

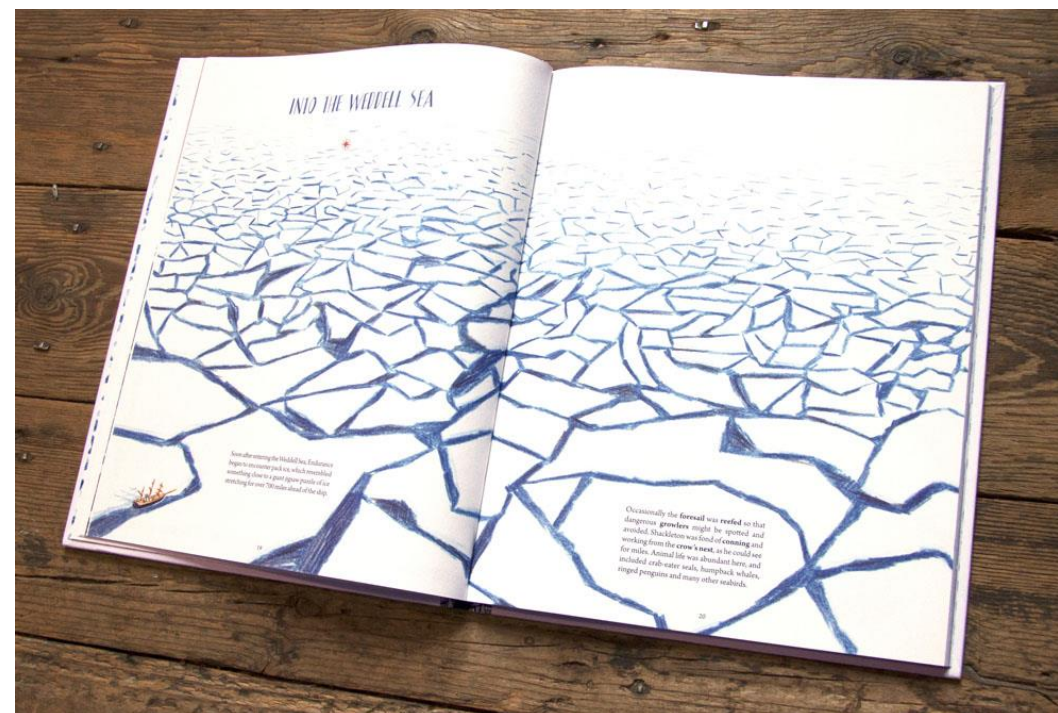
Whitehill Junior School English Curriculum Aims and Texts 2020

At Whitehill our aim is for pupils to read as writers and write as readers. By this we mean that pupils notice and learn to evaluate the choices writers make. They can then apply this knowledge when writing themselves, producing work that is created and shaped for its audience and purpose. It is our aim that pupils experience the pleasure of reading and are able to find their voice when writing.

Great texts are at the heart of our English curriculum: we choose texts that are well-crafted and engaging. Careful consideration is given to ensuring that we cover a broad range of texts, including: contemporary fiction, classics, picture books, traditional tales (including twists on traditional tales), poetry, non-fiction, fiction reflecting realities and building reading stamina. Attributing a genre to a text isn't an exact science: lots of books (especially the good ones) can fit in multiple categories. However, by doing this we can be sure that pupils are exposed to a diverse spread. A lot of our books have a strong visual content, ensuring our pupils develop the important skills of visual literacy and that those with decoding barriers are able to develop higher order inferential skills.

We study whole texts (not extracts) in detail, using a range of comprehension strategies to understand their layers of meaning and respond to them in various ways. We identify authorial techniques and their impact on readers. Understanding the structure of language (grammar), helps us to pinpoint what authors are doing and how they achieve different effects. Then we use these techniques and the themes/ideas/characters from books to respond with drama or in writing and pictures. For Years 3 and 4 we focus on understanding narrative structure, developing fluency and a deeper response. In Years 5 and 6 the emphasis is building empathy by exploring character and books with strong emotive themes. Our texts are connected to the broader curriculum, either explicitly covering subject matter in, say, history or science, or involving ideas or themes that fit with other aspects of learning.

At the end of each day, we bask in a book. At this point there are no searching questions or considered responses: we listened to our pupils and know how much pleasure they derive from simply listening to carefully chosen texts.



Whitehill Text Map

To follow is a representative example of the texts pupils will be study during their time in Whitehill. We will substitute books from time to time, to meet the needs of a particular class or circumstances. For instance, we looked at books with themes of loneliness and isolation recently, to allow pupils time to explore some of the consequences of lockdown and school closure.

Developing fluency and deeper response... Years 3 and 4

Contemporary Fiction	Classic Texts and Modern Classics	Picturebooks	Traditional Tales and Twists	Poetry	Non-fiction	Reflecting Realities	Building Reading Stamina
							
							
							

Supporting mature independent readers.... Years 5 and 6

Contemporary Fiction	Classic Texts and Modern Classics	Picturebooks	Traditional Tales and Twists	Poetry	Non-fiction	Reflecting Realities	Building Reading Stamina
						