compare viewpoints
- explore authorial choices
- develop critical thinking



## Reading Spine

The Storyybrook Reading Spine provides carefully selected texts that are:

- ambitious and progressive
- emotionally safe and accessible
- culturally rich and diverse
- linked to curriculum learning
- representative of a range of voices, perspectives and experiences

The Reading Spine supports progression in:

- vocabulary
- fluency
- comprehension
- genre exposure
- disciplinary reading
- reading stamina and confidence

## Vocabulary Instruction

Vocabulary is explicitly taught through:

- Tier 1 vocabulary
- Tier 2 vocabulary
- Tier 3 disciplinary vocabulary

Vocabulary teaching includes:

- direct instruction
- repetition and retrieval
- contextual application
- oral rehearsal
- discussion and explanation
- visual and semantic support

Pupils are supported to use ambitious vocabulary confidently in speaking, reading and writing.

## Writing Process

Writing is taught through a structured process which includes:

explore → model → plan → draft → edit → refine → publish

Pupils progressively develop:

- sentence construction
- grammar and punctuation
- composition and structure



- audience awareness
- stamina and independence
- editing and revision skills

Writing opportunities are purposeful, meaningful and linked to high-quality texts and wider curriculum learning.

## **Grammar & Transcription**

Grammar, punctuation and spelling are taught explicitly and progressively.

### **Pupils progressively develop:**

- sentence fluency
- grammatical accuracy
- punctuation knowledge
- spelling patterns and conventions
- handwriting and presentation

Grammar teaching is contextualised within meaningful reading and writing opportunities.

## **Spoken Language & Oracy**

Oracy is central to learning at Storyybrook.

### **Pupils progressively develop:**

- active listening
- discussion and debate
- storytelling and performance
- verbal reasoning
- vocabulary and language structures
- respectful communication

### **Oracy opportunities include:**

- structured discussion
- oral rehearsal before writing
- partner and group talk
- storytelling
- debate
- performance and presentation
- restorative and reflective discussion

### **Poetry and Performance Opportunities Include:**

- prosody
- performance
- reader's theatre



- figurative language
- spoken expression
- rhythm and fluency

## Reading Across the Curriculum

Reading is integrated across all curriculum areas.

### Pupils access:

- scientific explanations and reports
- historical sources and interpretations
- geographical case studies and data
- technical and instructional texts
- religious stories and viewpoints
- digital and media texts

### Disciplinary reading supports pupils to:

- understand subject-specific vocabulary
- interpret information and evidence
- compare viewpoints and perspectives
- access ambitious curriculum content across subjects

## Adaptive Teaching

### Learning may include:

- visual supports
- chunked learning
- oral rehearsal
- scaffolding and modelling
- structured discussion
- vocabulary pre-teaching
- practical and collaborative activities
- movement and sensory regulation opportunities
- adaptive recording approaches
- additional fluency and comprehension support

Teaching approaches are designed to ensure pupils feel safe, successful and increasingly independent as readers, writers and communicators.

## 4. How Reading Progresses at Storyybrook

Phase	Reading Development	Fluency & Comprehension	Reading Behaviours
KS1	develop phonics, decoding and early comprehension	build fluency through repetition, prosody and oral rehearsal	identify → respond



LKS2	develop reading stamina, vocabulary and inference	interpret meaning, retrieve information and justify ideas	investigate → explain
UKS2	analyse increasingly complex texts and viewpoints	evaluate language, structure and interpretation	analyse → justify → evaluate

## Reading Progression Principles

Reading learning at Storybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated vocabulary and comprehension
- move from decoding and identification towards interpretation and evaluation
- access ambitious texts and disciplinary reading opportunities
- develop fluency, stamina and confidence over time
- increasingly think, communicate and respond as reflective readers

## Reading Progression Overview

Strand	KS1	LKS2	UKS2
Phonics & Decoding	develop blending and segmenting	apply decoding automatically	read fluently and accurately
Fluency	develop accuracy and expression	improve prosody and automaticity	read fluently with expression and understanding
Vocabulary	understand familiar and ambitious vocabulary	infer meaning using context	analyse language and vocabulary choices
Comprehension	retrieve simple information	infer and explain ideas	evaluate interpretation and viewpoints
Reading Stamina	sustain attention for short texts	engage with longer texts independently	read increasingly complex texts confidently
Genre Knowledge	experience stories, poetry and non-fiction	compare genres and structures	analyse authorial choices and conventions
Disciplinary Reading	identify subject-specific vocabulary	interpret diagrams and reports	evaluate evidence and viewpoints across subjects

## Reading Fluency Progression

KS1	LKS2	UKS2
echo reading	repeated reading	performance reading
choral reading	reader's theatre	presentation and debate
modelled fluency	prosody development	interpretation and expression
oral rehearsal	fluent comprehension	analytical discussion



Pupils revisit and increasingly apply fluency strategies across all phases and curriculum areas.

### Reading Comprehension Progression

KS1	LKS2	UKS2
retrieve and sequence information	infer and explain meaning	analyse and evaluate interpretation
predict events and ideas	justify ideas using evidence	compare viewpoints and perspectives
discuss characters and themes	interpret vocabulary and author choices	evaluate language, structure and impact

### Reading Across the Curriculum

Pupils progressively develop disciplinary reading skills through exposure to:

- scientific explanations and investigations
- historical sources and interpretations
- geographical reports and case studies
- technical and instructional texts
- religious stories and viewpoints
- digital information and media texts

This supports pupils to access ambitious curriculum content confidently and independently across all subjects.

### 5. How Writing Progresses at Storyybrook

Phase	Writing Development	Composition & Structure	Writing Behaviours
KS1	develop transcription, sentence construction and confidence	communicate simple ideas clearly	identify → create
LKS2	develop organisation, vocabulary and audience awareness	structure writing for purpose	investigate → explain
UKS2	refine style, cohesion and authorial control	manipulate language for effect	analyse → justify → evaluate

### Writing Progression Principles

Writing learning at Storyybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated vocabulary and sentence structures
- move from transcription and simple composition towards refinement and authorial control
- write for a range of purposes and audiences



- communicate ideas clearly, creatively and confidently
- increasingly think, communicate and write as reflective writers

## Writing Progression Overview

Strand	KS1	LKS2	UKS2
Transcription	form letters and simple words accurately	improve spelling, handwriting and fluency	write accurately and independently
Sentence Construction	create simple sentences	vary sentence types and structures	manipulate structure for effect
Composition	communicate ideas simply	organise writing into paragraphs	develop cohesion and authorial style
Vocabulary	use familiar and taught vocabulary	select ambitious vocabulary purposefully	manipulate language for precision and effect
Purpose & Audience	write for simple purposes	adapt writing for audience and purpose	sustain viewpoint and style
Editing & Revision	revisit and improve simple writing	edit grammar, punctuation and vocabulary	refine structure, cohesion and impact

## Writing Process Progression

KS1	LKS2	UKS2
orally rehearse sentences	plan and organise ideas	refine and manipulate structure
model and scaffold writing	draft and edit independently	evaluate and improve impact
sequence ideas clearly	use paragraphs and cohesion	sustain style and viewpoint
revisit and improve writing	refine vocabulary choices	justify authorial decisions

Pupils revisit and increasingly apply writing skills across all curriculum areas and writing contexts.

