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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Year 1 | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  Major Glad, Major Dizzy  **Genre:**  Discovery Narrative Recount  Class Read: Julia Donaldson Stories | Taught using Read Write Inc Scheme Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  Rapunzel  **Genre:**  Traditional Tale  Instructions  Class Read: Julia Donaldson Stories | Taught using Read Write Inc Scheme Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  Hermelin  **Genre:**  Detective Story  Letters  Class Read: Traditional Tales | | Taught using Read Write Inc Scheme Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  Where the Wild Things are  **Genre:**  Portal Story Information Text  Class Read: Traditional Tales | Taught using Read Write Inc Scheme Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  The Secret of Black Rock  **Genre:**  Return Story Recount  Poems to Perform  -The Morning Rush  -The Witches’ Spell (Macbeth)  -Song of the Train | Taught using Read Write Inc Scheme Streamed through  Key Stage One  &  **Read to Write:**  **Vehicle Text:**  The Last Wolf  **Genre:**  Hunting Story  Recipes  Class read:  Non Fiction linked to topical Geography/Science topics |
| Year 2 | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  &  Read to Write  **Vehicle Text:** A River  **Genre:** Circular Narrative Letter  Class read: Charlotte’s Web | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  &  Read to Write  **Vehicle Text:** The Night Gardener  **Genre:** Setting Narrative Diary  Class read: Charlotte’s Web | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  &  Read to Write  **Vehicle Text:** The Bog Baby  **Genre:** Finding Narrative Instructions  Class read: Fantastic Mr Fox | | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  &  Read to Write  **Vehicle Text:** Grandad’s Island  **Genre:** Return Narrative  Information Text  Poetry to Perform  -On the Ning Nang Nong  -Cats  -Sampan  -Slowly  -The Door | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  **Read to Write:**  **Vehicle Text:**  The King Who Banned the Dark  **Genre:**  A Mistake Narrative  Class read: Creakers | Taught using Read Write Inc Scheme  Streamed through  Key Stage One  **Read to Write:**  **Vehicle Text:**  Rosie Revere  Genre:  Explanation  Class read: Creakers and Non Fiction linked to topical Geography/ Science topic |
| Year 3 | **Read to Write** Vehicle Text:  The Iron Man  Genres:  Approach Threat Narrative  Explanation  Class Read: Flat Stanley | **Read to Write** Vehicle Text:  Fox  Genres:  Fable Narrative  Fox Report  Poetry to Perform -Slowly -Bed in Summer  -The Door | **Read to Write** Vehicle Text:  The Rhythm of the Rain Genres:  Setting Narrative  River Information Leaflet  Class 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 Mystery  Diary  Class Read: The Twits | **Read to Write** Vehicle Text:  *Into the Forest*  Genres: Lost Narrative  Newspaper Report  Class Read:  Non Fiction linked to topical Geography/ Science Topic |
| Year 4 | **Read to Write** Vehicle Text:  The Whale  Genres:  Setting Narrative  Newspaper Report  Class Read: Lion, Witch, and the Wardrobe | **Read to Write** Vehicle Text:  Leaf  Genres:  Outsider Narrative  Information Text  Class Read: Lion, Witch, and the Wardrobe | **Read to Write** Vehicle Text:  Arthur and the Golden Rope  Genres:  Myth Narrative  Information Text  Class Read: I swapped my brother on the internet | **Read to Write** Vehicle Text:  The Lost Happy Endings  Genres:  Twisted Narrative  Letter  Poetry to Perform  -The River  -Gran, Can you Rap? -Jim | | **Read to Write** Vehicle Text:  The Journey  Genres:  Refugee Narrative  Diary  Class Read: Firework Maker’s Daughter | **Read to Write** Vehicle Text:  Manfish  Genres:  Invention Narrative  Biography    Class Read: Non Fiction around topical Geography/ Science topic |
| Year 5 | **Read to Write** Vehicle Text:  Where Once We Stood  Genres:  Exploration Narrative  Formal Report  Class Read  The Hodgeheg  Poetry: Wind on the Hill  Revisit: Ancient Rome (Y4 topic) | **Read to Write** Vehicle Text:  FArTHER  Genres:  Setting Narrative  Letter  Class Read:  The Iron Man  Poetry: The Eagle & The Crocodile  Revisit: Mayans | **Read to Write** Vehicle Text:  The Hound of the Baskervilles Genres:  Cliff Hanger Narrative  Formal Event Report  Class Read:  Oranges in No Man’s Land  Revisit: Rivers | **Read to Write** Vehicle Text:  The Promise  Genres:  Character Narrative  Newspaper Report  Class Read - Oranges in No Man’s Land  Poetry: Night mail  Revisit: York | | **Read to Write** Vehicle Text:  The Lost Book of Adventure Genres:  Survival Narrative  Survival Guide  Class Read:  Kensuke’s Kingdom  Revisit: Volcanoes | **Read to Write** Vehicle Text:  King Kong  Genres:  Dilemma Narrative  Balanced Argument  Class Read: Survivors  Revisit: World War II |
| Year 6 | **Read to Write** Vehicle Text:  Rose Blanche  Genres:  Diary  Bravery Speech Award  Class read –The 1,000 year old boy | **Read to Write** Vehicle Text:  A Story Like the Wind  Genres:  Flashback Narrative  Newspaper Report  Class Read: Unforgotten Coat | **Read to Write** Vehicle Text:  The Origin of Species  Genres:  Discovery Narrative  Explanation Text  Class Read: Percy Jackson and the Greek God | **Read to Write** Vehicle Text:  Wolves  Genres:  First Person narrative  Balanced Argument  Information Text  Suspense Narrative  Class Read: Percy Jackson and the Greek God | | **Read to Write** Vehicle Text:  Shackleton’s Journey  Genres:  Endurance Narrative  Magazine Article  Class read: *Holes*  Poetry to Perform  -Silver -Daffodils - If -Sonnet 18 | **Read to Write** Vehicle Text:  Hansel and Gretel  Genres:  Dual Narrative  Letter  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 |