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Evolve Academy

Curriculum Planning

English

Curriculum Intent

In English, we equip students with the knowledge and skills to support them through their school years and beyond, whilst catering to a wide range of abilities and learning styles that promotes positive mental health and well-being in a nurturing, inclusive environment. Evolve English curriculum is flexible, personalised and designed to enable all pupils to progress to the next stage of their educational journey through a sequential learning approach.

Planning and teaching is underpinned by The National Curriculum Objectives from KS1 through to KS3.

Our schemes of work have been developed to cover the physical skill of handwriting and learning how to organise ideas in year 1 through to writing accurately, fluently, effectively and at length for pleasure and information in KS3. Our English writing curriculum covers engaging yet challenging ways of creativity in writing via a range of formats.

Reading of high-quality texts in English including play scripts, poems and opportunities to access reading for enjoyment and pleasure via a range of mediums and within other subject areas ensure that we focus on giving our students the best possible life chances and ensure reading is a priority across the school.

Oracy forms part of our English curriculum where opportunities are built in for example to present a balanced argument.

All students on entering Evolve Academy have a baseline assessment in English reading and English writing.

Curriculum Implementation

All students access 5 lessons of English per week, this includes reading, writing and oracy.

We have implemented the Sounds - Write phonics programme, this will help to further support our students and narrow gaps in their reading. All students are tested using the baseline from the Sounds – Write programme and this provides opportunities for students who require deeper support. All students receive reading opportunities based on the 'Phonics books' and these link to our phonics programme to support in developing literacy skills and a love of reading at least twice a week during form time. Phonics is also utilised during the week in English. In addition to this,



all students have access to age-appropriate class readers throughout the year which are studied alongside that half term's unit of work. This provides pupils with constant exposure to quality texts and encourages them to remain in the habit of reading for pleasure.

The English Key Stage 1 and 2 curriculum provides the foundation skills necessary for students to successfully engage in the subject. This will in turn spark an enjoyment and love for English, students are praised throughout and are also shown in a positive way if they have made a mistake and are shown the correct way. Using this pedagogy students develop into confident learners.

The English Key Stage 3 curriculum is designed to provide all the skills necessary for success at GCSE level.

As well as focusing on Reading and Writing, we also focus on Oracy, students are encouraged to use their voices within lessons, this can be utilised through different activities and through assessment processes.

Students are assessed termly, through writing, reading and orally. Teachers often check the students understanding of the work using starter activities, group work, retrieval practice and using live marking and feedback.

Although we do follow the National Curriculum, we understand that our students come from such diverse backgrounds and with a varied understanding and knowledge of English when they come to us. Therefore, the curriculum is bespoke, and we adapt our learning to best meet the needs of our students. When adapting the curriculum for our students we consider their Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical needs. This is reviewed frequently throughout the year by the English lead and Quality of Education Lead to ensure students are continuing to engage and thrive throughout the subject.



Curriculum Impact

The impact for our students is to ensure the objectives are clear, progress is made, sustained learning is encouraged, and transferrable skills are developed. We aim that by the end of the students' time spent at Evolve, that they have made considerable progress.

Through the support of the members of staff who are trained with phonics, students will become more confident, fluent readers who will enjoy reading for pleasure, this will be alongside reading for knowledge and information.

Students will also experience these impacts throughout the curriculum, we aim to see cross curricular writing standards improve and address gaps in knowledge and skills so that students know how and when to use correct punctuation and grammar in other subjects.

Furthermore, students will be encouraged to understand the importance of their own voices and spoken words. They will be more confident in their communication and be empowered by their own autonomy.