## 6. How Grammar Progresses at Storybrook

Phase	Grammar Development	Language Understanding	Application
KS1	develop sentence basics and punctuation	understand simple grammatical structures	apply grammar in supported writing
LKS2	develop sentence variety and cohesion	understand grammatical choices	apply grammar independently
UKS2	manipulate grammar for effect and precision	analyse language and structure	evaluate and refine grammatical choices

## Grammar Progression Principles

Grammar teaching at Storybrook is designed so that pupils:



- revisit grammar knowledge regularly through retrieval and application
- understand grammar within meaningful reading and writing contexts
- move from identifying grammatical structures towards purposeful manipulation of language
- apply grammar to improve clarity, cohesion and impact
- develop confidence in spoken and written communication

## Grammar Progression Overview

Strand	KS1	LKS2	UKS2
Sentence Types	simple sentences	compound and complex sentences	manipulate sentence structures for effect
Punctuation	capital letters and full stops	commas, apostrophes and inverted commas	colons, semi-colons and brackets
Word Classes	nouns, verbs and adjectives	adverbs, conjunctions and pronouns	passive voice and modal verbs
Tense & Agreement	simple tense consistency	accurate tense and agreement	manipulate tense and formality
Cohesion	sequence ideas simply	use conjunctions and paragraphs	develop cohesion across whole texts
Grammar Application	apply taught grammar with support	apply grammar independently	refine grammar purposefully

## 7. How Spelling Progresses at Storyybrook

### KS1 Spelling Development

Pupils develop early spelling knowledge through:

- phonics-linked spelling
- oral segmenting and blending
- common exception words
- high-frequency vocabulary
- simple spelling patterns
- oral rehearsal and sound discrimination
- letter formation linked to spelling accuracy
- increasing independence in applying phonic knowledge within writing

Pupils are supported to:

- hear, identify and manipulate sounds
- apply grapheme-phoneme correspondence
- recognise familiar spelling patterns
- begin checking and correcting simple spellings independently.



## LKS2 Spelling Development

Pupils build increasing spelling accuracy and understanding through:

- prefixes and suffixes
- word families and root words
- statutory spelling patterns and rules
- syllables and spelling conventions
- homophones and near-homophones
- use of dictionaries and word banks
- increasing application of spelling within extended writing
- growing awareness of subject-specific vocabulary

Pupils are supported to:

- explain spelling choices
- identify patterns across words
- edit spelling errors with increasing independence
- apply spelling knowledge across the wider curriculum.

## UKS2 Spelling Development

Pupils develop increasingly sophisticated spelling knowledge through:

- morphology and etymology
- complex spelling conventions and patterns
- Greek and Latin root words
- spelling for formality and audience
- independent editing and proofreading
- accurate use of ambitious and subject-specific vocabulary
- spelling fluency within extended independent writing
- application of spelling knowledge across curriculum disciplines

Pupils are supported to:

- justify spelling choices
- identify and correct misconceptions independently
- manipulate word structures accurately
- apply spelling knowledge confidently within sustained writing.

Spelling development is taught through carefully scaffolded, cumulative and multisensory approaches which support retention, confidence and successful application within meaningful writing contexts.

## 8. How Vocabulary Progresses at Storybrook

Phase	Vocabulary Development	Language Understanding	Vocabulary Application
KS1	develop everyday and topic vocabulary	understand word meaning and context	identify → use



LKS2	develop ambitious and disciplinary vocabulary	explain meaning and word choice	investigate → explain
UKS2	analyse nuanced vocabulary and language effect	evaluate vocabulary for precision and impact	analyse → justify → evaluate

## Vocabulary Progression Principles

Vocabulary teaching at Storyybrook is designed so that pupils:

- revisit vocabulary through retrieval and repetition
- explicitly learn Tier 1, Tier 2 and Tier 3 vocabulary
- develop increasingly sophisticated language across reading, writing and discussion
- understand how vocabulary shapes meaning and communication
- apply ambitious vocabulary confidently across the curriculum

## Vocabulary Progression Overview

Strand	KS1	LKS2	UKS2
Tier 1 Vocabulary	develop everyday communication vocabulary	extend precision and understanding	apply vocabulary confidently and independently
Tier 2 Vocabulary	explore ambitious language in texts	explain vocabulary choices	analyse language effect and nuance
Tier 3 Vocabulary	recognise subject-specific vocabulary	apply disciplinary vocabulary accurately	evaluate and manipulate subject-specific language
Vocabulary Understanding	use context and visuals to understand meaning	infer meaning using context	analyse connotation and effect
Vocabulary Application	use taught vocabulary in speech and writing	select vocabulary purposefully	manipulate vocabulary for impact

## 9. How Oracy Progresses at Storyybrook

Phase	Spoken Language Development	Communication & Discussion	Reflective Communication
KS1	develop listening, turn-taking and expression	communicate simple ideas clearly	identify → respond
LKS2	develop discussion, reasoning and presentation	explain and justify ideas respectfully	investigate → explain
UKS2	develop debate, reflection and analytical discussion	evaluate viewpoints and communicate persuasively	analyse → justify → evaluate

## Oracy Progression Principles

Oracy learning at Storyybrook is designed so that pupils:



- revisit spoken language structures and expectations regularly
- develop increasingly sophisticated vocabulary and communication skills
- move from expressing ideas simply towards explanation, justification and evaluation
- use spoken language to support reading, writing, reflection and emotional regulation
- communicate respectfully, thoughtfully and confidently across different contexts

## Oracy Progression Overview

Strand	KS1	LKS2	UKS2
<b>Listening</b>	listen and respond appropriately	sustain attention and respond thoughtfully	evaluate and respond critically
<b>Discussion</b>	take turns and share ideas	explain viewpoints respectfully	debate and justify perspectives
<b>Vocabulary &amp; Expression</b>	communicate using taught vocabulary	select vocabulary purposefully	manipulate language for impact
<b>Storytelling &amp; Performance</b>	retell stories and perform simply	present ideas confidently	adapt delivery for audience and purpose
<b>Verbal Reasoning</b>	explain simple ideas	justify ideas using evidence	analyse viewpoints and interpretations
<b>Reflective Communication</b>	identify feelings and responses	reflect on communication and relationships	evaluate communication and impact

Pupils revisit and increasingly apply spoken language and oracy skills across all curriculum areas and wider school life.

## 10. Reading Across the Curriculum

Reading is integrated across all curriculum areas to ensure pupils can successfully access ambitious knowledge, develop disciplinary understanding and apply literacy skills meaningfully across the wider curriculum.

Pupils are explicitly taught how reading changes across different subjects and are supported to interpret a range of text types, vocabulary, structures and viewpoints.

