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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**Major Glad, Major Dizzy**Genre:**Discovery NarrativeRecountClass Read: Julia Donaldson Stories | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**Rapunzel**Genre:**Traditional TaleInstructionsClass Read: Julia Donaldson Stories | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**Hermelin**Genre:**Detective StoryLettersClass Read: Traditional Tales | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**Where the Wild Things are**Genre:**Portal StoryInformation TextClass Read: Traditional Tales | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**The Secret of Black Rock**Genre:**Return StoryRecountPoems to Perform-The Morning Rush-The Witches’ Spell (Macbeth)-Song of the Train | Taught using Read Write Inc SchemeStreamed through Key Stage One&**Read to Write:****Vehicle Text:**The Last Wolf**Genre:**Hunting StoryRecipesClass read:Non Fiction linked to topical Geography/Science topics |
| Year 2  | Taught using Read Write Inc SchemeStreamed through Key Stage One&Read to Write**Vehicle Text:**A River**Genre:**Circular NarrativeLetterClass read: Charlotte’s Web | Taught using Read Write Inc SchemeStreamed through Key Stage One&Read to Write**Vehicle Text:**The Night Gardener**Genre:**Setting NarrativeDiaryClass read: Charlotte’s Web | Taught using Read Write Inc SchemeStreamed through Key Stage One&Read to Write**Vehicle Text:**The Bog Baby**Genre:**Finding NarrativeInstructionsClass read: Fantastic Mr Fox  | Taught using Read Write Inc SchemeStreamed through Key Stage One&Read to Write**Vehicle Text:**Grandad’s Island**Genre:**Return NarrativeInformation TextPoetry to Perform-On the Ning Nang Nong-Cats -Sampan-Slowly-The Door | Taught using Read Write Inc SchemeStreamed through Key Stage One**Read to Write:****Vehicle Text:** The King Who Banned the Dark**Genre:**A Mistake NarrativeClass read: Creakers | Taught using Read Write Inc SchemeStreamed through Key Stage One**Read to Write:****Vehicle Text:** Rosie RevereGenre:ExplanationClass read: Creakers and Non Fiction linked to topical Geography/ Science topic |
| Year 3 | **Read to Write**Vehicle Text: The Iron ManGenres:Approach Threat NarrativeExplanationClass Read: Flat Stanley | **Read to Write**Vehicle Text: FoxGenres:Fable NarrativeFox ReportPoetry to Perform-Slowly-Bed in Summer-The Door | **Read to Write**Vehicle Text: The Rhythm of the RainGenres:Setting NarrativeRiver Information LeafletClass Read: Enchanted wood | **Read to Write**Vehicle Text: *Jemmy Button*Genres:Return Narrative Letters Class Read: Enchanted wood | **Read to Write**Vehicle Text: *Egyptology*Genres: Egyptian MysteryDiary Class Read: The Twits  | **Read to Write**Vehicle Text: *Into the Forest*Genres:Lost NarrativeNewspaper Report Class Read: Non Fiction linked to topical Geography/ Science Topic |
| Year 4 | **Read to Write**Vehicle Text: The WhaleGenres:Setting NarrativeNewspaper Report Class Read: Lion, Witch, and the Wardrobe | **Read to Write**Vehicle Text: LeafGenres:Outsider NarrativeInformation Text Class Read: Lion, Witch, and the Wardrobe | **Read to Write**Vehicle Text: Arthur and the Golden RopeGenres:Myth NarrativeInformation Text Class Read: I swapped my brother on the internet | **Read to Write**Vehicle Text: The Lost Happy EndingsGenres:Twisted NarrativeLetterPoetry to Perform-The River-Gran, Can you Rap?-Jim | **Read to Write**Vehicle Text: The JourneyGenres:Refugee NarrativeDiaryClass Read:Firework Maker’s Daughter | **Read to Write**Vehicle Text: ManfishGenres:Invention NarrativeBiography Class Read: Non Fiction around topical Geography/ Science topic |
| Year 5 | **Read to Write**Vehicle Text: Where Once We StoodGenres:Exploration NarrativeFormal Report Class ReadThe Hodgeheg Poetry: Wind on the Hill Revisit: Ancient Rome (Y4 topic) | **Read to Write**Vehicle Text: FArTHERGenres:Setting NarrativeLetter Class Read: The Iron Man Poetry: The Eagle & The Crocodile Revisit: Mayans | **Read to Write**Vehicle Text: The Hound of the BaskervillesGenres:Cliff Hanger NarrativeFormal Event ReportClass Read: Oranges in No Man’s Land Revisit: Rivers | **Read to Write**Vehicle Text: The PromiseGenres:Character NarrativeNewspaper Report Class Read - Oranges in No Man’s LandPoetry: Night mail Revisit: York | **Read to Write**Vehicle Text: The Lost Book of AdventureGenres:Survival NarrativeSurvival Guide Class Read: Kensuke’s Kingdom Revisit: Volcanoes | **Read to Write**Vehicle Text: King KongGenres:Dilemma NarrativeBalanced ArgumentClass Read: SurvivorsRevisit: World War II |
| Year 6 | **Read to Write**Vehicle Text: Rose BlancheGenres:DiaryBravery Speech AwardClass read –The 1,000 year old boy | **Read to Write**Vehicle Text: A Story Like the WindGenres:Flashback NarrativeNewspaper Report Class Read: Unforgotten Coat  | **Read to Write**Vehicle Text: The Origin of SpeciesGenres:Discovery NarrativeExplanation Text Class Read: Percy Jackson and the Greek God | **Read to Write**Vehicle Text: WolvesGenres:First Person narrativeBalanced ArgumentInformation TextSuspense Narrative Class Read: Percy Jackson and the Greek God | **Read to Write**Vehicle Text: Shackleton’s JourneyGenres:Endurance NarrativeMagazine Article Class read: *Holes*Poetry to Perform -Silver-Daffodils- If-Sonnet 18 | **Read to Write**Vehicle Text: Hansel and GretelGenres:Dual NarrativeLetter Class Read: Non Fiction linked to topical Geography |

