



Supporting Documents

Non-Negotiables:

In order to satisfy our English Ethos Statement and to ensure English has the maximum possible effect on all children, we have identified some 'non-negotiables' which will be used as a framework for the teaching and learning of English.

These include –

- Children sharing their writing with others. This can be through any means necessary.
- Having a 'published' book of children's final drafts of writing.
- Including a launch/landing or an experience of some sort at a point throughout the text being covered.
- Including an element of drama and role play across a series of lessons.
- Writing for alternative contexts such as Amazon book reviews, letters to the author or turning texts into comic strips
- Linking work in lessons to the use of the library
- Exploring the possibility of using Twitter as a tool to 'tweet' authors and others who may be interested in the children's work.

Teaching English through texts...

A range of techniques/approaches have to be used throughout the whole of the text. The end product will vary depending on the book and the genres which you want the children to write about.

- 1) Responding to the text – happens throughout. May be in the form of simply talking about the book, likes/dislikes etc. Picture exploration...massive for developing ideas, description, why things are illustrated like they are and a large part in helping to differentiate work! Writer talk – what has the writer been thinking during this stage of the book? Authorial intent.
- 2) Capturing ideas – happens throughout. How are children exploring the text/images and developing their ideas? Drama, re-telling, debate, research about a topic, mind mapping, annotations, talking, questioning, challenging each other's thoughts and opinions.
- 3) Grammar teaching in context – is this something which can be brought in? Does the book and the grammar content you are teaching allow for a link? Allow application and put into a context. Use examples from a text to support grammar teaching.
- 4) Sentence games – old 'Grammar for Writing' type activities. Great resource for a starting point!
- 5) Written outcomes / Incidental writing opportunities – planned out, not forced. These have to be natural links to whatever has come up through the text. More time may be spent on certain genres throughout but the idea is that quality writing comes as the children are engaged and involved with the plot and the characters. They can write for a purpose and from points of view as they become part of the book.
- 6) The school has also started using '**The Power of Reading**' as a resource which follows a similar pattern with a range of activities. There are also texts on here which have been planned in the same way.

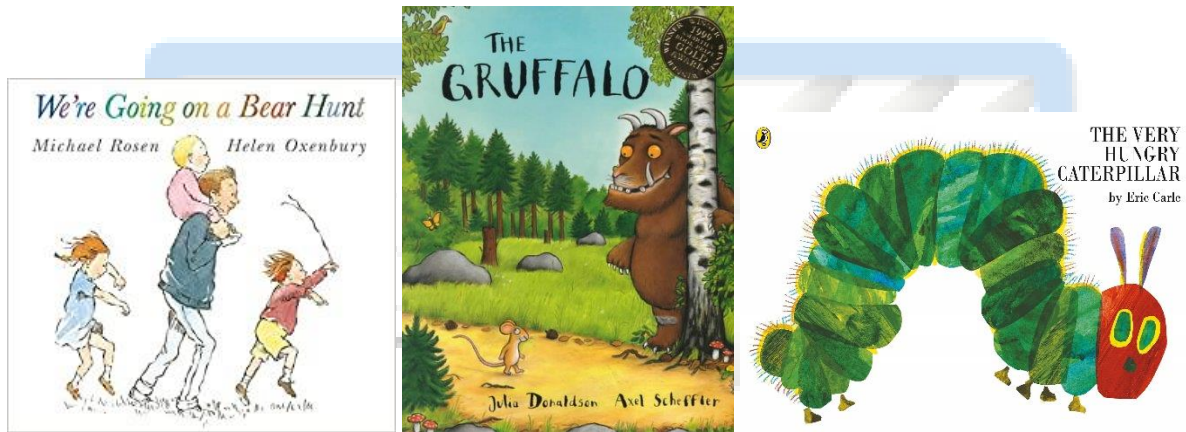
Long Term Plan for teaching English Through texts

Term	Genre of text to be taught
Autumn 1	Traditional Classics
Autumn 2	Recently Published Fiction
Spring 1	Books from other cultures
Spring 2	Poetry
Summer 1	Traditional Classics
Summer 2	Information Texts

Please see the outline of genres and potential texts to cover for each year group below:¹

Autumn 1: Traditional Classics

FS



Y1

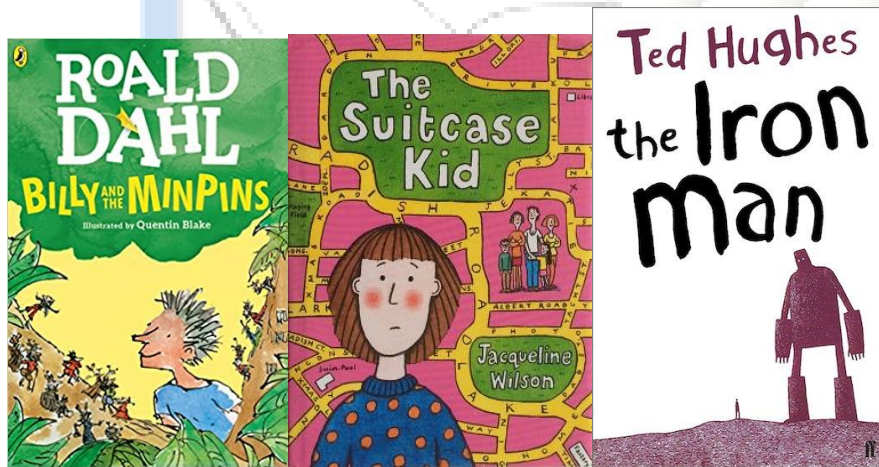


¹ Foundation Stage may not follow this pattern of texts strictly as their curriculum follows the interests of children. However, where possible, FS should aim to cover some of the texts suggested here throughout the academic year.

