

English

Subject	English
Core Aims	<p>Our core aims are that students succeed in English and become proficient in reading, writing, speaking and listening and communication so that they can move on to the next stage of their education confidently.</p> <p>We aim to encourage good habits in communication, reading, writing, speaking and listening, while always keeping at the forefront that English is both rewarding and enjoyable. Students read daily, practice their individual spellings, aim to improve their handwriting skills and begin to write for a variety of reasons. For example, students write their own stories and articles', letters, diaries, adverts and reports. They develop an understanding of fiction and nonfiction styles of reading and writing. Underpinning this are explicit grammar lessons to support their understanding of how our language works and is constructed.</p> <p>When students join the school they are fully assessed in all areas of literacy. This allows for gaps in their knowledge and understanding to be addressed. Half termly and termly monitoring of progress and standardised assessments ensure students are working at the correct level for them to be challenged but still make progress. Individual support and personalised learning programmes support student development.</p>
Topics	<p>Literary and non-literary materials are used in equal measure. We aim to cover as many genres from as wide a time line as possible. This list provides an example of texts. Where possible links are made across the curriculum with History and Science and may therefore be subject to change.</p> <p>A Night to Remember Swallows and Amazons Peter Pan Alice in Wonderland Great Expectations Charles Dickens A Christmas Carol by Charles Dickens Poetry from around the world War Poetry Midsummer Night's Dream Romeo and Juliet Macbeth Lord of the Rings The Dangerous book for Boys The Outsiders Hamp Dracula, Frankenstein Good night Mr Tom, Private Peaceful, Friend of Foe, Carries War, Letters from the Lighthouse, Boy in the striped Pyjamas, Once then after (Morris Glietzman) Hunger Games A series of Unfortunate events The boy who grew dragons The Street Beneath my feet Charlotte Guillan and Yuval Zommer Survivors David Long and Kerry Hynfman Viking Boy Tony Bradman Defenders Killing Ground- Tom Palmer How to train your Dragon Cressida Cowell</p>

	<p>The Chocolate Tree Linda Lowery The Hero Twins Against the Lords of Death Dan Jolley and David Witt Timeriders: The Mayan Prophecy Alex Scarrow The Great Kapok Tree Lynne Cherry Zathura by Chris Van Allsburg Skellig By David Almond Holes The Iron Man A variety of books by David Walliams and Roald Dahl A selection of books by Marjorie Blackman and Michael Morpurgo (King of the Cloud Forests, Running Wild) Poetry- including poetry from other cultures, war poetry and classic poetry Poetry from around the world Adverts and Advertising Biography and auto biography eg Anne Frank Crime and punishment- Framed , Millions by Frank Cottrell Who Let the Gods out Maz Evans The Iliad and Odyssey Marcia Williams The Orchard book of Greek Myths Geraldine McCaughrean Cosmic Frank Cotrell Georges Secret Key to the Universe Lucy Hawking and Stephen Hawking Flush and Hoot by Carl Hiassen Secrets of a sun King Emma Carroll The Red Pyramid Rick Riordan The story of Tutankamun Patricia Cleveland and Isabel Greenberg Empire of the sun Kensukies Kingdom Film and animation Literacy Shed clips and animations</p>
<p>Skills and Knowledge</p>	<p><u>Reading</u> Apply their knowledge of phonics, prefixes, suffixes and root words to read and understand the meaning of new words. Demonstrate an understanding of what they have read. Students begin to predict what will happen next and are able to infer what the text means. Read an increasingly wide range of texts including a variety of fiction and non-fiction, poetry, reports, newspapers, articles and biographies and autobiographies. Discuss and evaluate text referring to choice of language and impact on the reader- challenge the ideas of others</p> <p><u>Writing</u> Spelling use known strategies to spell words (as well as using dictionaries)– (at an individual level) Write legibly, fluently and at an increasing speed Have an understanding of the grammar structures of English language and use them in their writing Write their own stories and develop their creative and imaginative skills – (plan, write and edit) Write a range of other narrative and non- narrative texts- eg letters, diaries, recounts, persuasive articles, balanced arguments instructions and reports Use accurately and understand an increasing range of grammatical terminology- (individual)</p> <p><u>Speaking and listening</u></p>

	Speak confidently in a group by taking part in discussions and giving short presentations to the class.
Social, moral, spiritual and Cultural	Trips to the theatre and cinema Cultural poetry Introduction to a range of literacy texts. Explanation of moral issues raised in texts. Understanding of techniques used by writers (e.g. advertisers) to manipulate readers.
British Values	War poetry, famous British authors. Promotion of mutual respect and tolerance through exploration of a range of texts.
ASDAN Links	<u>Identity</u> Handling discussions, negotiations and criticism. Looking Ahead – Job adverts – personal qualities <u>International</u> Value the links we have with other people and places. Challenge 17 Discussion about countries visited and wish list <u>Citizenship</u> Reading the Newspaper. Looking at ways different papers report the news.