### Reading Across Science

**Pupils progressively develop the ability to read:**

- scientific explanations
- investigations and reports
- diagrams and models
- data tables and charts
- procedural and instructional texts
- scientific articles and information texts



## **Pupils are taught to:**

- interpret scientific vocabulary
- identify patterns and evidence
- explain findings using information from texts
- understand cause and effect
- interpret diagrams, tables and scientific models
- evaluate scientific viewpoints and conclusions

## **Reading in Science supports pupils to move from:**

**KS1:** identify and observe



**LKS2:** investigate and explain



**UKS2:** analyse, justify and evaluate

## **Adaptive approaches may include:**

- visual diagrams and models
- vocabulary pre-teaching
- structured discussion
- chunked information
- oral rehearsal and explanation

## **Reading Across History**

### **Pupils progressively develop the ability to read:**

- historical stories and accounts
- biographies
- timelines and artefacts
- primary and secondary sources
- historical reports and interpretations
- viewpoints and evidence-based texts

## **Pupils are taught to:**

- understand chronology and historical context
- compare perspectives and interpretations
- identify cause and consequence
- interpret historical evidence
- justify ideas using evidence from texts
- evaluate reliability and viewpoints

## **Reading in History supports pupils to move from:**

**KS1:** identify and compare



**LKS2:** investigate and explain



**UKS2:** analyse, justify and evaluate

**Adaptive approaches may include:**

- visual timelines and artefacts
- storytelling and role play
- vocabulary pre-teaching
- scaffolded source interpretation
- structured questioning and discussion

## **Reading Across Geography**

**Pupils progressively develop the ability to read:**

- maps and atlases
- geographical reports and case studies
- environmental articles
- diagrams and fieldwork information
- geographical data and charts
- viewpoints linked to sustainability and global issues

**Pupils are taught to:**

- interpret maps, symbols and geographical information
- compare environments and regions
- understand human and physical geography
- interpret geographical data and evidence
- analyse environmental viewpoints and impact
- justify ideas using evidence from texts and fieldwork

**Reading in Geography supports pupils to move from:**

**KS1:** identify and describe



**LKS2:** investigate and explain



**UKS2:** analyse, justify and evaluate

**Adaptive approaches may include:**

- visual maps and diagrams
- fieldwork opportunities
- vocabulary pre-teaching
- structured discussion
- chunked information and guided interpretation



## Reading Across Computing

Pupils progressively develop the ability to read:

- instructions and algorithms
- diagrams and digital information
- programming explanations
- online information and media
- digital reports and data
- technical and evaluative texts

Pupils are taught to:

- interpret instructions and algorithms accurately
- understand computing vocabulary and systems
- evaluate reliability and safety of digital information
- interpret digital data and online content critically
- explain computing processes and systems
- justify viewpoints about technology and digital citizenship

Reading in Computing supports pupils to move from:

KS1: identify and sequence



LKS2: create, test and debug



UKS2: analyse, justify and evaluate

Adaptive approaches may include:

- visual models and demonstrations
- chunked instructions
- supported programming and sequencing
- vocabulary pre-teaching
- oral rehearsal and structured discussion

## Reading Across Religious Education

Pupils progressively develop the ability to read:

- religious stories and sacred texts
- prayers, reflections and quotations
- faith accounts and biographies
- symbols, artwork and interpretation
- viewpoints and ethical discussions
- comparative and reflective texts

Pupils are taught to:

- interpret beliefs, traditions and symbolism



- compare viewpoints respectfully
- reflect on values and perspectives
- understand meaning and interpretation
- justify ideas thoughtfully and respectfully
- evaluate beliefs and ethical viewpoints

**Reading in Religious Education supports pupils to move from:**

**KS1:** identify and respond



**LKS2:** investigate and explain



**UKS2:** analyse, justify and evaluate

**Adaptive approaches may include:**

- storytelling and visual supports
- structured reflection
- vocabulary pre-teaching
- scaffolded interpretation
- oral rehearsal and discussion opportunities

**Reading Across Design & Technology**

**Pupils progressively develop the ability to read:**

- design briefs and product designs
- diagrams and instructions
- recipes and methods
- technical explanations and evaluations
- inventor and designer studies
- product comparisons and analysis

**Pupils are taught to:**

- interpret instructions and technical vocabulary
- understand design processes and construction methods
- analyse products and effectiveness
- explain how materials and systems function
- evaluate products and design choices
- justify ideas using technical understanding and evidence

**Reading in Design & Technology supports pupils to move from:**

**KS1:** identify and make



**LKS2:** design and refine



**UKS2:** analyse, justify and evaluate



**Adaptive approaches may include:**

- visual instructions and models
- practical demonstrations
- chunked tasks and sequencing
- vocabulary pre-teaching
- guided discussion and explanation

**11. Assessment in English**

Formative assessment	Summative assessment
retrieval quizzes	end-of-unit outcomes
questioning	teacher assessment and professional judgement
vocabulary checks	TrackAble outcomes
fluency observations	reading and writing application tasks
guided reading discussions	comprehension outcomes
spelling and grammar checks	independent writing outcomes
oral rehearsal and discussion	spoken language and oracy outcomes
performance and presentation opportunities	extended reading and writing outcomes

**Assessment Principles in English**

English assessment at Storyybrook is designed to ensure pupils progressively develop:

- substantive reading, writing and spoken language knowledge
- vocabulary and language understanding
- fluency, comprehension and decoding skills
- composition, grammar and transcription skills
- communication and oracy skills
- the ability to interpret, analyse and communicate ideas confidently and effectively

**Assessment opportunities may include:**

- guided reading discussions
- phonics assessment
- fluency checks
- retrieval activities
- independent writing outcomes
- oral rehearsal and presentation
- debate and discussion activities
- spelling, grammar and punctuation application
- collaborative and performance-based activities

**Assessment supports pupils in moving progressively from:**



KS1: identify → communicate



LKS2: explain → interpret



UKS2: analyse → justify → evaluate

Within the specialist SEMH context, assessment approaches are adaptive, supportive and designed to allow pupils to demonstrate understanding through verbal, written, practical and performance-based outcomes.

## 12. Intervention & Support

At Storyybrook, intervention and support are designed to ensure all pupils can successfully access the English curriculum and develop confidence as readers, writers and communicators.

### **Intervention approaches are:**

- assessment-informed
- adaptive and responsive
- emotionally supportive
- carefully sequenced
- focused on long-term progress and independence

### **Reading Intervention**

#### **Reading intervention may include:**

- systematic phonics intervention
- targeted fluency practice
- repeated reading
- echo and choral reading
- comprehension support
- vocabulary intervention
- disciplinary reading support
- structured reading discussion

#### **Interventions are designed to support pupils who may experience:**

- literacy gaps
- dysfluency
- anxiety around reading
- reduced reading stamina
- communication difficulties
- disrupted educational experiences

### **Writing Intervention**

#### **Writing intervention may include:**



- sentence scaffolding
- oral rehearsal before writing
- handwriting and transcription support
- spelling intervention
- grammar reinforcement
- vocabulary development
- structured planning and modelling
- editing and proofreading support

Pupils are supported to develop confidence, stamina and independence gradually over time.

## **Spoken Language & Communication Support**

Communication development is central to the Storyybrook curriculum.