Y2



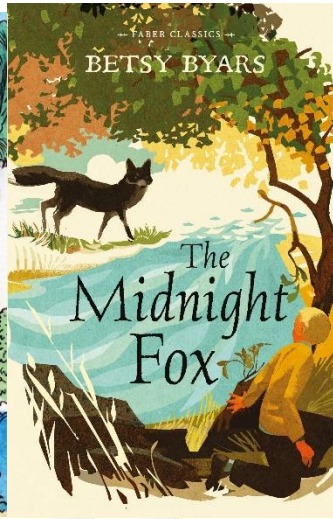
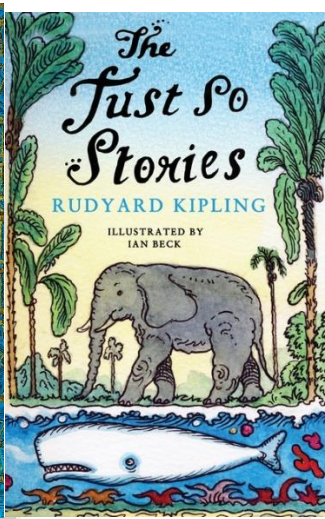
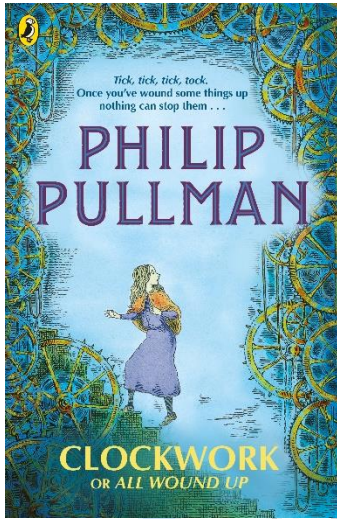
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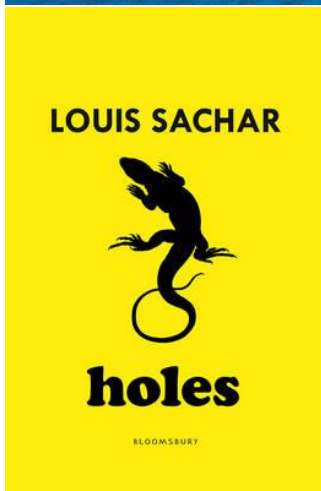
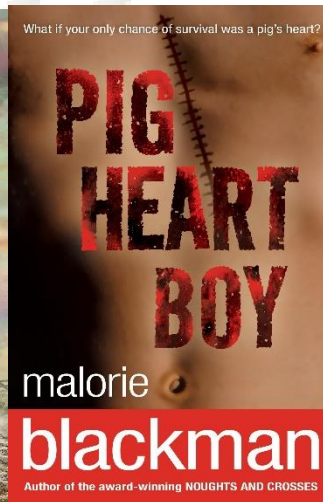
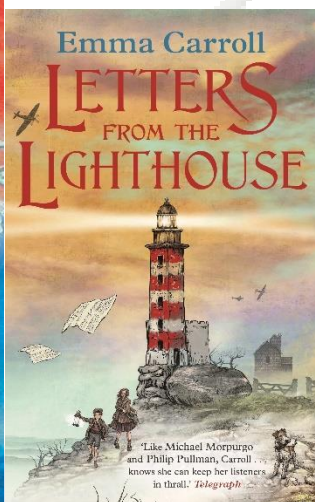
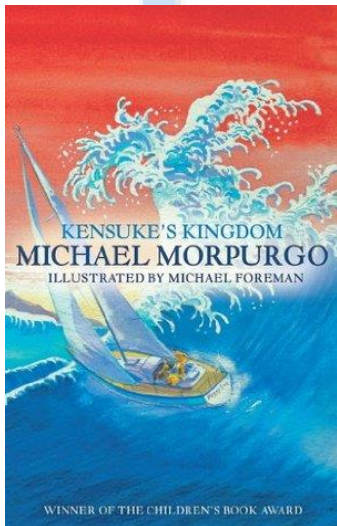
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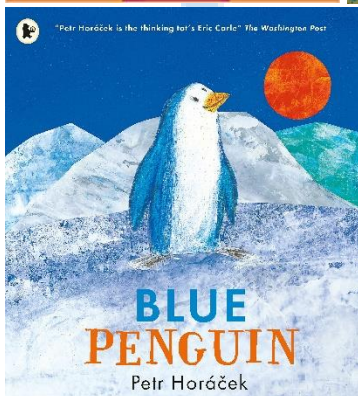
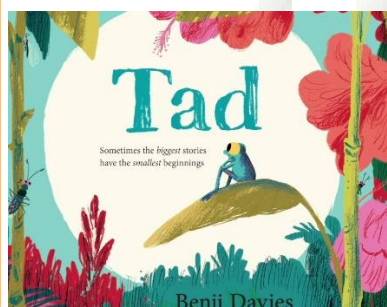
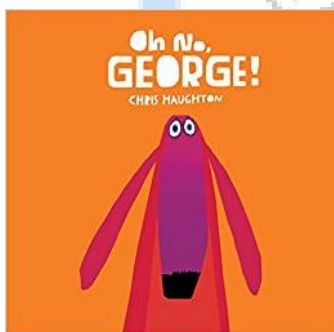


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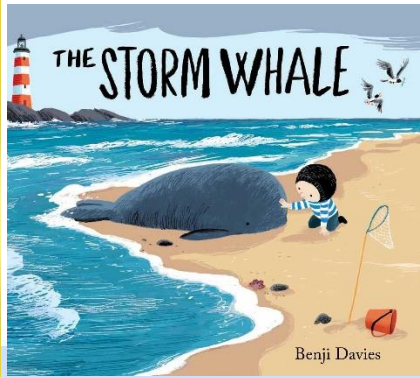
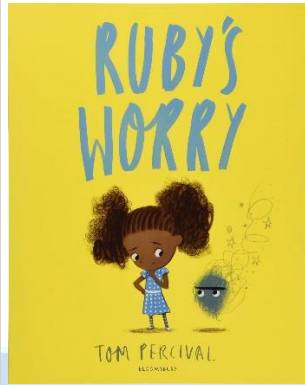
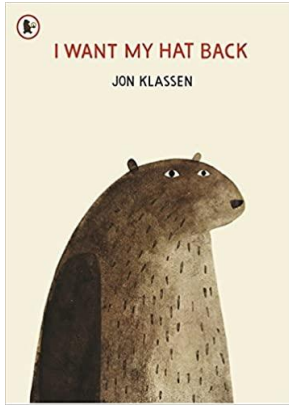


Autumn 2: Recently published fiction

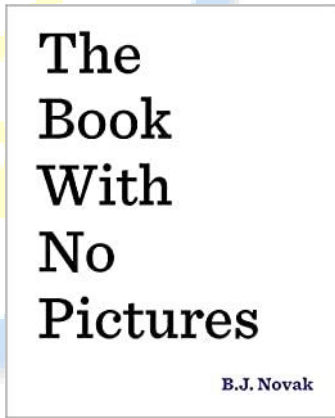
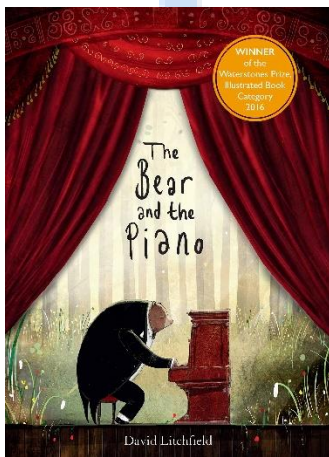
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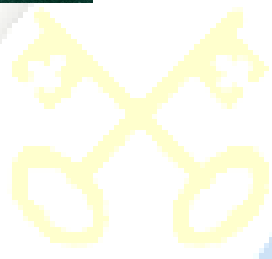
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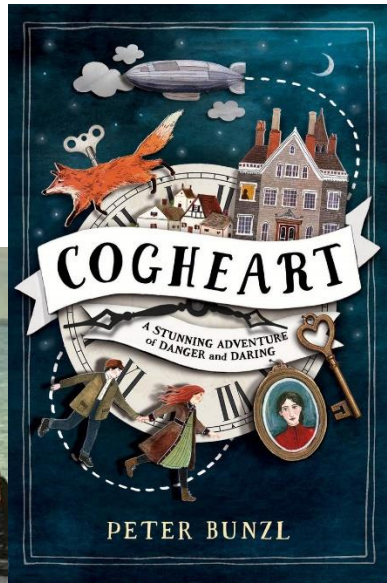
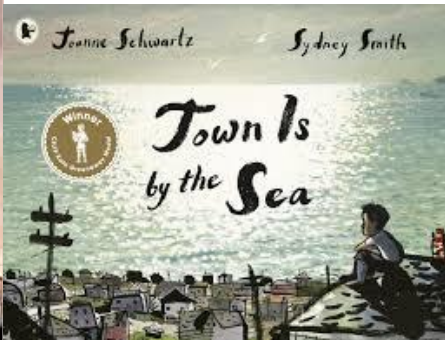
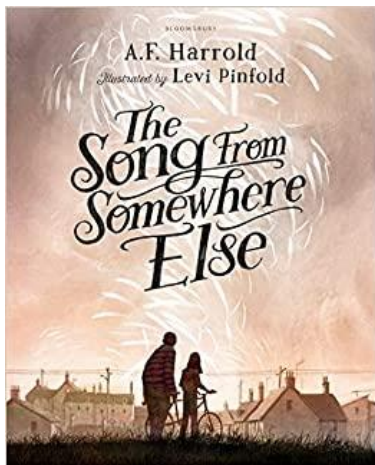
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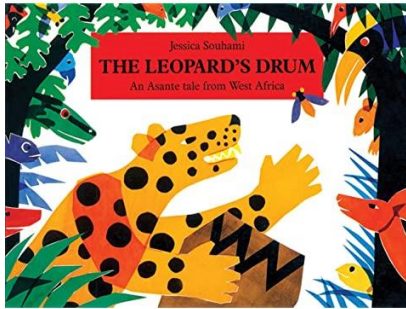
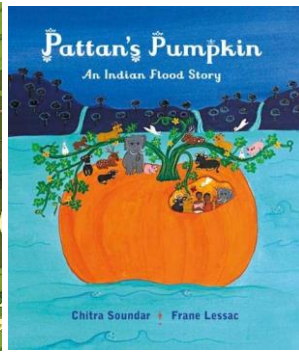
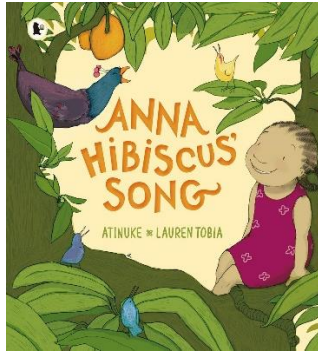
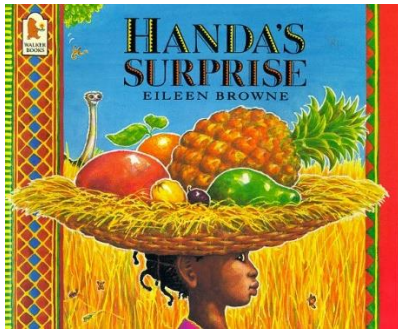