Assessment in English:

Recall/Recap	Mapping	Peer-assessment	Baseline Assessments
Questioning	Portfolio	Self-assessment	End of unit assessments
Instant feedback	Quizzes	Teacher Marking	On-going assessment
Knowledge checks	Tests	Live Marking	Data capture
Observation			Target Setting
Discussion			

From Y1 – Y9



Overview National Curriculum KS1, KS2 & KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Super Heroes Fiction Entertain Narrative Short Story	Animals Non fiction Information Fiction Entertain Poetry	Fairy Stories Non fiction Inform Newspaper Article Fiction Entertain Short Story	Different Cultures Fiction Entertain Narrative Poetry	Adventure Fiction Entertain Short Narratives	Diversity Non fiction Inform Non-chronological Report Fiction Entertain Poetry
Key Stage 2 Lower	Super Heroes Fiction Entertain Narrative	Animals Non-Fiction Non-chronological report Inform Explanation Text Instructions	Fairy Stories Thesaurus & dictionary skills Non fiction Persuade Argue Speech Letter	Different Cultures Fiction Entertain Poetry Non fiction Inform Autobiographical writing	Adventure Fiction Entertain Myths, legends and fables Recycling Story	Diversity Geographical/ environmental /political Non-fiction Letter – argue Journalistic/Report writing Fiction Choice of own narrative

Key Stage 2 Upper	Super Heroes Fiction Entertain Narrative Story	Animals Non-fiction Inform Letter writing Diary entry Myths and Folktales	Fairy Stories Fiction Entertain Narrative story Non fiction Information Historical/Geographical Texts	Different Cultures Non fiction Leaflet Inform Entertain Classic novel	Adventure Fiction Entertain Poetry Contemporary to classic texts	Diversity Faith Fiction Entertain Narrative Non fiction Diary Illustrated Stories from heritage/other cultures
Year 7	Invaders Non fiction Information Leaflet Fiction Entertain Own poem Script	Revolution and Change Non fiction Argue Speech Dickens Shakespeare	Conflicts through time Non-fiction Inform Writing from own experience – autobiography.	Civil War Fiction Poetry Collection	Local Conflicts Fiction Story Recount RAP	Olympics Non fiction Persuade Letter Writing Missing person poster
Year 8	Invaders Non fiction Information Leaflet Fiction Entertain Own poem Script	Revolution and Change Non fiction Argue Speech Dickens Shakespeare	Conflicts through time Non fiction Inform Writing from own experience – autobiography	Civil War Poetry Collection	Local Conflicts Fiction Story Recount RAP	Olympics Non fiction Persuade Letter Writing Missing person poster
Year 9	Invaders Non fiction Information Leaflet Fiction Entertain Own poem Script	Revolution and Change Non fiction Argue Speech Dickens Shakespeare	Conflicts through time Non fiction Inform Writing from own experience – autobiography.	Civil War Poetry Collection	Local Conflicts Fiction Story Recount RAP	Olympics Non fiction Persuade Letter Writing Missing person poster

KS1 Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Entertain Narrative form Short story</p>	<ul style="list-style-type: none">• Writing for meaning and with the purpose to entertain in a variety of narrative• Writing in role• Writing for an audience to entertain them• Know what to write about in any given task with a focus on entertain• Writing to entertain• Using language structures and vocabulary influenced by books	<ul style="list-style-type: none">• I know capital letters full stops, question mark or exclamation mark• I understand the 40+ phonemes• Use s and -es as plural• Use prefix -un• Know how to sit correctly at a table• Form digits and capital letters• Re-tell story or part of a story• Choose an idea for a sentence• Check for sense in a sentence• Hold the sentence in your head• Write the sentence• Focus on and apply simple punctuation capital letters, finger spaces, full stops moving on to question marks for Y2• To be able to decide on the next sentence i.e. what happens next.• Say the sentence you made aloud to others audibly• Character descriptions (introduction of adjectives)• Write from the perspective of a character in a story• Write a short story following a known narrative• Presenting information in a range of ways, such as poetry, illustration and oral presentation• Apply capital letters and full stops, question marks• Write from memory simple sentence dictated by teacher• Apply simple spelling rules as indicated -ing -ed-er-est• Hold pencil comfortably and form my letters and numbers• Form letters in the correct direction