### **Support may include:**

- structured discussion opportunities
- vocabulary instruction
- restorative and reflective dialogue
- storytelling and narrative development
- speech and language-informed strategies
- oral rehearsal before writing
- communication scaffolds
- partner and group talk
- drama, debate and performance opportunities

### **Pupils are explicitly supported to:**

- articulate emotions and ideas
- listen actively
- communicate respectfully
- develop confidence in discussion
- use increasingly sophisticated vocabulary
- regulate communication within social situations

## **Adaptive Support**

### **Adaptive support may include:**

- chunked learning
- visual supports
- sensory and movement opportunities
- scaffolded recording approaches
- modelling and guided practice
- reduced cognitive load
- explicit routines and structures
- targeted vocabulary pre-teaching



- co-regulation and emotional support

Intervention and support approaches are carefully aligned with the school's relational and trauma-informed approach:

**Regulate → Relate → Repair → Reflect**





### 13. English Coverage by Unit

#### KS1 Cycle 1 - English Unit Coverage

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>Uniquely Me</b>	Identity, belonging and self-expression	listening to and discussing stories; recognising emotions and themes; developing early comprehension ; building fluency through repeated reading	labels and captions; simple sentence construction; oral rehearsal before writing; communicating personal ideas	capital letters and full stops; simple noun phrases; joining words; emotion vocabulary	turn-taking; expressing feelings; storytelling; listening and responding	identity and belonging texts; emotionally safe storytelling; repetitive and patterned language	belonging; emotion; kindness; friendship; self-expression	retell stories; communicate ideas orally; write simple sentences; respond to texts	storytelling; visuals and symbols; oral rehearsal; scaffolded writing; structured discussion
<b>Special to Us</b>	Family, community and relationships	stories about relationships and belonging; discussing characters and themes; developing retrieval skills	captions and short descriptions; sequencing ideas; simple reflections	capital letters and punctuation; adjectives; simple conjunctions	sharing experiences; respectful discussion; listening to others	family and community texts; emotionally supportive narratives; repetitive structures	family; community; belonging; kindness; respect	discuss themes and ideas; sequence simple ideas; communicate understanding verbally	visual prompts; oral rehearsal; scaffolded discussion; modelling and support
<b>Jack's Amazing Adventure</b>	Adventure stories and imaginative storytelling	narrative sequencing; character and setting discussion; fluency through storytelling	simple narratives; sequencing events; descriptive phrases	sequencing language; conjunctions; punctuation for sentences	storytelling; role play; retelling events	adventure narratives; repetitive storytelling structures; imaginative texts	adventure; journey; character; setting; sequence	retell stories; sequence events; create simple narratives	visual sequencing; oral storytelling; role play; scaffolded writing
<b>The First Christmas</b>	Storytelling, celebration and reflection	listening to religious stories; recognising key events and themes;	captions and retelling; simple descriptive writing;	sentence punctuation; adjectives; sequencing vocabulary	storytelling; discussion and reflection; asking and answering questions	traditional stories; reflective texts; repetitive	celebration; kindness; giving; tradition; reflection	retell stories; discuss themes; communicate ideas clearly	storytelling; visual supports; oral rehearsal; structured discussion





		developing comprehension through discussion	sequencing events			language patterns			
<b>Round About Winkfield</b>	Local community, non-fiction and descriptive communication	information texts; maps and captions; retrieval and observation	labels and lists; descriptive sentences; simple reports	expanded noun phrases; conjunctions; sentence punctuation	describing observations; questioning and discussion; vocabulary rehearsal	local area texts; non-fiction reports; descriptive language models	community; village; environment; map; local	retrieve information; describe observations; communicate understanding verbally	outdoor learning; visuals and maps; oral rehearsal; structured modelling
<b>Roots and Shoots</b>	Nature, observation and descriptive language	poetry and information texts; descriptive language; retrieval and discussion	descriptive writing; simple explanations; vocabulary expansion	adjectives; expanded noun phrases; conjunctions	observation discussion; descriptive communication ; storytelling linked to nature	nature poetry; environmental texts; descriptive narratives	habitat; growth; nature; seasons; environment	describe observations; explain ideas verbally; use descriptive vocabulary	outdoor learning; visual prompts; oral rehearsal; scaffolded writing
<b>Spring to Life</b>	Change, growth and poetry	poetry and seasonal texts; rhythm and repeated language; comprehension through discussion	simple poetry; descriptive sentences; sequencing observations	adjectives; simple conjunctions; punctuation and sentence fluency	poetry performance; expressive reading; discussion and reflection	poetry and rhythm; seasonal narratives; patterned language	blossom; growth; change; seasons; life cycle	perform poetry; describe change; communicate ideas clearly	oral rehearsal; performance opportunities; visual prompts; sensory exploration
<b>London's Burning</b>	Historical storytelling and explanation	historical stories; sequencing events; retrieval and interpretation	recounts and narratives; sequencing events; simple explanation writing	past tense; conjunctions; sentence punctuation	storytelling; drama and role play; discussion and explanation	historical narratives; non-fiction explanations; disciplinary reading opportunities	fire; disaster; history; timeline; rebuilding	retell historical events; sequence ideas; explain understanding verbally and in writing	role play; visual timelines; oral rehearsal; scaffolded sequencing
<b>Shabbat</b>	Celebration, belonging and reflection	religious stories and celebrations; recognising themes and traditions; developing comprehension through discussion	captions and reflections; sequencing events; simple descriptive writing	capital letters and punctuation; adjectives; sequencing vocabulary	storytelling; respectful discussion; asking and answering questions	celebration and belonging texts; reflective stories; culturally rich narratives	celebration; tradition; family; belonging; reflection	retell stories; discuss traditions and themes; communicate ideas clearly	storytelling; visual supports; oral rehearsal; structured discussion
<b>Sustain (Cycle 1)</b>	Environment, responsibility	environmental texts; poetry and	persuasive writing; simple reports and	conjunctions and cohesion; persuasive	discussion and debate; explaining	environmental narratives; persuasive	sustainability; environment; responsibility;	explain viewpoints; write	structured discussion; vocabulary

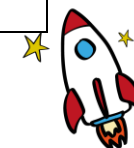




	and persuasive communication	information reports; retrieval and interpretation	explanations; reflective responses	vocabulary; punctuation and sentence fluency	viewpoints; collaborative reasoning	texts; poetry and reflection	protect; recycle	persuasively; discuss environmental themes confidently	scaffolds; oral rehearsal; visual prompts
<b>The Lonely Beast</b>	Friendship, empathy and imaginative storytelling	character exploration; recognising emotions and themes; inference through discussion	descriptive sentences; simple narratives; character responses	adjectives and expanded noun phrases; conjunctions; punctuation and sentence fluency	storytelling; discussion and reflection; expressing viewpoints respectfully	emotionally safe narratives; friendship and belonging texts; imaginative storytelling	lonely; friendship; kindness; belonging; acceptance	explain character feelings; retell stories; create descriptive responses	visual prompts; oral rehearsal; scaffolded writing; structured discussion

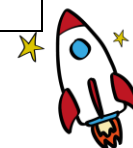
## KS1 Cycle 2

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>Whiskers, Feathers and Fur</b>	Animals, habitats and scientific enquiry	animal and habitat vocabulary; retrieval from non-fiction; comparison and classification; inference from illustrations and text	labels, captions and simple explanations; recording observations; comparative sentences	adjectives and noun phrases; conjunctions; scientific vocabulary; sentence punctuation	questioning and explanation; comparing ideas; discussing observations	animal stories and non-fiction texts; empathy and character feelings; classification and comparison texts	animal; habitat; fur; feathers; classify; mammal; species	identify animal groups; compare features; explain habitat choices; justify answers using evidence	visual classification activities; oral rehearsal; vocabulary pre-teaching; chunked instructions; practical exploration
<b>All You Need Is Love</b>	Relationships, belonging and emotional literacy	emotional literacy and relationships; inference and empathy; discussion and reflection; comparing perspectives	reflections and responses; simple explanations; sentence fluency; communicating viewpoints	conjunctions; descriptive vocabulary; punctuation and sentence structure	respectful discussion; expressing feelings; listening and responding; structured discussion	stories exploring friendships and belonging; picture books exploring emotions; reflective narratives	family; friend; respect; belonging; empathy; identity	explain feelings and viewpoints; compare experiences respectfully; justify ideas using stories and discussion	emotion visuals and prompts; oral rehearsal; role-play; sentence stems; relationship-based support
<b>Wise Words</b>	Values, choices and reflection	identifying themes and morals; inference and prediction;	reflections and responses; sequencing ideas; communicating opinions	questions and exclamations; conjunctions; descriptive language	discussion and reasoning; asking and answering questions;	fables and moral stories; traditional tales; reflective texts	choice; respect; consequence; message; moral; responsibility	identify messages and morals; explain choices and consequences;	visual story prompts; oral rehearsal; role-play; sentence stems;