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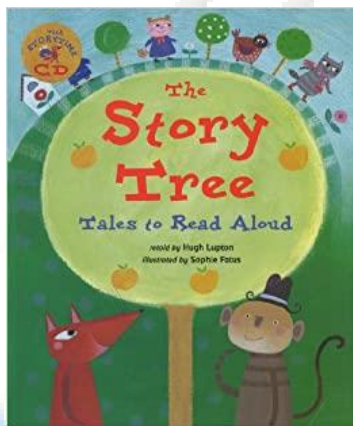
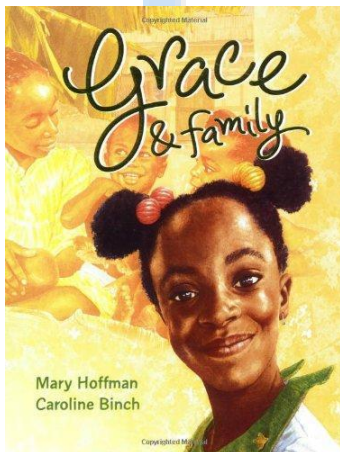


Spring 1: Books from other cultures

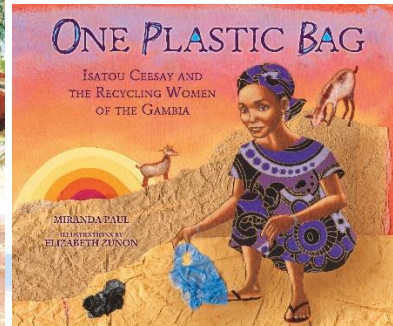
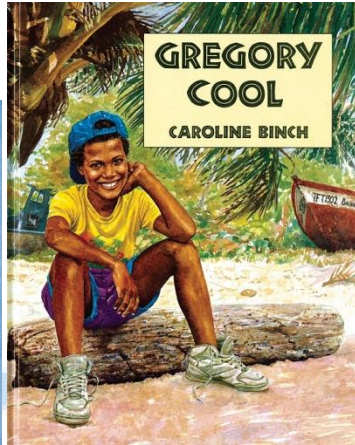
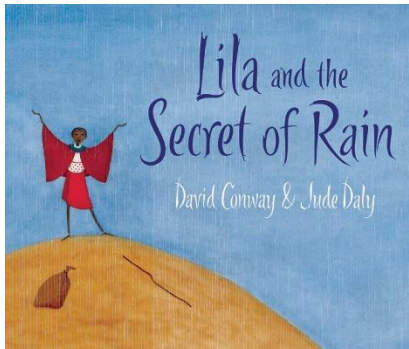
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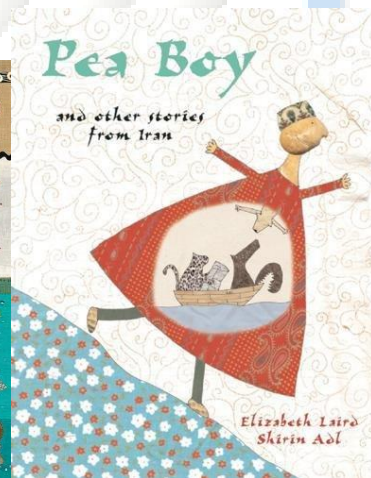
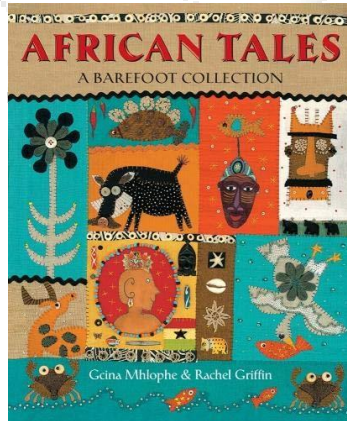
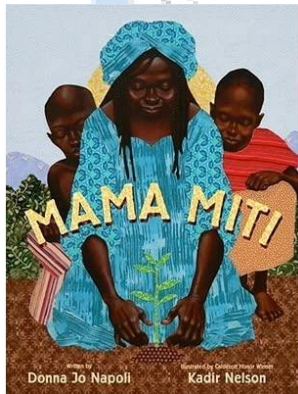
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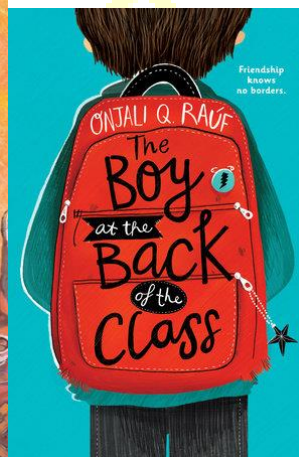
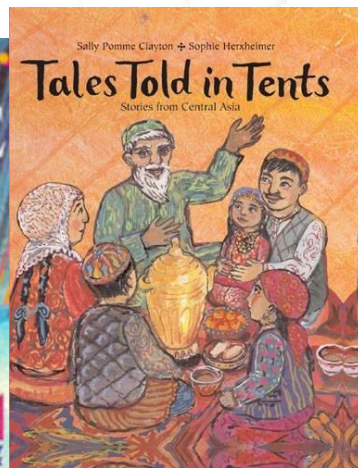
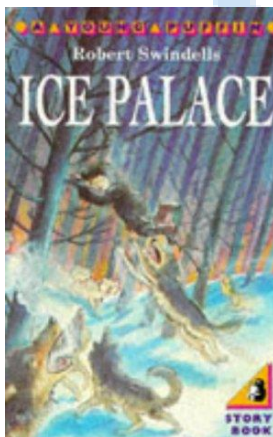
