



English policy

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English Policy Statement

The approach of using literature at the core of English teaching in the primary school

Aims

The English national curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

- We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Methodology

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

"This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.'

This would suggest that a context for learning is vital - and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We will always aim for our writing opportunities to be meaningful; whether short or long and that the audience is clear. Books offer this opportunity: our final aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons - all writing skills that will support children in preparation for their time in secondary school. This sits comfortably alongside the following statement from the English national curriculum: 'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

Resourcing and coverage

Through use of The Literary Curriculum we have mapped the coverage of the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory (March 2017) Early Years Framework. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Children's work books

Children present all English skills within their adventure book. This book should evidence the journey of skills that the children have been learning in order to produce a piece of extended writing. This extended writing will then be evidenced in the Wonderful Writing book. The 'Wonderful Writing' book will follow the child through school to show the progress and journey of writing the child has been on.

Reception	Autumn 1	Outside inside	<i>Where the Wild Things Are</i> by Maurice Sendak <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema
	Autumn 2	Knowing yourself	<i>I am Henry Finch</i> by Alexis Deacon <i>Halibut Jackson</i> by David Lucas
	Spring 1	Telling a tale	<i>The Magic Paintbrush</i> by Julia Donaldson and Joel Stewart <i>Little Red</i> by Lynn Roberts and David Roberts
	Spring 2	Sowing a seed	<i>The Tiny Seed</i> by Eric Carle <i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child
	Summer 1	Strength of mind	<i>Willy the Wimp</i> by Anthony Browne <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd
	Summer 2	Family & friends	<i>So Much</i> by Trish Cooke and Helen Oxenbury <i>O! Frog</i> by Kes Gray and Jim Field
Year 1	Autumn 1	Journeys & exploration	<i>Cave Baby</i> by Julia Donaldson and Emily Gravett
			<i>Naughty Bus</i> by Jan Oke and Jerry Oke
			<i>Sidney, Stella and the Moon</i> by Emma Yarlett
	Autumn 2	Heroes & villains	<i>Send for a Superhero</i> by Michael Rosen and Katharine McEwen
			<i>I Want My Hat Back</i> by Jon Klassen
	Spring 1	Similarities & differences	<i>Beegu</i> by Alexis Deacon <i>The Odd Egg</i> by Emily Gravett
Spring 2	Nature & environment	<i>Stanley's Stick</i> by John Hegley and Neal Layton <i>Dinosaurs and All That Rubbish</i> by Michael Foreman	
		Friendship & kindness	<i>Lost and Found</i> by Oliver Jeffers *book and film <i>Yeti and the Bird</i> by Nadia Shireen

	Summer 1		<i>Pig the Pug</i> by Aaron Blabey & <i>How to Be a Dog</i> by Jo Williamson
	Summer 2	Imagination & creativity	<i>Iggy Peck, Architect</i> by Andrea Beatty and David Roberts <i>The Magic Bed</i> by John Burningham
Year 2	Autumn 1	A twist in the tale	<i>The Goldilocks Project: Goldilocks and the Three Bears</i> by Lauren Child, <i>You and Me</i> by Anthony Browne & <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson <i>Jim and the Beanstalk</i> by Raymond Briggs
	Autumn 2	Creation & conservation	<i>The Journey Home</i> by Frann Preston-Gannon <i>House Held Up By Trees</i> by Ted Kooser and Jon Klassen
	Spring 1	Bravery vs. Fear	<i>The Bear Under the Stairs</i> by Helen Cooper <i>The Minpins</i> by Roald Dahl and Patrick Benson
	Spring 2	Relationships & acceptance	<i>The Owl and the Pussy-cat</i> by Edward Lear and Charlotte Voake <i>Tadpole's Promise</i> by Jeanne Willis and Tony Ross
	Summer 1	Fantasy & fiction	<i>Wolves</i> by Emily Gravett <i>The Dragon Machine</i> by Helen Ward and Wayne Anderson
	Summer 2	Urban metropolis	<i>The Great Fire of London</i> by Emma Adams and James Weston Lewis <i>Rosie Revere, Engineer</i> by Andrea Beatty and David Roberts <i>A Walk in London</i> by Salvatore Rubbino
	Autumn 1	Magic & wonder	<i>Leon and the Place Between</i> by Angela McAllister and Grahame Baker Smith <i>The Heart and the Bottle</i> by Oliver Jeffers <i>The First Drawings</i> by Mordicai Gerstein
	Autumn 2	Dreams & curiosity	<i>The BFG</i> by Roald Dahl and Quentin Blake *book and film <i>The Tear Thief</i> by Carol Ann Duffy and Nicoletta Ceccoli <i>The Tin Forest</i> by Helen Ward and Wayne Anderson
Year 3	Spring 1	Pride & downfall	<i>The Pied Piper of Hamelin</i> by Michael Morpurgo and Emma Chichester Clark <i>Escape from Pompeii</i> by Christina Balit
	Spring 2	Overcoming adversity	<i>Cloud Tea Monkeys</i> by Mal Peet and Elspeth Graham <i>Black Dog</i> by Levi Pinfold <i>Sparky</i> by Jenny Offill and Chris Appelhans
	Summer 1	From mystery to discovery	<i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg <i>How to Live Forever</i> by Colin Thompson <i>Flotsam</i> by David Wiesner
	Summer 2	Confidence & caution	<i>Jim, A Cautionary Tale</i> by Hilaire Belloc and Mini Grey <i>The Day I Swapped My Dad for Two Goldfish</i> by Neil Gaiman and Dave McKean