		<ul style="list-style-type: none"> • Leave spaces between words and join words using 'and'
<p>Reading: A range of texts</p>	<ul style="list-style-type: none"> • Enjoy an increasing range of story texts (Y2 an increasing range of poetry, stories and non-fiction texts) 	<ul style="list-style-type: none"> • Responding to illustrations • Prediction and questioning • Making connections with their own experiences • Develop understanding through reading and responding to non-fiction texts • Identifying effective features of non-fiction texts
<p>Oracy</p> <p>Play</p> <p>Talking</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally • Collaborative narrative play • Compose and perform own poetry • I know and apply some aspects of standard English • I know how to demonstrate listening • Be able to talk about ideas for writing • To understand that talking about writing helps writing construction 	<ul style="list-style-type: none"> • Discuss the significance of the title and event • Developing and sustaining ideas through discussion • Prediction and questioning • Sustained story making, role play and storytelling • Explore rhythm, rhyme and pattern in a range of poems • Explore, interpret and respond to poetry • To give an opinion with a reason • Listen to others opinions

Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Non narrative</p> <p>Inform</p> <p>Fiction</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Compose and perform own poetry • Writing for meaning and purpose in a variety of narrative and non-narrative forms • Write in role from more than one perspective 	<ul style="list-style-type: none"> • I know capital letters full stops, question mark or exclamation mark • I understand the 40+ phonemes • Use s and -es as plural • Use prefix -un • Know how to sit correctly at a table • Form digits and capital letters • Retelling events through story mapping • To perform in response to poetry • Spell some words correctly and make phonetically plausible attempts at other • Use expanded noun phrases to describe • Write present and past tenses correctly • Re-read writing to check it makes sense; evaluate writing with the teacher and peers • Use art as a stimulus for writing • Know what a sentence is when speaking. • Know that a sentence needs a capital letter. • Know that a sentence ends with a full stop. • Write sentences with capital letters and full stops. • Use a capital for the personal pronoun I in writing. • Check that a capital has been used for the personal pronoun I in writing. • Find where capital letters have been used other than to start sentences in reading. • Recognise that they are special names for people and places. • Know that the names of people and places need capital letters. • Use capital letters for special names of people and places in writing. • Check that capital letters have been used for the special names of people and places.. • Notice that and can join two words. • Use the word and to join two words in a sentence. • Notice that the word and can join two sentences. • Know that the word and can help to join ideas together.

		<ul style="list-style-type: none"> • Practise joining two sentences with and • Compose and perform own poetry
<p>Reading: Information Texts</p>		<ul style="list-style-type: none"> • Explore, interpret and respond to poetry • Making connections with their own experiences • To consider what motivates the actions and choices of individuals in different situations • Respond to images • Draw inferences about characters' feelings, thoughts, emotions and actions • To become familiar with the features of information texts • Conduct research in order to construct an information text
<p>Oracy Discussions Oral story telling</p>	<ul style="list-style-type: none"> • Compose and perform own poetry, to perform in response to poetry • Engage in oral storytelling and bookmaking • Participate in discussions, performances, role play, improvisations and debate • Use spoken language to develop understanding through imagining and exploring ideas and then in role play drama • Explore and develop ideas through discussion 	<ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next • Respond to and play with language in poetry • Explore rhythm, rhyme and pattern in a range of poems • Prediction and questioning • Listen to, discuss and express views about stories and non-fiction texts • Articulate and justify answers, arguments and opinions • Discuss and evaluate how authors use language to impact the reader

