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| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Year 1 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform |
| Year 2 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform |
| Year 3 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Inform or Persuade |
| Year 4 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Discuss |
| Year 5 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Discuss |
| Year 6 | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Discuss |

**English**

Through our English curriculum, our intent is to encourage children to become enthusiastic and engaged with English, develop a love of reading and to teach the children the importance of speaking, listening, reading and writing skills in the real world. By giving children the context to learning, they will understand the value of English to them now and in their futures.

We will provide our children with rich and varied learning opportunities to develop a positive attitude toward communication and for children to be able to express their emotions and their ideas confidently and articulately. We will endeavour to make English interesting and exciting, engaging the children with the joy and wonder of books, providing a real purpose for writing and piquing their imagination and creativity.

We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education.

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| --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2/3 | Year 3/4 | Year 5 | Year 6 |
| Autumn | Little Red Riding HoodJack and the Beanstalk | Little RedThe TunnelVoices in the ParkHansel and Gretel | Varjak Paw (F.S.Said) | Stitch Head (Guy Bass) | Letters from the Lighthouse (Emma Carroll) |
| Spring | The Rainbow Fish (Marcus Pfister) Beegu (Alexis Deacon) | Leon and the Place Between (Graham Parker Smith) | The Firework Maker’s Daughter (Philip Pullman) | The boy at the back of the class (Onjali Q Rauf) **OR** Beetle Boy (M.G.Leonard) | Cogheart (Peter Bunzl) |
| Summer | Amazing Grace (Mary Hoffman)The Lighthouse Keepers Lunch (Rhonda & David Armitage) | The Iron Man (Ted Hughes) | Arthur and the Golden Rope (Joe Todd Stanton) | Kensuke’s Kingdom (Michael Morpurgo) | Holes (Louis Sachar) |
| Poetry | Poet study: Allan Ahlberg‘The Lost Lost-Property Office’ Roger McGough (List Poem/Comic Verse) | Poet Study: Spike Milligan‘The Slow Man’ Allan Ahlberg(Free Verse) | Poet Study: Michael Rosen‘I asked the River’ Valerie Bloom (Question and answer)‘Life doesn’t frighten me’ Maya Angelou | Brian Moses‘Sun is Laughing’ Grace Nichols (Narrative) | Poet Study: John Agard‘Dulce et decorum est’ Wilfred Owen(Teaching point: The lack of form) |
| Cultural | Jamil’s Clever Cat (Fiona French) | The colour of home (Mary Hoffman) | Malala’s magic pencil (Malala Yousafzai) | The boy at the back of the class (Onjali Q Rauf) | Trash (Andy Mulligan) |
| ERIC  | Traditional Tales and Fairy Stories (popular and less well known)Judith KerrEmily Gravett | Anthony Browne Roald DahlDick King Smith | 1000 Year Old Boy (Ross Welford)Grimm’s Fairy talesJoe Todd Stanton-Mythical Collection | Flour Babies (Anne Fine)The Lion, The Witch and The Wardrobe (C.S.Lewis)Michael Morpurgo | The Railway Children (E.Nesbit)The Island (Armin Gredar)The Arrival (Shaun Tan) |