		discussion and explanation			respectful communication			justify opinions respectfully	structured discussion
<b>All Creatures Great and Small</b>	Habitats, environments and scientific explanation	environmental and scientific vocabulary; retrieval and explanation; comparison of habitats and animals	explanations and reports; comparative sentences; recording findings	conjunctions and causal language; expanded noun phrases; scientific vocabulary	collaborative discussion; explaining observations; presenting ideas	animal fact files; habitat comparisons; observational texts and diagrams	habitat; shelter; survive; environment; adaptation	identify and classify animals; compare habitats; explain survival and habitats	visual classification tasks; vocabulary pre-teaching; oral rehearsal; practical exploration; sentence stems
<b>The Christmas Miracle</b>	Celebration, storytelling and reflection	retelling and sequencing events; comparison of traditions and celebrations; empathy and reflection	retelling and descriptive writing; captions and narratives; sequencing events	adjectives; punctuation; sequencing vocabulary	storytelling; poetry performance; discussion and reflection	Christmas stories and traditions; visual texts and illustrations; seasonal storytelling	celebration; kindness; tradition; belonging; Christianity; symbol	sequence the Christmas story; compare traditions; explain why Christmas is important	visual story sequencing; oral rehearsal; role-play and storytelling; sentence stems; structured discussion
<b>All at Sea</b>	Oceans, environments and geographical enquiry	environmental and geographical vocabulary; retrieval from non-fiction; comparison of habitats and environments	reports and explanations; descriptive writing; information organisation	conjunctions; descriptive vocabulary; sentence fluency; geographical vocabulary	questioning and explanation; discussion and comparison; presenting ideas	maps and atlases; environmental fact files; visual interpretation texts	sea; ocean; coast; habitat; coastline; physical feature	identify and describe environments; compare places; explain habitat features	visual maps and images; oral rehearsal; vocabulary pre-teaching; sensory exploration; sentence stems
<b>Dreaming of Dragons</b>	Myths, legends and imaginative storytelling	myths, legends and storytelling; inference and prediction; comparison of stories and traditions	creative narratives; descriptive writing; imaginative vocabulary use	adjectives and expanded noun phrases; conjunctions; sentence fluency	storytelling and drama; imaginative discussion; expressive communication	myths and legends from different cultures; storytelling and role-play	dragon; legend; challenge; myth; narrative; tradition	retell and sequence stories; identify themes and messages; justify predictions	oral storytelling; visual story maps; role-play; vocabulary pre-teaching; chunked writing tasks
<b>Believe It or Not!</b>	Significant people, aspiration and explanation	retrieval and organisation of information; biographies and fact files; questioning and discussion	simple explanations; fact files; sequencing information	questions; conjunctions; descriptive and factual vocabulary	questioning and reasoning; discussion and explanation; presenting ideas	biographies; inspirational stories; historical information texts	inspire; perseverance; achievement; significant; aspiration	identify significant people; explain achievements; compare individuals	visual biographies and timelines; oral rehearsal; sentence stems; structured questioning

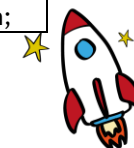




<b>Fit for Life</b>	Healthy lifestyles, wellbeing and instructional communication	scientific and health vocabulary; explanation and instructional texts; persuasive language	instructions and explanations; simple persuasive writing; vocabulary application	imperative verbs; conjunctions; sentence structure and punctuation	discussion and explanation; presenting healthy choices; collaborative communication	health information texts; explanation texts; healthy lifestyle posters	healthy; wellbeing; hygiene; nutrition; balanced lifestyle	identify healthy choices; explain healthy habits; justify choices using evidence	visual prompts; oral rehearsal; practical activities; vocabulary pre-teaching; chunked tasks
<b>Sustain (Cycle 2)</b>	Environment, responsibility and persuasive communication	environmental vocabulary and awareness; persuasive language; cause and consequence	persuasive writing; reports and explanations; reflective responses	conjunctions and cohesion; persuasive vocabulary; punctuation and fluency	discussion and debate; collaborative reasoning; explaining viewpoints	environmental information texts; persuasive campaigns; visual texts exploring human impact	environment; responsibility; pollution; sustainability; conservation	compare environments; explain human impact; justify ideas using evidence	visual prompts and photographs; structured discussion; oral rehearsal; vocabulary support; sentence stems
<b>Discover New Zealand</b>	Geography, culture and comparison	geographical and cultural vocabulary; retrieval from maps and non-fiction; comparison of places and traditions	reports and comparative writing; descriptive writing; travel guide style writing	conjunctions and cohesion; comparative language; descriptive vocabulary	discussion and questioning; presenting information; comparing viewpoints respectfully	stories from New Zealand; maps and atlases; cultural comparison texts	country; culture; community; continent; Māori; physical feature	locate places; compare environments; justify ideas using information and evidence	visual maps and photographs; oral rehearsal; vocabulary pre-teaching; practical map activities; structured discussion

## LKS2 Cycle 1

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>Stone Age to Iron Age</b>	Historical enquiry, chronology and civilisation	historical reports and artefacts; retrieval and inference; disciplinary reading; comparison across periods	diary entries; explanation texts; historical comparisons; captions and labels	conjunctions and adverbials; paragraphs; expanded noun phrases; past tense consistency	discussion and explanation; interpreting evidence; presenting viewpoints	historical fiction; artefact-based reading; disciplinary history texts	civilisation; settlement; archaeology; chronology; hunter-gatherer	explain historical changes; justify ideas using evidence; compare periods	visual timelines; vocabulary pre-teaching; scaffolded explanations; oral rehearsal
<b>Rock Detectives</b>	Scientific enquiry,	scientific explanations;	explanation texts;	technical vocabulary;	collaborative investigation	scientific reports; non-	fossil; sedimentary;	classify rocks and materials;	practical investigation;