Spring 1	Knowledge	Skills
<p>Writing</p> <p>Non fiction</p> <p>Inform</p> <p>Newspaper Article</p> <p>Fiction</p> <p>Short Story</p>	<ul style="list-style-type: none"> • Draft and write by noting ideas, key phrases and vocabulary • Know how to write a newspaper article to inform the reader of an event • Know what makes a good short story 	<ul style="list-style-type: none"> • Expand noun phrases to describe and specify • Use simple conjunctions to link subordinate and co-ordinating clauses • Use past and present tense correctly and consistently • Write for meaning and purpose in a variety of non-narrative forms • Use the appropriate features • Write for different purposes • Write a newspaper article in role as a fictional character • Write for different purposes • Use compound sentences with simple conjunctions • Draft and write by noting ideas, key phrases and vocabulary • Use simple conjunctions to link subordinate and co-ordinating clauses • Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events • Draft and write arguments based on themes explored in a text • Write in role in order to explore characters and events
<p>Reading</p> <p>Non fiction</p> <p>Newspaper reports</p> <p>Short narrative</p>	<ul style="list-style-type: none"> • Know where information can be found in non-fiction texts • Know that information can be retrieved from a variety of sources 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read • Identify some of the features of non-fiction texts • Make inferences about actions and dialogue • Begin to develop a viewpoint • Explore the key features of a non-fiction text • Sequence events to write a short narrative based on a known model
<p>Oracy</p> <p>Retell a story</p> <p>Improvisation</p>	<ul style="list-style-type: none"> • Use talk to give explanations and opinions • Develop experience of storytelling and retell stories orally • Compose and perform own poetry • Participate in discussions, performances, role play, improvisations and debate about what has been read 	<ul style="list-style-type: none"> • Use vocabulary influenced by books • Sustain relevant listening, responding to what they have heard with relevant comments and questions • Use language to imagine and recreate roles and experiences • Use past, present and future forms accurately when talking about events • Discuss themes and issues, making connections with their own lives • Consider and evaluate viewpoints, attending to and building on the contributions of others

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Entertain</p> <p>Narrative</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing • Write for meaning and purpose in a variety of narrative forms • Know what a narrative is and write a narrative to entertain the audience • Compose and perform own poetry 	<ul style="list-style-type: none"> • Use the present and past tenses correctly and consistently including the progressive form • Use expanded noun phrases to describe • Develop their own narratives and explanations by connecting ideas or events • Develop positive attitudes and stamina for writing • Present information in a range of ways, such as poetry, illustration and oral presentation
<p>Reading</p> <p>Poetry from different cultures</p> <p>Recount text</p> <p>Information text</p>	<ul style="list-style-type: none"> • To explore, interpret and respond to poetry • To respond to and play with language in poetry • Know that information can be retrieved from a variety of sources • To know about recount texts and information texts 	<ul style="list-style-type: none"> • To explore rhythm, rhyme and pattern in a range of poems • Compare features of different recounts • Link what they hear or read to own experiences • Explore characters and draw inferences to aid our understanding of them • Develop a viewpoint • Identify the features of an information text
<p>Oracy</p> <p>Poetry</p> <p>Performance</p>	<ul style="list-style-type: none"> • Prepare and learn poems for performance • Compose and perform own poetry • Participate in discussions, performances, role play, improvisations and debate about what has been read • Oral presentation 	<ul style="list-style-type: none"> • Read writing aloud with appropriate intonation to make the meaning clear • Ask relevant questions to extend knowledge and understanding • Explore, develop and sustain ideas through talk • Explore characters and draw inferences to aid our understanding of them • Broaden understanding and use of appropriate vocabulary