Year 4	Autumn 1	Freedom & captivity	<i>The Iron Man</i> by Ted Hughes and Laura Carlin <i>Varmints</i> by Helen Ward and Marc Craste *book and film <i>Tar Beach</i> by Faith Ringgold
	Autumn 2	Invention & innovation	<i>FaRther</i> by Grahame Baker Smith <i>Until I Met Dudley</i> by Roger McGough and Chris Riddell
	Spring 1	Darkness & light	<i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith <i>The Selfish Giant</i> by Oscar Wilde and Michael Foreman or Alexis Deacon
	Spring 2	Taking courage	<i>The Lion and the Unicorn</i> by Shirley Hughes <i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell <i>The Matchbox Diary</i> by Paul Fleischman and Bagram Ibatoulline
	Summer 1	Exploration & discovery	<i>Jonathan Swift's Gulliver</i> by Martin Jenkins and Chris Riddell <i>Shackleton's Journey</i> by William Grill <i>Weslandia</i> by Paul Fleischman and Kevin Hawkes <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck

	Summer 2	Fantasy worlds	<i>The Lion the Witch and the Wardrobe</i> by C.S. Lewis <i>Jabberwocky</i> by Lewis Carroll and Joel Stewart
Year 5	Autumn 1	Ambition & desire	<i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein
			<i>Robot Girl</i> by Malorie Blackman and Matthew Griffin
			<i>King Kong</i> by Anthony Browne
	Autumn 2	Power vs. principles	<i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung
			<i>Percy Jackson</i> by Rick Riordan
	Spring 1	Belonging	<i>The Lost Thing</i> by Shaun Tan *book and film
			<i>Unspoken</i> by Henry Cole
Spring 2	Fairytale Endings	<i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray	
		<i>The Sleeper and the Spindle</i> by Neil Gaiman and Chris Riddell	
Summer 1	Lessons from History	<i>Kaspar, Prince of Cats</i> by Michael Morpurgo and Michael Foreman <i>Otto, Autobiography of a Teddy-bear</i> by Tomi Ungerer	
Summer 2	Future & past	<i>Origami Yoda</i> by Tom Angleberger	
		<i>Firebird</i> by Saviour Pirotta and Catherine Hyde	
Year 6	Autumn 1	Migration & movement	<i>The Unforgotten Coat</i> by Frank Cottrell Boyce
			<i>The Arrival</i> by Shaun Tan
	Autumn 2	Evolution & inheritance	<i>The Promise</i> by Nicola Davies and Laura Davies
			<i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White
			<i>The Hidden Forest</i> by Jeannie Baker
	Spring 1	Invention & enterprise	<i>The Invention of Hugo Cabret</i> by Brian Selznick *book and film
			<i>The Templeton Twins: Have an Idea</i> by Ellis Weiner
	Spring 2	Utopia vs. dystopia	<i>The Three Little Pigs Project</i> by The Guardian *film
			<i>The Boy in the Tower</i> by Polly Ho-Yen
	Summer 1	Good vs. bad	<i>Grimm Tales for Young and Old</i> by Phillip Pullman
<i>Romeo and Juliet</i> William Shakespeare, Helen Street and Charly Cheung *book and film			
<i>The Princess' Blankets</i> by Carol Ann Duffy and Catherine Hyde			
Summer 2	Crossing borders	<i>Night Mail</i> by W H Auden and GPO Film Unit *poem and film	
		<i>A Beautiful Lie</i> by Irfan Master	