	classification and investigation	diagrams and reports; retrieval and interpretation	investigation reports; diary writing; comparative responses	conjunctions and causal language; sentence cohesion	discussion; explanation and reasoning	fiction explanations; fossil and geology texts	classify; investigation; evidence	explain findings using evidence; identify patterns	visual models; structured discussion; chunked learning
<b>Winter Wishes</b>	Reflection, poetry and cultural understanding	poetry and figurative language; inference and interpretation; comparison of traditions	descriptive poetry; reflective writing; comparative responses	expanded noun phrases; figurative language; conjunctions; descriptive vocabulary	poetry performance; storytelling; respectful discussion and reflection	winter poetry; cultural stories; reflective narratives	tradition; celebration; reflection; empathy; figurative language	interpret meaning; compare traditions; explain ideas using evidence	oral rehearsal; visual prompts; sensory experiences; structured discussion
<b>Walk Like an Egyptian</b>	Historical interpretation, evidence and civilisation	artefacts, maps and historical texts; retrieval and interpretation; disciplinary reading	diary entries; explanation texts; comparative responses; captions and labels	fronted adverbials; expanded noun phrases; cohesion and paragraphing	historical discussion; storytelling; questioning and explanation	myths and legends; historical fiction; disciplinary reading opportunities	pharaoh; civilisation; Nile; hierarchy; afterlife	interpret historical evidence; compare Ancient Egypt and modern life	artefact exploration; oral rehearsal; visual supports; scaffolded discussion
<b>Light and Shadows</b>	Scientific enquiry, observation and explanation	scientific explanations; diagrams; retrieval and interpretation; investigation texts	explanation writing; predictions and conclusions; scientific reports	causal language; technical vocabulary; sentence cohesion; comparative language	collaborative enquiry; explanation and reasoning; presenting findings	scientific reports; explanation texts; disciplinary reading	reflection; opaque; shadow; prediction; conclusion	explain how shadows form; justify conclusions using evidence	practical investigation; visual models; oral rehearsal; chunked learning
<b>Easter Journeys</b>	Reflection, beliefs and personal journeys	religious stories and symbolism; discussion and interpretation; reflective reading	reflective writing; explanation texts; comparative responses	descriptive vocabulary; conjunctions; paragraph organisation	respectful discussion; storytelling; reflective communication	Easter stories; reflective texts; symbolism and journeys	resurrection; Holy Week; reflection; belief; symbolism	explain why Easter is important; compare beliefs and experiences	storytelling; visual supports; oral rehearsal; scaffolded reflection
<b>Tremors</b>	Geography, scientific enquiry and environmental change	geographical reports; maps and diagrams; retrieval and explanation	explanation texts; reports; diary entries; comparative responses	technical vocabulary; conjunctions; paragraph organisation; causal language	collaborative enquiry; debate and explanation; presenting ideas	disaster reports; geographical information texts; disciplinary reading	tectonic; volcano; earthquake; eruption; environment	explain geological events; justify ideas using evidence and maps	visual maps; practical investigation; oral rehearsal; structured discussion
<b>Healthy Me</b>	Wellbeing, healthy lifestyles and	health information texts; instructional	explanations; persuasive writing; reflective	imperative verbs; conjunctions; persuasive	discussion and reflection; presenting viewpoints;	wellbeing texts; explanation texts;	nutrition; wellbeing; balanced lifestyle;	justify healthy choices; evaluate	visuals and sorting tasks; oral rehearsal; movement

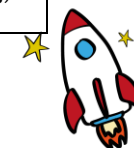




	critical thinking	texts; retrieval and evaluation	responses; information texts	vocabulary; cohesion	collaborative communication	persuasive information	trustworthy; evidence	information and viewpoints	activities; chunked tasks
<b>Passport to Europe</b>	Geographical enquiry, comparison and cultural understanding	maps, atlases and information texts; retrieval and comparison	travel guides; persuasive writing; explanation texts; comparative responses	comparative language; cohesion; descriptive vocabulary; paragraphing	presenting information; questioning; respectful discussion	travel writing; geographical reports; cultural comparison texts	continent; landmark; culture; physical feature; capital city	compare countries and cultures; justify ideas using geographical evidence	visual maps; vocabulary support; oral rehearsal; practical mapping activities

## LKS2 Cycle 2

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>Raiders and Traders (Anglo-Saxons &amp; Vikings)</b>	Historical enquiry, migration and settlement	historical fiction and non-fiction; artefact interpretation; retrieval and inference	historical explanations; comparisons; museum guides; evidence-based writing	fronted adverbials; comparative language; cohesion and paragraphing	debate and discussion; interpreting evidence; presenting conclusions	historical fiction; artefacts and source material; disciplinary reading	invasion; migration; chronology; settlement; civilisation	sequence events; compare societies; justify ideas using evidence	visual timelines; artefact investigation; vocabulary pre-teaching; structured discussion
<b>Sparks and Flames</b>	Scientific enquiry, electricity and safety	scientific explanations; diagrams and instructions; retrieval and interpretation	explanations; instructional writing; investigation reports	causal conjunctions; technical vocabulary; imperative verbs	collaborative investigation; explanation and reasoning	scientific reports; safety guidance; disciplinary science texts	circuit; conductor; insulator; component; current	construct and explain circuits; justify findings using evidence	practical investigations; visual diagrams; oral rehearsal; chunked learning
<b>Christmas Around the World</b>	Geography, culture and diversity	comparison texts; maps and atlases; cultural stories	comparative writing; descriptive responses; travel-style information texts	comparative language; descriptive vocabulary; conjunctions	respectful discussion; storytelling; cultural comparison	stories from different cultures; informational texts about celebrations	tradition; culture; diversity; worldview; celebration	compare traditions and communities; explain cultural influences	visual maps and photographs; oral rehearsal; structured discussion
<b>Misty Mountain, Winding River</b>	Physical geography and environmental processes	geographical reports; maps and diagrams; explanation texts	explanation writing; comparative responses; explorer guides	causal language; geographical vocabulary; paragraph organisation	explanation and reasoning; presenting findings; collaborative enquiry	environmental reports; atlases and diagrams; disciplinary geography reading	erosion; tributary; summit; meander; landscape	explain physical processes; compare environments; justify ideas using evidence	practical modelling; visual diagrams; vocabulary pre-teaching;

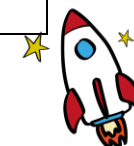




									scaffolded explanations
<b>Sound Waves</b>	Scientific enquiry, sound and vibration	scientific explanations; investigation reports; diagrams and instructions	investigation reports; explanations; conclusions and evaluations	technical vocabulary; causal conjunctions; comparative language	collaborative investigation; presentation and reasoning	scientific reports; explanation texts; disciplinary science reading	vibration; frequency; amplitude; pitch; medium	explain how sound travels; identify patterns and justify conclusions	practical investigation; visual models; oral rehearsal; chunked instructions
<b>Easter Hope</b>	Reflection, beliefs and symbolism	religious stories and reflective texts; inference and interpretation	reflective writing; explanations; comparative responses	evaluative vocabulary; conjunctions; paragraph organisation	respectful discussion; reflection and explanation	symbolism and reflective texts; comparative reading	resurrection; symbolism; sacrifice; worldview; reflection	explain themes and symbolism; compare beliefs and traditions	visual prompts; oral rehearsal; structured discussion; sentence stems
<b>Roman Britain</b>	Historical enquiry, civilisation and influence	historical fiction and primary sources; retrieval and interpretation	explanations; reports; comparative responses; museum-style writing	historical vocabulary; fronted adverbials; paragraph cohesion	debate and discussion; interpreting evidence; presenting viewpoints	biographies; historical fiction; artefact interpretation	Romanisation; empire; legion; centurion; chronology	sequence events; compare societies; justify conclusions using evidence	artefact exploration; visual timelines; scaffolded explanations; oral rehearsal
<b>Protect Our Planet</b>	Environmental responsibility and sustainability	persuasive texts; environmental reports; evidence-based discussion	persuasive writing; explanations; campaign materials	persuasive language; causal conjunctions; evaluative vocabulary	debate and collaborative reasoning; presenting viewpoints	environmental campaigns; reports and discussion texts	sustainability; biodiversity; conservation; environmental impact	explain environmental issues; compare viewpoints; justify solutions	visual prompts; structured discussion; vocabulary support; oral rehearsal
<b>Passport to South America</b>	Geographical enquiry, culture and environments	atlases, maps and cultural texts; retrieval and comparison	travel guides; comparative writing; explanations and reports	comparative language; descriptive vocabulary; paragraph organisation	presentation and discussion; respectful comparison of viewpoints	cultural stories; geographical reports; disciplinary reading	biome; Andes; Amazon; climate; sustainability	compare environments and communities; justify geographical ideas using evidence	practical mapping; visual supports; vocabulary pre-teaching; structured discussion