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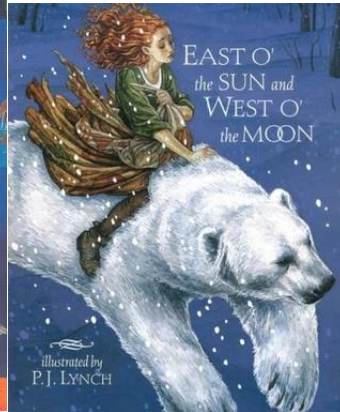
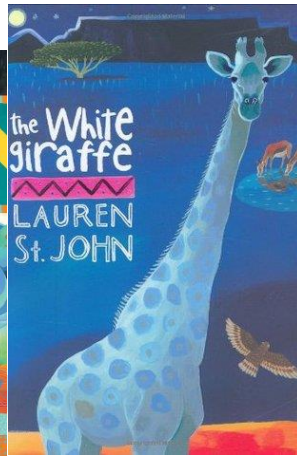
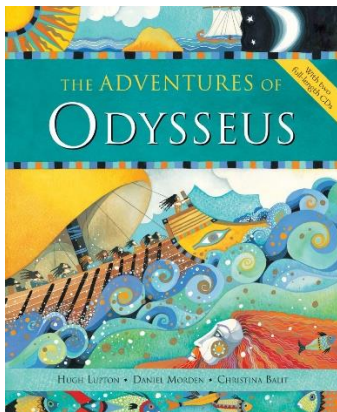
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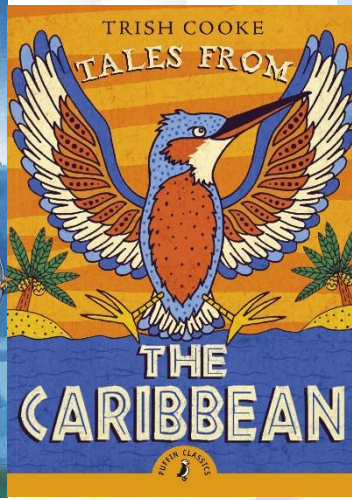
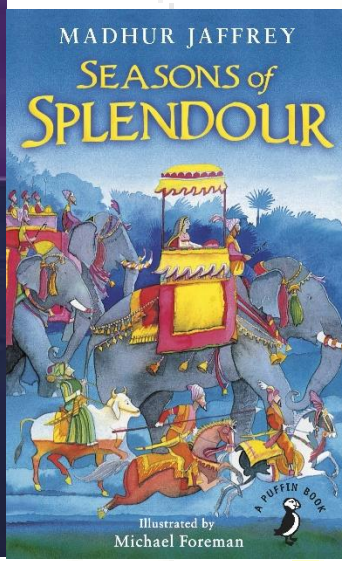
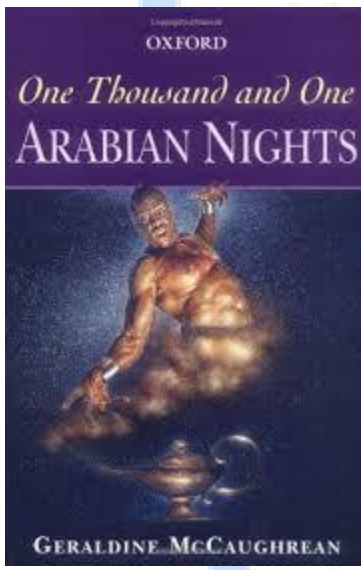
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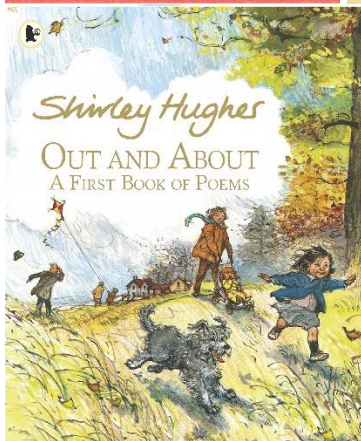
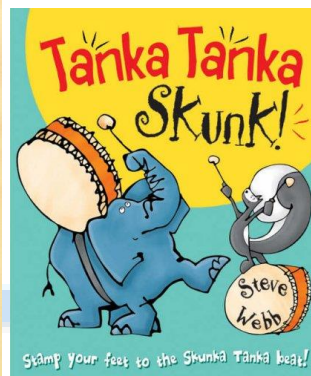
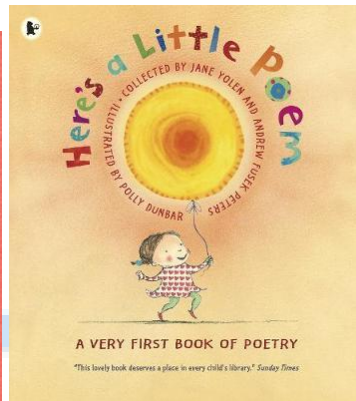
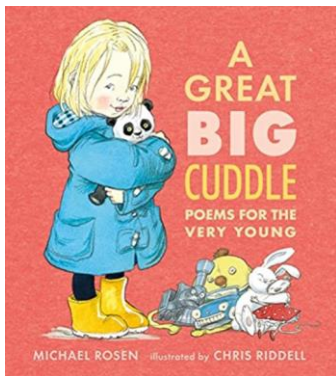


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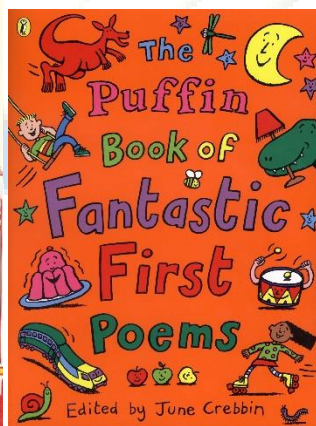
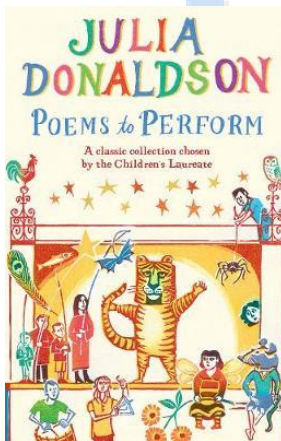