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Entertain</p> <p>Short Narratives</p>	<ul style="list-style-type: none"> • Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events • Write a short narrative that entertains the reader 	<ul style="list-style-type: none"> • Apply tenses correctly (past, present, future) • Write in role in order to explore and develop empathy for characters • Sequence sentences to form short narratives • Expand noun phrases to describe and specify • Use new and familiar punctuation correctly • Use sentences in different forms • Reread and evaluate writing to check it makes sense and make simple revisions • Sequence events to write a short narrative based on a known model
<p>Reading</p> <p>Adventure Story</p>	<ul style="list-style-type: none"> • Explore characters and draw inferences to aid our understanding of them • Engage with illustrations to explore and recognise the added layers of meaning they to our interpretation of a text • Engage confidently with a chapter book and have the opportunity to respond to its characters, plot and themes in a range of ways 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read and justify their reasoning • Draw inferences on the basis of what is being said and done • Reread and evaluate writing to check it makes sense and make simple revisions • Link what they read to stories with similar themes • Link what they hear or read to own experiences • Identify with and develop connections with key characters in order to deepen reader response • Experience the pleasure that can be derived from engaging with a quality text
<p>Oracy</p> <p>Role-play</p> <p>Performance</p> <p>Contributions</p>	<ul style="list-style-type: none"> • Participate in discussions, performances, role-play, improvisations and debate about what has been read • Consider and evaluate viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Develop and sustain ideas through discussion • Use spoken language to develop understanding through imagining and exploring ideas • Recognising and joining in with predictable phrases • Discuss favourite words and phrases • Ask relevant questions • Broaden understanding and use of appropriate vocabulary

Summer 2	Knowledge	Skills
<p>Writing</p> <p>Non fiction</p> <p>Non-chronological Report</p> <p>Inform</p>	<ul style="list-style-type: none"> • Non-chronological Report writing • Writing to inform • Compose and perform own poetry • Writing in role 	<ul style="list-style-type: none"> • Write in role from more than one perspective • Draft and write by noting ideas, key phrases and vocabulary • Use simple conjunctions to link subordinate and co-ordinating clauses • Write in role in order to explore and develop empathy for characters • Use simple conjunctions to link subordinate and co-ordinating clauses • Develop positive attitudes and stamina for writing by writing poetry • Broaden understanding and use of appropriate vocabulary • Write for a range of purposes in response to fictional personal experiences, including poetry and non-fiction
<p>Reading</p> <p>Poetry</p> <p>Diversity</p>	<ul style="list-style-type: none"> • To explore, interpret and respond to a short chapter book • Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate • To explore aspects of poetry • To explore aspects of diversity 	<ul style="list-style-type: none"> • Explore how language is used effectively to paint a picture for the reader and deepen their understanding • Explore important themes of friendship, loss, courage and perseverance (compassion Y2) • To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story • Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience • Identify with and develop connections with key characters • Discuss layout of the text • Predict and justify what will happen next • To make choices in selecting poems for anthologies • Explore rhythm, rhyme and pattern in a range of poems • Recognise simple recurring literary language in poetry
<p>Oracy</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Compose and perform own poetry • Consider and evaluate viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Comment on events and link to own experiences • Talk confidently about picture books and responses individual to them • Explore important themes of friendship, loss, courage and perseverance • Explore important themes of courage, perseverance and compassion • Discuss writer's purpose and viewpoint • Explain and discuss understanding of poems • Use spoken language to develop understanding through imagining and exploring ideas • Ask relevant questions to extend knowledge and understanding • Listen to, discuss and express views about books at a level beyond that which they can read independently

Key Stage 2 Lower Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Entertain</p> <p>Narrative</p>	<ul style="list-style-type: none"> • Composition, styles, genres, grammar in context • Planning through discussion, and developing ways of recording ideas through note-taking • Writing to entertain through narrative production 	<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. • Plan writing by discussing and recording ideas within a given structure. • Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases • Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures • Draft and write in narratives, creating settings, characters and plot. • Proof read for spelling errors and for punctuation. • Narrative voice • Fronted adverbials and conjunctions in co-ordinating clauses • Imagined and improvised dialogue – inverted commas • Command sentences • Paragraphs for cohesion • Writing in role • Story predictions • Written retelling from an alternative perspective • Adjectives, expanded noun-phrases, powerful verbs • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
<p>Reading</p> <p>Graphic Novel</p> <p>Picture Book</p>	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to 	<ul style="list-style-type: none"> • Reading illustration • Lifting meaning through performance reading • Predicting what might happen on the basis of what they have read • Developing inference • Developing experience by making intertextual connections