## UKS2 Cycle 1

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>Ancient Greece</b>	Historical enquiry,	myths, historical	explanation texts;	cohesion and paragraphing;	debate and discussion;	Greek myths; historical	democracy; civilisation;	explain Greek influence on	visual timelines;





	civilisation and legacy	fiction and non-fiction; evidence analysis; interpretation and comparison	balanced arguments; diary entries; historical reports	formal language; fronted adverbials; comparative language	interpretation of evidence; justification and reasoning	fiction; democracy and philosophy texts	philosophy; mythology; interpretation	modern society; justify interpretations using evidence	vocabulary pre-teaching; oral rehearsal; chunked historical enquiry
<b>Forces in Action</b>	Scientific enquiry, forces and innovation	scientific reports; biographies of inventors; diagrams and explanation texts	investigation reports; explanations; persuasive engineering responses	causal conjunctions; technical vocabulary; formal scientific language	collaborative investigation; explanation and reasoning	invention texts; biographies; scientific information texts	gravity; friction; resistance; mechanism; force	explain forces and movement; justify scientific conclusions using evidence	practical investigation; visual diagrams; structured discussion; chunked learning
<b>Christmas Journeys</b>	Reflection, beliefs and symbolism	religious narratives; reflective texts; interpretation and comparison	reflective writing; diary entries; explanation texts; balanced responses	evaluative vocabulary; cohesion; comparative language	respectful discussion; reflection and interpretation	reflective narratives; religious stories; symbolism and journeys	symbolism; belief; tradition; reflection; worldview	explain themes and symbolism; compare beliefs and traditions	visual prompts; oral rehearsal; structured discussion; sentence stems
<b>Space Explorers</b>	Scientific discovery, exploration and aspiration	scientific information texts; biographies; evidence interpretation	explanation texts; astronaut narratives; persuasive scientific responses	technical vocabulary; formal language; cohesion and paragraph organisation	collaborative enquiry; presentation and reasoning	<i>Phoenix; Hidden Figures; The Jamie Drake Equation;</i> scientific reports	orbit; gravity; solar system; astronaut; exploration	explain scientific discoveries; interpret evidence; justify scientific conclusions	practical investigation; visual models; oral rehearsal; chunked scientific enquiry
<b>Materials Matter</b>	Scientific enquiry, materials and innovation	invention texts; biographies; scientific explanations and diagrams	investigation reports; persuasive invention writing; explanations	comparative language; technical vocabulary; causal conjunctions	collaborative investigation; explanation and evaluation	invention texts; scientific information texts; biographies	properties; reversible; irreversible; material; suitability	compare materials; explain investigations; justify material selection	practical investigations; visual models; structured discussion; vocabulary pre-teaching
<b>Easter Reflections</b>	Reflection, symbolism and human experiences	reflective texts; religious narratives; interpretation and comparison	reflective responses; explanations; evidence-informed writing	evaluative vocabulary; conjunctions; paragraph organisation	respectful discussion; empathy and interpretation	<i>The Lost Happy Endings; The Miraculous Journey of Edward Tulane</i>	compassion; renewal; symbolism; sacrifice; resilience	interpret themes and symbolism; justify reflections using evidence	visual prompts; oral rehearsal; structured reflection; sentence stems
<b>The Great British Isles</b>	Geographical enquiry,	geographical reports; maps; literary texts	comparative writing; reports;	comparative language; cohesion;	discussion and interpretation;	<i>Letters from the Lighthouse;</i>	migration; landscape; settlement;	compare regions and communities;	visual maps; vocabulary support; oral





	identity and community	exploring place and belonging	persuasive geographical responses	geographical vocabulary	presentation and reasoning	<i>The Somerset Tsunami</i>	identity; community	justify ideas using geographical evidence	rehearsal; practical mapping activities
<b>Healthy Bodies, Healthy Minds</b>	Wellbeing, resilience and evidence-informed thinking	wellbeing texts; reflective narratives; scientific and health information texts	reflective writing; explanation texts; evidence-informed wellbeing guides	evaluative vocabulary; persuasive language; cohesion	discussion and reflection; collaborative reasoning	<i>You Are Awesome; A Kind of Spark</i>	wellbeing; resilience; self-awareness; emotional literacy; regulation	explain healthy choices; justify wellbeing strategies using evidence	visual prompts; oral rehearsal; chunked tasks; emotional regulation supports
<b>Rainforests</b>	Environmental enquiry, biodiversity and sustainability	environmental reports; literary rainforest texts; disciplinary reading and interpretation	persuasive writing; reports; explanations; reflective environmental responses	causal language; comparative vocabulary; persuasive language	debate and discussion; collaborative enquiry; justification	<i>The Explorer; environmental reports and geographical texts</i>	biodiversity; sustainability; ecosystem; interdependence; climate	explain environmental relationships; justify viewpoints using evidence	visual supports; vocabulary pre-teaching; structured discussion; practical enquiry

## UKS2 Cycle 2

Unit	Delivery Focus	Reading Focus	Writing Focus	Grammar & Language Focus	Oracy Focus	Reading Spine Links	Vocabulary Focus	Assessment Opportunities	Adaptive Teaching
<b>World War Two</b>	Historical enquiry, conflict and human experiences	historical fiction and non-fiction; propaganda; wartime diaries; source interpretation	balanced arguments; reflective writing; historical explanations; persuasive responses	formal language; cohesion; passive voice; historical and evaluative vocabulary	debate and discussion; evidence analysis; justification and interpretation	wartime diaries; propaganda texts; biographies; historical fiction	propaganda; alliance; significance; evacuation; interpretation	analyse historical evidence; explain cause and consequence; justify conclusions using multiple sources	visual timelines; artefact exploration; vocabulary pre-teaching; structured discussion
<b>Electricity &amp; Circuits</b>	Scientific enquiry, electrical systems and innovation	scientific reports; technical diagrams; explanation texts; evaluation of information	investigation reports; explanations; technical and persuasive writing	technical vocabulary; causal conjunctions; formal scientific language	collaborative investigation; reasoning and presentation	investigation reports; scientific information texts; diagrams and circuit representations	voltage; conductor; variable; circuit symbol; electrical system	analyse investigations; explain relationships between variables; justify scientific conclusions	practical investigations; visual models; oral rehearsal; chunked instructions