Aims

**The aims for our English curriculum are to ensure that pupils:**

* **Become creative – not just in the texts they read but how they respond, think and change in relation to them. We push pupils to think - What does it mean to me?**
* **Read a rich range of wonderful novels, poems, plays and non-fiction texts (including those that relate to other areas of the curriculum).**
* **Are shaped by language, so studying its use and significance is both important and exciting.**
* **Know that English isn't always English - texts in English come from across the globe and bear witness to the diverse cultures that produced them.**
* **Respond to the message and not the medium - Literature has always shaped and responded to technological change.**
* **Be taught by enthusiastic and committed staff who are reading, thinking, researching and writing too!**
* **Understand that language is growing, developing and changing.**
* **Realise that employers LOVE English graduates: research shows companies value communication, collaboration, critical thinking, independence, adaptability. English teaches these. So become an effective researcher, great communicator and active, lifelong learner.**
* **Learn the discipline of studying English; it is about difference as well as consensus - disagreements are as fascinating and intellectually engaging as agreements!**
* **Realise that what you read for pleasure is also part of what you study – it will fuel you as a reader and as a person for the rest of your life.**
* **Join the greatest, longest conversation of humanity; reading, writing, speaking and listening are sociable skills!**
* **Produce work in all kinds of different ways: creative work, written reviews, presentations, class-work, discussions, essays, projects.**
* **Become fluent in the different strands of English: reading, writing, speaking and listening.**
* **Become more confident in other subjects.**

**Many people in the following jobs have an English degree:**

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| [Digital copywriter](https://www.prospects.ac.uk/job-profiles/digital-copywriter) | Teacher | [Web content manager](https://www.prospects.ac.uk/job-profiles/web-content-manager) |
| [Edit](https://www.prospects.ac.uk/job-profiles/editorial-assistant)or | [Marketing executive](https://www.prospects.ac.uk/job-profiles/marketing-executive) | Writer |
| Journalist | [Advertising copywriter](https://www.prospects.ac.uk/job-profiles/advertising-copywriter) | Librarian |
| [Publishing copy-editor/proof-reader](https://www.prospects.ac.uk/job-profiles/publishing-copy-editor-proofreader) | [Academic](https://www.prospects.ac.uk/job-profiles/academic-librarian)  | [Public relations officer](https://www.prospects.ac.uk/job-profiles/public-relations-officer) |
| Sports commentator | [Arts administrator](https://www.prospects.ac.uk/job-profiles/arts-administrator) | [Social media manager](https://www.prospects.ac.uk/job-profiles/social-media-manager) |
| [Learning mentor](https://www.prospects.ac.uk/job-profiles/learning-mentor) | [Information officer](https://www.prospects.ac.uk/job-profiles/information-officer) | [Records manager](https://www.prospects.ac.uk/job-profiles/records-manager) |
| TV presenter | [Media researcher](https://www.prospects.ac.uk/job-profiles/media-researcher) | Radio Broadcaster |