	<p>understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Develop positive attitudes to reading and understanding of what they read • Understand what they read, in books they can read independently 	<ul style="list-style-type: none"> • Looking at language • Read books that are structured in different ways • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Responses to reading and illustration • Making word collections • Developing understanding over time • Empathising with character • Making story predictions • Participate in discussion, taking turns and listening to what others say • Responding to reading • Discuss understanding of words in context
<p>Oracy</p> <p>Standard English Listening</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally • Know and apply some aspects of standard English • Know how to demonstrate listening • Be able to talk about ideas for writing 	<ul style="list-style-type: none"> • Listen to, discuss and express views about book • Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions • Discussing words and phrases that capture the reader's interest and imagination or recognising some different forms of poetry [for example, free verse, narrative poetry] • Oral retellings

Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Non-Fiction</p> <p>Non-chronological report</p> <p>Inform</p> <p>Explanation Text</p> <p>Instructions</p>	<ul style="list-style-type: none"> • Composition, styles, genres, grammar in context • Planning through discussion, and developing ways of recording ideas through note-taking • Writing to inform through non-fiction 	<ul style="list-style-type: none"> • Draft and write by organising writing into paragraphs as a way of grouping related material. • Draft and write non-narrative material, using headings and subheadings to organise texts. • Fronted adverbials and conjunctions in co-ordinating clauses • Evaluate and edit by assessing the effectiveness of writing. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Shared Reading Journal 'Tell Me' responses • Use simple organisational devices such as headings and sub-headings • Speech and thought bubbles • Captions and sentences • Mind map notes • Dictogloss notes • Non-chronological report/s • Explanation text • Instructions • Organise paragraphs around a theme • Writing in role to explore and develop empathy for characters • Proof read for spelling and punctuation errors • Extending writing through considering different senses
<p>Reading</p> <p>Non-Fiction</p> <p>Non Chronological Report</p>		<ul style="list-style-type: none"> • Connections between language • Reading non-fiction – retrieve and recording information • Identification of key points, checking that the text makes sense to them • Analysing grammatical constructions of commands • Research reading • Responding to illustrations • Increase familiarity with a wide range of books and text types • The impact of precise language choices on meaning • Identifying the language and writing style of an author and how this contributes to meaning • Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate
<p>Oracy</p>	<ul style="list-style-type: none"> • Fairy tale stories • Hot seating 	<ul style="list-style-type: none"> • Readers' theatre • Discussion of fairy tale • Settings of fairy-tales • Responses • Exploring characterisation through hot-seating

Spring 1	Knowledge	Skills
<p>Writing</p> <p>Thesaurus & dictionary skills</p> <p>Non fiction</p> <p>Persuade</p> <p>Argue</p> <p>Speech</p>	<ul style="list-style-type: none"> • Know about persuasive letters and debate for different purposes • Writing to persuade through letter writing using real events • Writing to argue through speech using real events 	<ul style="list-style-type: none"> • Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally • Sequence sentences to form short narratives – letter writing/speech • Write for different purposes including about non-fiction and real events • Re-read and evaluate writing to check it makes sense • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Organise paragraphs around a theme
<p>Reading</p> <p>Fairy Tale</p> <p>Origin Story</p>	<ul style="list-style-type: none"> • Build on own experiences and knowledge of fairy tales or origin stories • Know how to make predictions based on understanding of what has been read 	<ul style="list-style-type: none"> • Discuss the significance of the title and events • Link what they hear or read to own experiences • Discuss the sequence of events in books and how items of information are related • Predict what might happen on the basis of what has been read • Identify themes and conventions • Read books that are structured in different ways and reading for a range of purposes • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Summarise main ideas • Retrieve and record information from non-fiction • Identify themes and conventions in a wide range of books
<p>Oracy</p> <p>Discussion/Listening</p>	<ul style="list-style-type: none"> • Discussion skills linked to hearing and reading skills 	<ul style="list-style-type: none"> • Predictions • Themes