<b>Christmas Hope</b>	Reflection, symbolism and beliefs	reflective texts; religious stories; interpretation and comparison	reflective responses; explanations; evaluative writing	evaluative vocabulary; cohesion; comparative language	respectful discussion; reflection and interpretation	religious narratives; discussion texts; reflective reading	symbolism; worldview; compassion; significance; interpretation	interpret symbolism and themes; compare beliefs and viewpoints; justify ideas using evidence	visual prompts; oral rehearsal; structured discussion; sentence stems
<b>Evolution &amp; Inheritance</b>	Scientific enquiry, adaptation and diversity	scientific reports; diagrams; biographies; evidence interpretation	explanations; scientific discussion; evaluative writing	technical vocabulary; causal language; formal scientific structures	collaborative investigation; evidence-based reasoning	scientific biographies; fossil evidence; non-fiction information texts	evolution; inheritance; adaptation; species; natural selection	explain adaptation and inheritance; analyse patterns; justify conclusions using evidence	visual diagrams; practical classification; vocabulary pre-teaching; structured discussion
<b>Light &amp; Perception</b>	Scientific enquiry, light and visual understanding	explanation texts; scientific diagrams; investigation reports	investigation reports; explanations; comparative scientific writing	scientific vocabulary; causal conjunctions; paragraph cohesion	discussion and collaborative enquiry; presentation and reasoning	scientific reports; diagrams; information texts	refraction; retina; perception; reflection; light ray	explain how light travels; analyse investigations; justify scientific conclusions	practical investigations; visual models; oral rehearsal; chunked learning
<b>Easter Journeys</b>	Reflection, symbolism and beliefs	religious narratives; discussion texts; reflective reading	reflective responses; explanations; evaluative writing	evaluative vocabulary; conjunctions; cohesion	respectful discussion; empathy and interpretation	religious and reflective texts; symbolic interpretation	sacrifice; resurrection; worldview; symbolism; perspective	interpret themes and symbolism; compare viewpoints; justify ideas using evidence	visual prompts; oral rehearsal; structured discussion; sentence stems
<b>Our Changing World</b>	Global citizenship, sustainability and geographical enquiry	environmental reports; persuasive texts; news and information sources	persuasive writing; evaluative responses; campaign materials	persuasive language; evaluative vocabulary; formal discussion language	debate and collaborative reasoning; presentation and discussion	environmental reports; global citizenship texts; discussion texts	globalisation; sustainability; interdependence; citizenship; environmental impact	analyse causes and consequences; evaluate solutions; justify conclusions using evidence	visual maps and data; vocabulary support; structured discussion; guided interpretation
<b>Healthy Futures</b>	Wellbeing, resilience and informed decision-making	wellbeing texts; reports; persuasive and evaluative texts	reflective responses; persuasive writing; evidence-informed wellbeing guides	evaluative vocabulary; persuasive language; cohesion	discussion and reflection; collaborative reasoning	health campaigns; discussion texts; wellbeing guidance	wellbeing; resilience; informed decision-making; lifestyle factors; long-term impact	explain factors affecting wellbeing; evaluate strategies; justify conclusions using evidence	visual prompts; oral rehearsal; structured discussion; reflection opportunities





The Mayans	Historical enquiry, civilisation and innovation	historical fiction and non-fiction; artefacts; cultural sources	historical explanations; comparative responses; museum-style reports	formal historical language; cohesion; evaluative vocabulary	debate and discussion; source interpretation; justification	historical accounts; artefacts; cultural and geographical sources	astronomy; civilisation; hierarchy; chronology; artefact	analyse historical evidence; compare civilisations; justify conclusions using evidence	visual timelines; artefact exploration; vocabulary pre-teaching; guided source interpretation
------------	---	---	--	---	---	---	--	--	---





## 14. Leadership & Monitoring

Leaders monitor the implementation and impact of English to ensure pupils progressively know more, remember more and can do more over time.

Monitoring activity	Purpose	Evidence leaders review	Frequency
Learning walks	Evaluate implementation and adaptive practice	classroom routines, engagement, fluency, adaptive teaching and curriculum delivery	Half-termly
Guided reading reviews	Evaluate reading provision and fluency development	decoding, fluency, comprehension and disciplinary reading	Half-termly
Book scrutiny	Review progression and curriculum coverage	writing quality, grammar progression, vocabulary and editing	Half-termly
Pupil voice	Assess understanding and curriculum experience	confidence, vocabulary, reading habits, comprehension and communication	Half-termly
Reading fluency reviews	Monitor fluency and prosody development	expression, automaticity, stamina and comprehension	Termly
Vocabulary reviews	Monitor vocabulary progression and application	Tier 2 and Tier 3 vocabulary in speech and writing	Termly
Oracy observations	Evaluate spoken language development	discussion, oral rehearsal, debate and presentation	Termly
Phonics assessment reviews	Monitor early reading progress	decoding, blending, segmenting and fluency	Ongoing
TrackAble assessment	Monitor attainment and identify next steps	progress data, gaps, trends and intervention impact	Ongoing / termly review
Moderation	Ensure consistency of expectations	shared judgements, standards and progression evidence	Termly
Curriculum review meetings	Evaluate curriculum effectiveness	strengths, adaptations, implementation and next steps	Termly





Reading Spine reviews	Monitor progression and challenge	genre balance, diversity, challenge and disciplinary reading	Termly
-----------------------	-----------------------------------	--	--------

## Leadership Principles

### Leaders ensure that:

- reading remains central to the curriculum
- phonics and early reading are prioritised
- vocabulary instruction is explicit and consistent
- spoken language and oracy are embedded across the curriculum
- adaptive teaching supports all learners effectively
- assessment informs planning and intervention
- pupils experience ambitious, diverse and progressive texts
- disciplinary reading supports wider curriculum access
- literacy and communication development are embedded across school life

### Within the specialist SEMH context, leaders also monitor:

- engagement and participation
- reading confidence and motivation
- communication development
- emotional regulation within learning
- attendance and curriculum access
- pupil belonging and wellbeing

## Oracy & Communication Development

Oracy is a central strength of the Storyybrook curriculum and is embedded across all subjects and wider school life.





## **Pupils are explicitly taught to:**

- listen actively and respectfully
- communicate ideas clearly
- rehearse language before writing
- discuss and debate thoughtfully
- reflect on emotions, experiences and viewpoints
- communicate using increasingly sophisticated vocabulary
- regulate communication within social situations

## **Oracy development is supported through:**

- oral rehearsal
- storytelling and narrative work
- restorative language and reflection
- partner and group discussion
- debate and verbal reasoning
- performance and presentation opportunities
- vocabulary instruction
- structured communication routines

## **Within the specialist SEMH context, spoken language is recognised as essential for:**

- emotional regulation
- relationship development
- confidence building
- curriculum access
- self-expression
- reflective thinking
- readiness for learning

## **Pupils progressively move from:**





**KS1:** communicate and respond



**LKS2:** explain and justify



**UKS2:** analyse, debate and evaluate

**Leaders monitor the impact of oracy development through:**

- pupil discussion and presentation
- vocabulary application
- participation and engagement
- confidence in communication
- discussion quality
- oral reasoning and reflection
- wider curriculum access and participation

## **15. English Assurance Statement**

The Storyybrook English Curriculum provides full National Curriculum coverage whilst ensuring learning remains ambitious, adaptive and meaningful within a specialist SEMH context. Pupils progressively develop substantive reading, writing and spoken language knowledge, disciplinary understanding and communication skills through increasingly sophisticated fluency, comprehension, composition, vocabulary development and reflective discussion. This prepares pupils to communicate confidently, access the wider curriculum successfully, build positive relationships and become thoughtful, resilient and independent learners.