Spring 2: Poetry

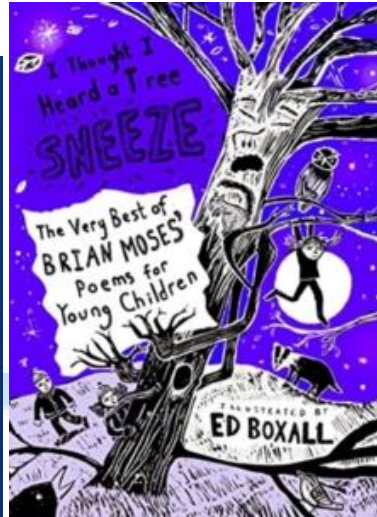
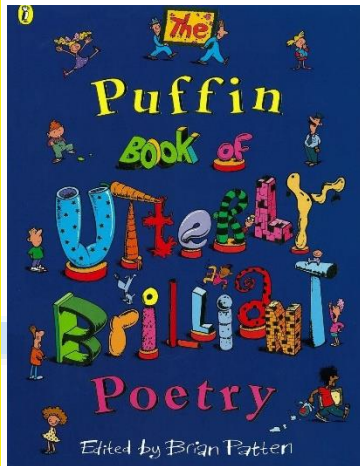
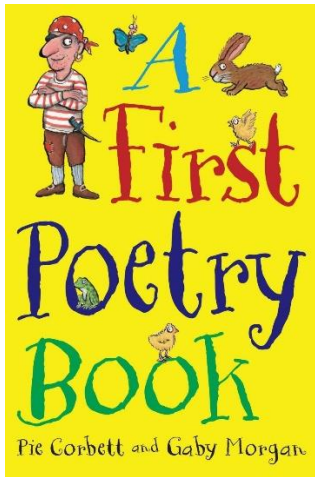
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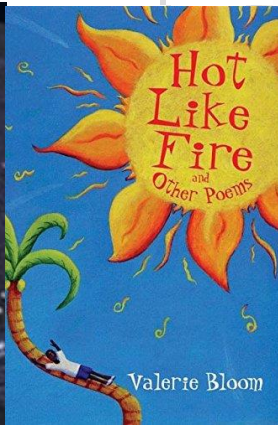
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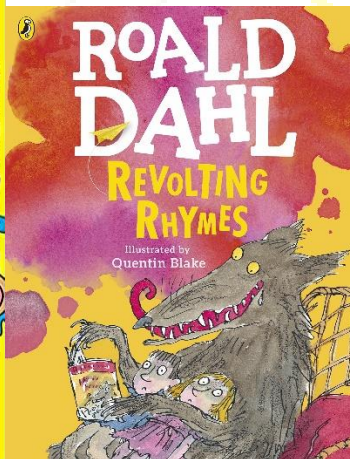
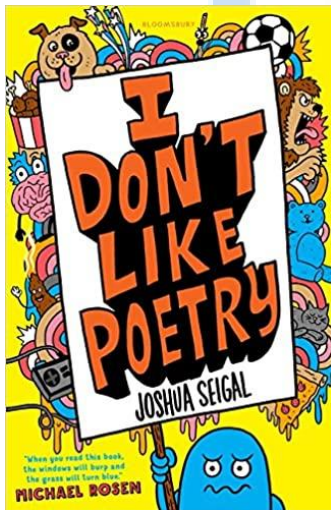
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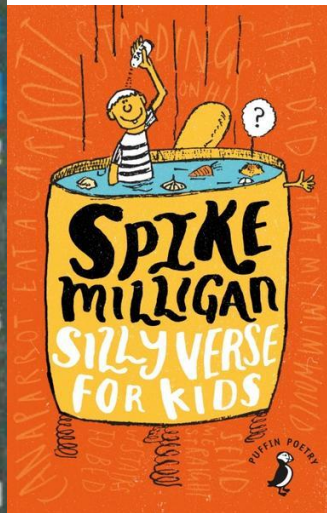
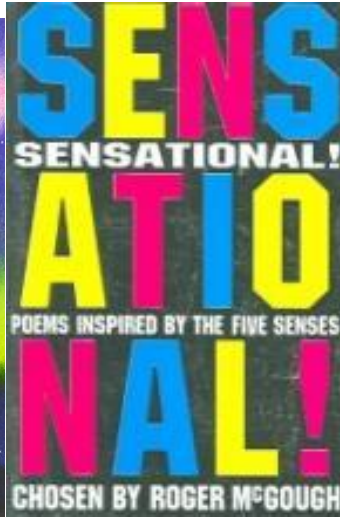
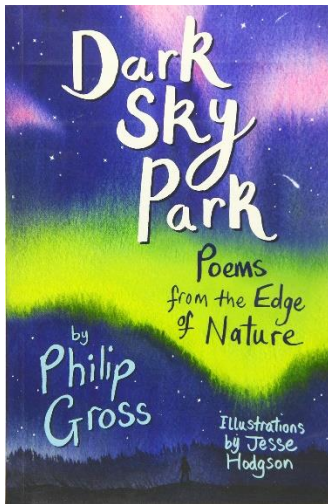
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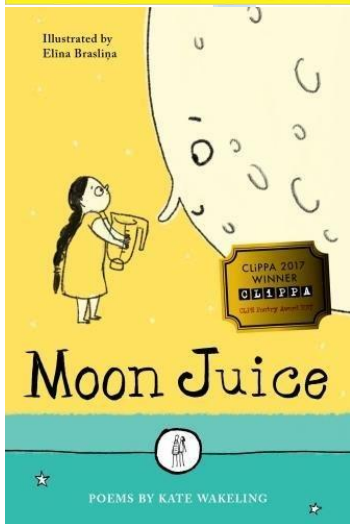
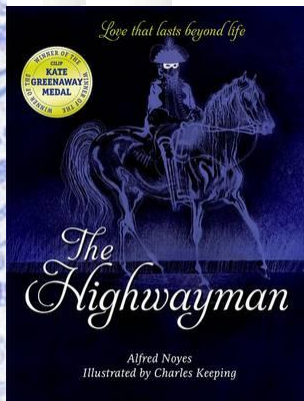
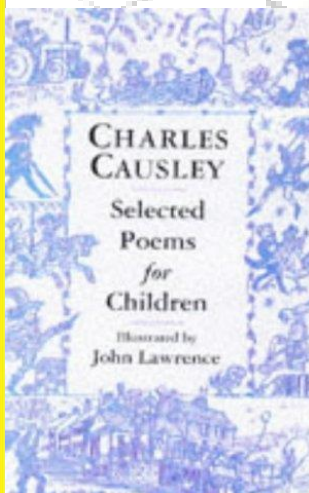
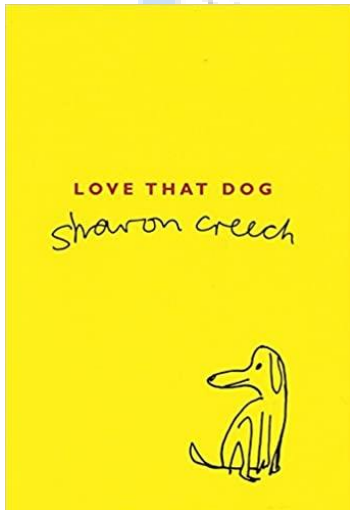
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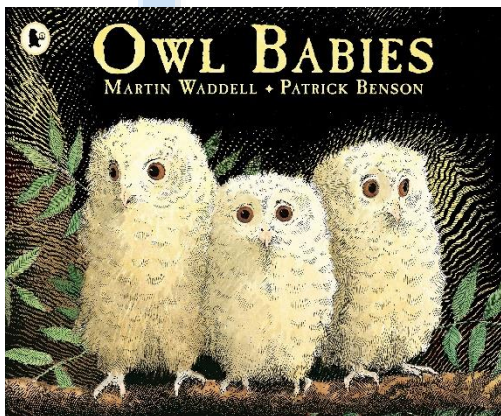
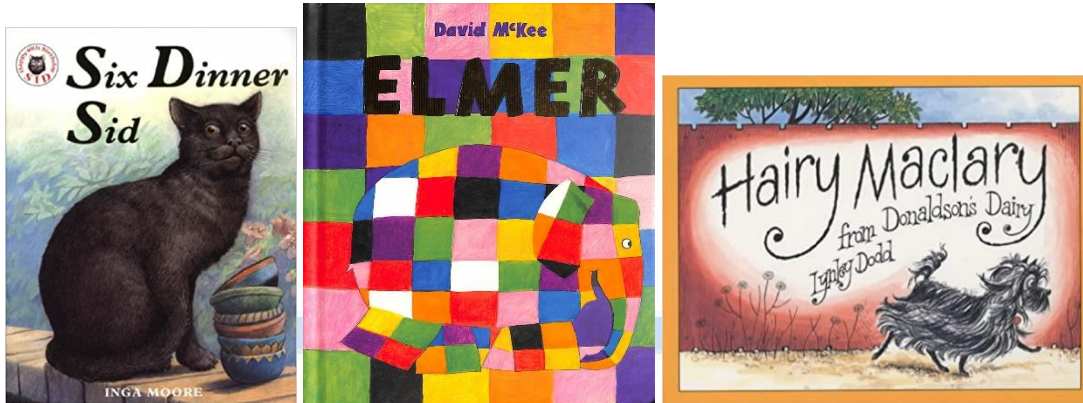