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Entertain</p> <p>Poetry</p> <p>Non fiction</p> <p>Autobiographical writing</p>	<ul style="list-style-type: none"> To build knowledge of poetic forms To understand poetic language 	<ul style="list-style-type: none"> Free writing Free verse poetry Writing in Role Annotating Shrine boxes and autobiographical writing Compose and rehearse sentences orally – increasing range of sentence structure Language and word play: homophones Neo-language and nonsense words Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Word families in context Narrative poetry Figurative language Create Invitations to poetry performance
<p>Reading</p> <p>Picture Book</p> <p>Poetry Collection</p>	<ul style="list-style-type: none"> Develop knowledge of performance poetry in action 	<ul style="list-style-type: none"> Reader's theatre Freeze Frame and Thought Tracking Beating pulse and rhythm Performance Poetry Book Talk Read aloud their writing, using appropriate intonation and controlling the tone and volume so that meaning is clear
<p>Oracy</p> <p>Discussion/Listening</p>	<ul style="list-style-type: none"> Discussion skills linked to hearing and reading skills 	<ul style="list-style-type: none"> Predictions Themes

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Entertain</p> <p>Myths, legends and fables</p>	<ul style="list-style-type: none"> • Develop writing to Entertain skills through composing a myth, legend or fable • Choose appropriate grammatical features of writing to entertain • Know how to evaluate own work and others effectively • Know how to organise a piece of writing for effect 	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and others' writing • Compose and rehearse sentences orally • Evaluate and edit proposing changes to vocabulary • Present tense, including progressive • Precise and memorable description: expanded verb, adverbial and noun phrases • Determiners • Use paragraphs to organise ideas • Hypotheses and questions • Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives • Word families in context • Use simple organisational devices such as headings and sub-headings
<p>Reading</p> <p>Picture Book</p> <p>Stories by the same author including Myths, legends and fables</p> <p>Stories that create issues: One plastic bag (recycling)</p>	<ul style="list-style-type: none"> • Build knowledge of retrieval skills • Build knowledge of inference skills • Know how to choose and read a broader range of texts 	<ul style="list-style-type: none"> • Reading Aloud • Identifying how language, structure and presentation contribute to meaning • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Visualising • Reading illustration • Retrieve and record information from non-fiction • Scanning and close reading • Identify main ideas from more than one paragraph and summarise them • Developing inference • Making personal connections • Broadening reading material to include distinctive style and tone of advertising
<p>Oracy</p> <p>Speech</p>	<ul style="list-style-type: none"> • Understand how to structure a debate • Understand how to present topical issues with effect 	<ul style="list-style-type: none"> • Reading Aloud • Compose and rehearse sentences orally • Debate on topical issues • Formal speech

Summer 2	Knowledge	Skills
<p>Writing</p> <p>Non-fiction</p> <p>Letter – argue</p> <p>Journalistic/Report writing</p> <p>Fiction</p> <p>Choice of own narrative</p>	<ul style="list-style-type: none"> • Develop understanding of note-taking skills • Build knowledge of different types of letter writing for different audiences • Know what makes an effective journalistic piece of writing 	<ul style="list-style-type: none"> • Note-taking • Explanation text • Report writing • Journalistic writing • Balanced argument in a written letter • Own narrative based on themes of the book • Effectively arguing a position • Making a visual text • Discuss writing similar to that which they are planning in order to learn from its structure, grammar and vocab • Concept maps to explore story predictions and ideas • Text analysis
<p>Reading</p> <p>Geographical/environmental picture book</p> <p>Political story</p>	<ul style="list-style-type: none"> • Increase familiarity with a wide range of books linked to the wider world • Know what types of questions to ask 	<ul style="list-style-type: none"> • Visualisation • Word Collections • Freeze-Frame and Thought Tracking • Ask questions to improve understanding of text • Thoughts and ideas around a text in response to what has been read or seen in the illustrations • Reading aloud • Predicting what might happen from details stated and implied • Developing empathy through making personal connections • Finding quotes to justify opinions • Word roots • Analysing news stories • Understanding story structure
<p>Oracy</p>	<ul style="list-style-type: none"> • Develop communication skills 	<ul style="list-style-type: none"> • Debate and argument • Conscience Alley • Play • Participate in discussion, taking turns and listening to what others say • Book talk