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Summer 1: Traditional Classics

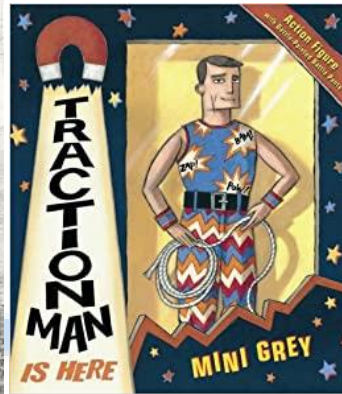
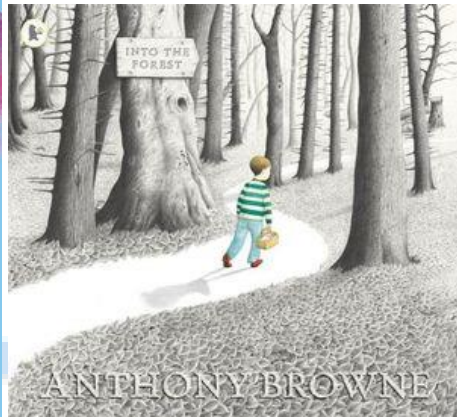
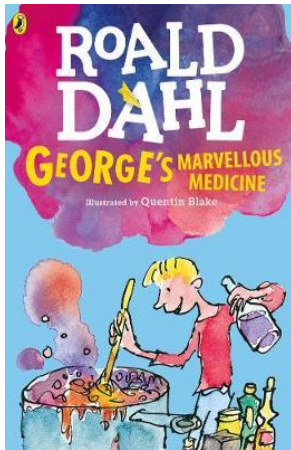
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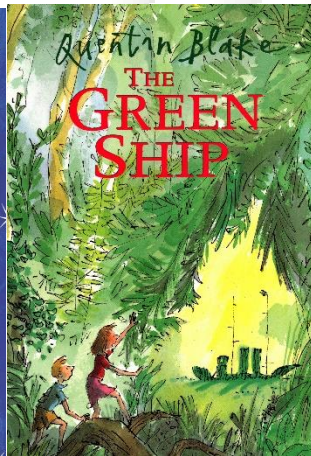
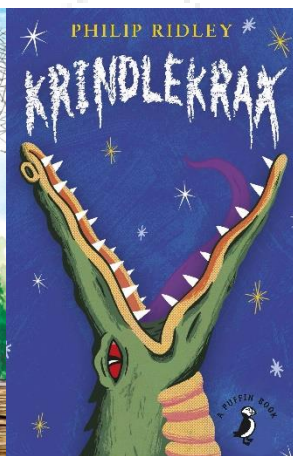
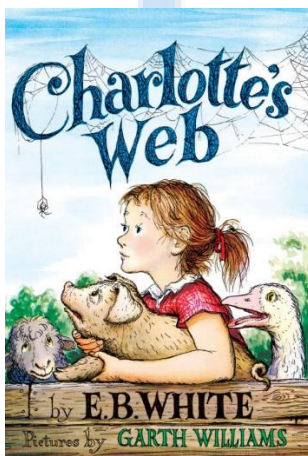
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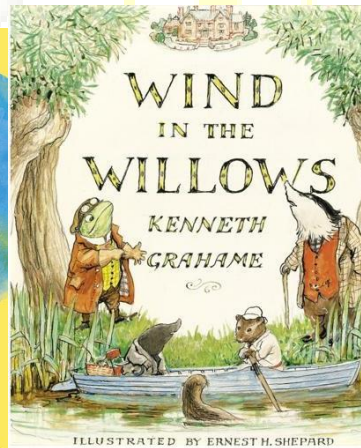
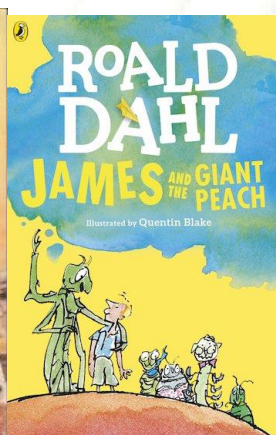
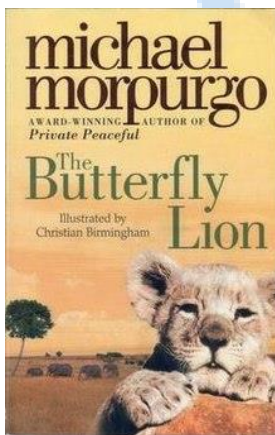
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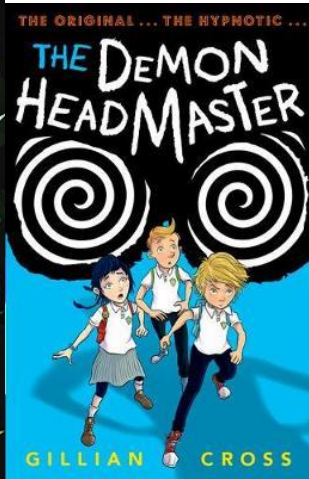
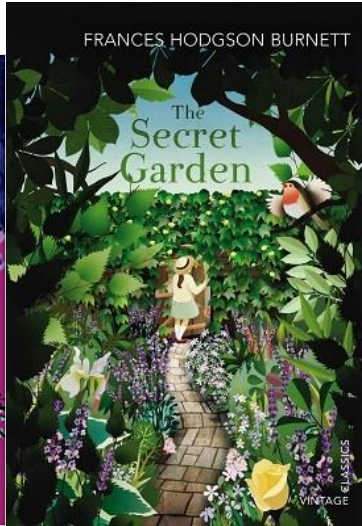
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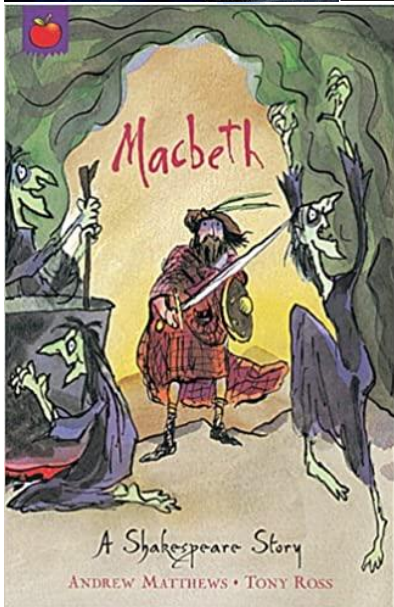
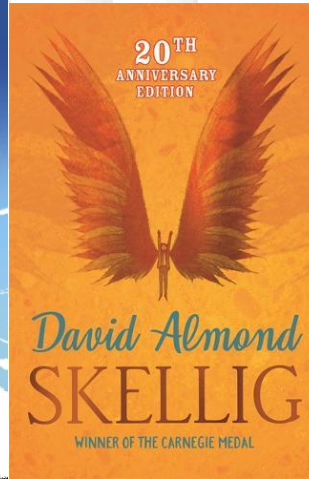
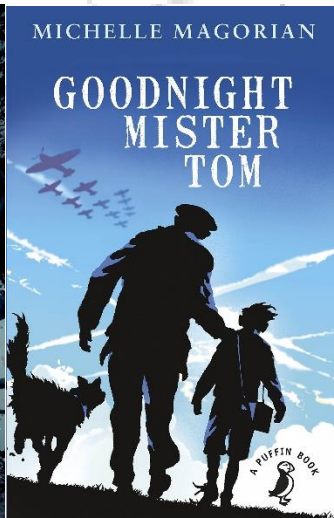
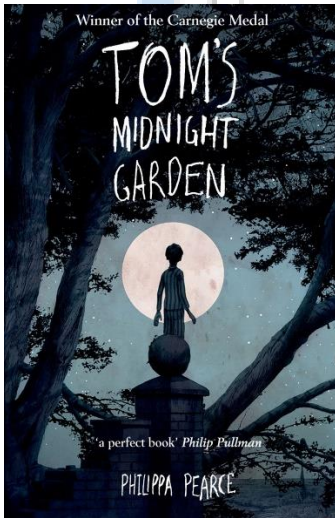
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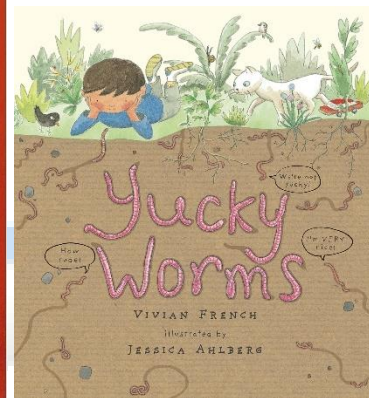
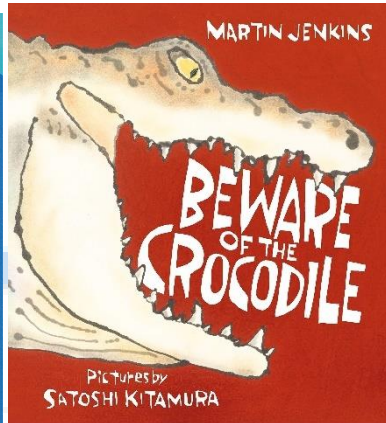
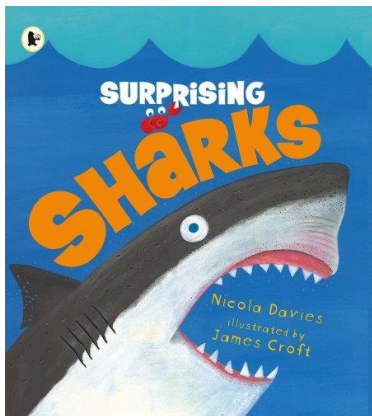


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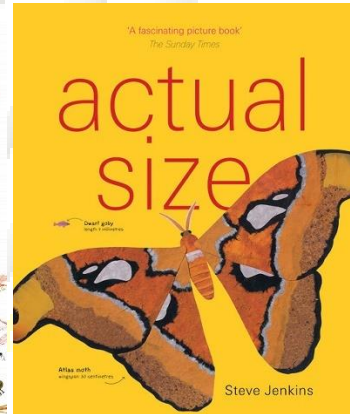
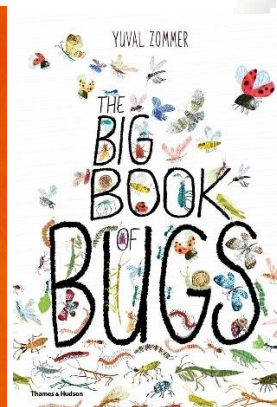
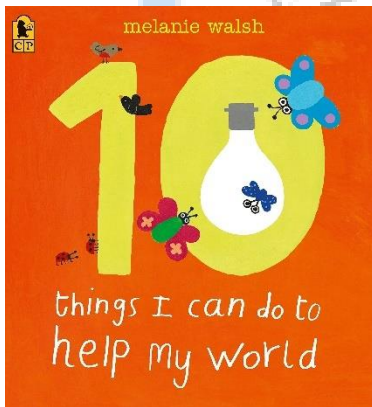


Summer 2: Information texts

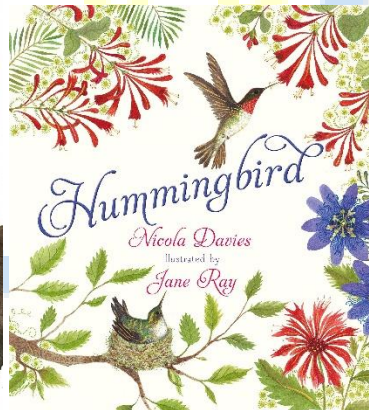
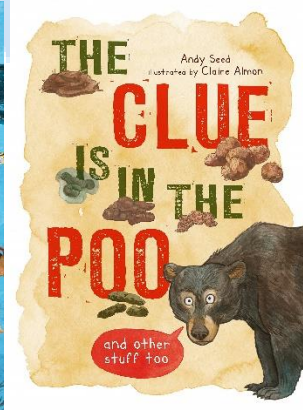
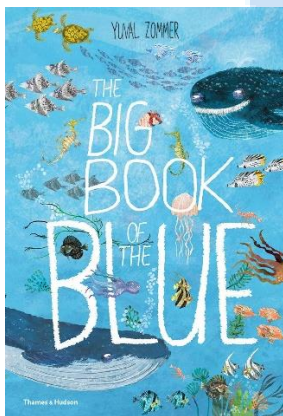
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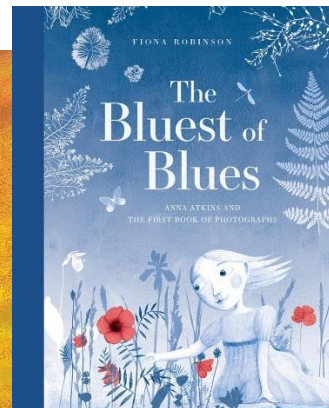
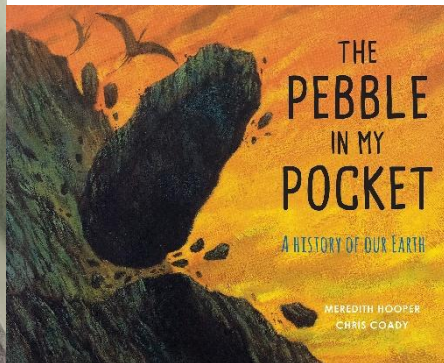
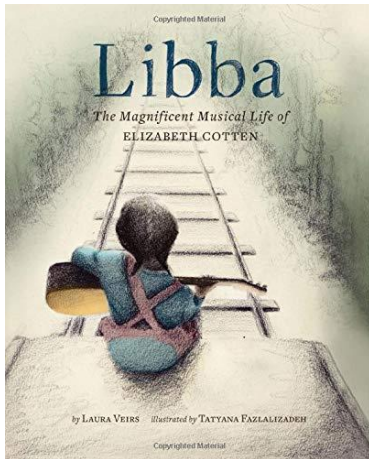
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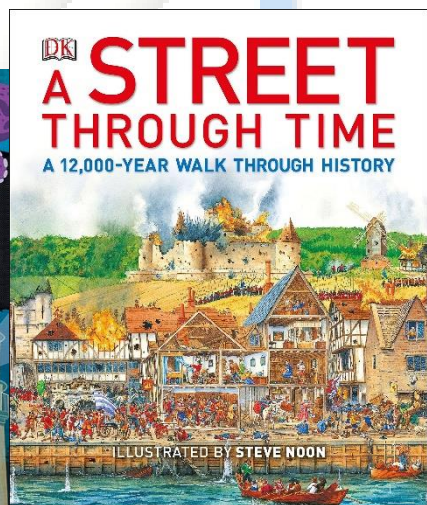
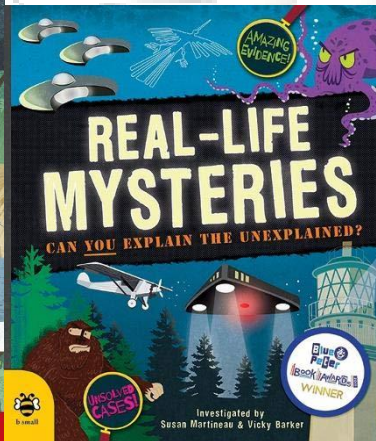
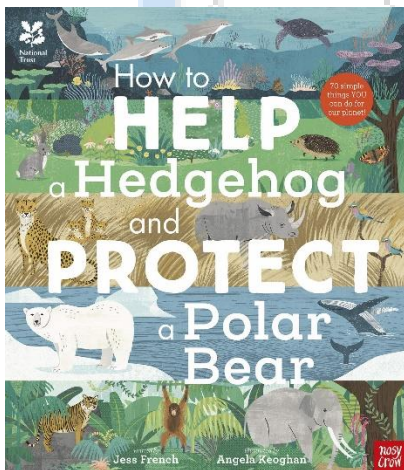
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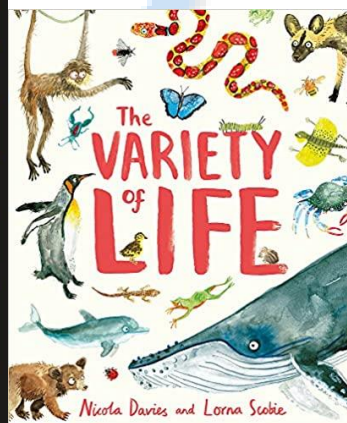
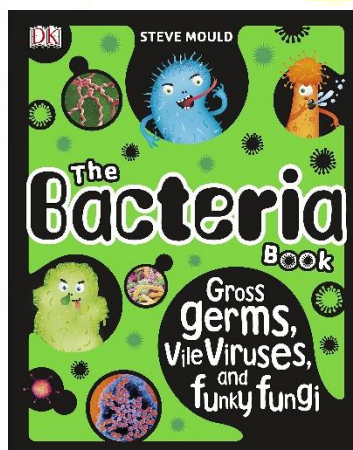
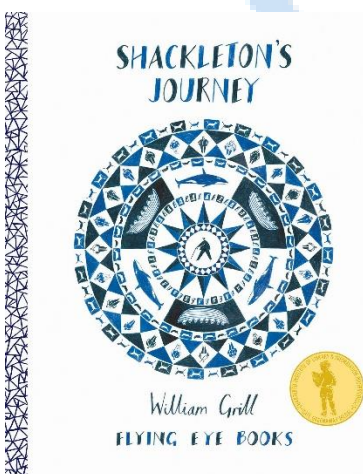
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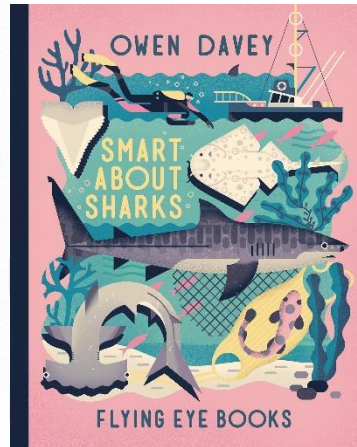
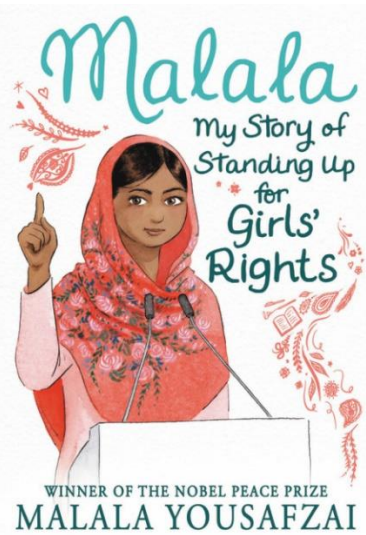
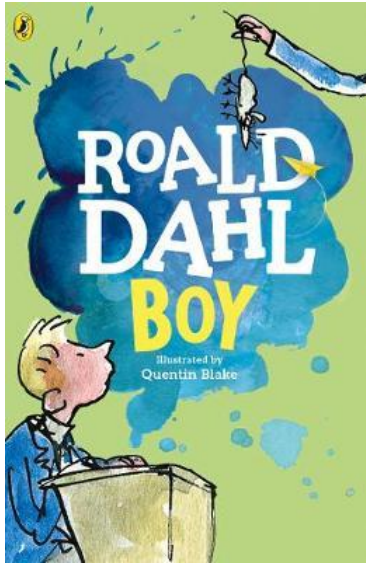
Y4:



Y5

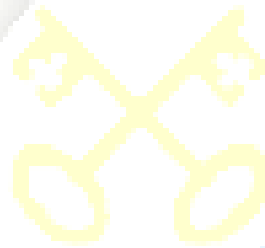


Y6



Teachers should aim to teach one book from each genre per half term. However, it is encouraged that teachers should also use these suggested titles as extra books to read to their classes throughout the year so that children have access to as much literature as possible.

At the end of each academic year, Teachers should fill out the following form outlining which texts they will be covering the following year:



Staff member.....

Year Group.....

English for next year

Intended first book for
September.....

Why this book?



We would like you to give a rough intended outline of the books you plan to cover next year. We would like to ask for a range of books which cover a variety of areas with each lasting no longer than a half term ideally to ensure children remain interested.

The text types we'd like people to think about are:

- Traditional Classics
- Recently Published texts
- Books from other cultures
- Poetry
- Non-fiction texts
- Other (short stories/ plays/ biographies/ autobiographies/ picture books)

Please outline the books you intend to cover below and which text type they would fall under...