Key Stage 2 Upper Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Narrative Story</p>	<ul style="list-style-type: none"> • Deepen knowledge of narrative writing • Begin to know that devices, vocab and grammar choices can change or enhance the meaning of a text 	<ul style="list-style-type: none"> • In narrative consider how authors have developed characters and settings • Draft and write by composing and rehearsing sentences orally • In narrative create settings, characters and plot • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles • Proof read for spelling and punctuation errors • Draft and write by selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere, integrate dialogue to convey character • Use a range of devices to build cohesion within and across paragraphs • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning
<p>Reading</p> <p>Contemporary Novel</p>	<ul style="list-style-type: none"> • Increase familiarity with a range of contemporary novels • Enhance understanding of a range of inferences about characters 	<ul style="list-style-type: none"> • Identify themes and conventions • Discuss words and phrases that capture readers' interest and imagination • Draw inferences about characters' feelings, thoughts, emotions and actions • Draw inferences such as inferring characters' motives from their actions • Discuss understanding and explore meaning of words in context
<p>Oracy</p> <p>Discussion</p> <p>Questions</p>	<ul style="list-style-type: none"> • Know when and how to participate in a discussion • Boost confidence in reading • Develop questioning skills 	<ul style="list-style-type: none"> • Participate in discussion, building on others' ideas • Participate in discussion, explaining and discussing their opinions and challenging views courteously • Read play scripts aloud • Ask questions to improve understanding of contemporary texts

Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Non-fiction</p> <p>Letter writing</p> <p>Diary entry</p>	<ul style="list-style-type: none"> • Develop non-fiction writing skills using a wider range of devices • Know how language and paragraphing can create cohesion in a range of texts 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary • Writing in Role • Diary Entries • Letter • Drafting and Editing • Ensure consistent use of tense • Paragraphs to organise ideas • Use a wide range of devices to build cohesion within and across paragraphs • Descriptive and scientific language – verb prefixes • Use organisational and presentational devices to structure and guide the reader e.g. headings • Nouns, pronouns and determiners for cohesion
<p>Reading</p> <p>Myth and Folktale</p>	<ul style="list-style-type: none"> • Increase familiarity with a wide range of books • Know how to summarise key points from a text • Know how to evaluate key points from the text • Develop key reading skills to enhance understanding of the text 	<ul style="list-style-type: none"> • Reading Aloud and Re-reading • Drawing and annotating • Book Talk • Exploring Non-Fiction • Dictogloss • Summarise main ideas from more than one paragraph • Making meaning from illustration and text – especially the meaning of words in context • Scanning and close reading • Retrieve, record and present information from non-fiction • Predicting • Asking questions and clarifying • Evaluating and summarising • Read and discuss a wide-range of fiction
<p>Oracy</p> <p>Debate</p>	<ul style="list-style-type: none"> • Build confidence in delivering and presenting viewpoints through drama 	<ul style="list-style-type: none"> • Hot - Seating • Discussion and debate – provide reasoned justifications for their views

Spring 1	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Narrative story</p>	<ul style="list-style-type: none"> • Build knowledge of actively changing, developing own writing • Support writing by drawing on other writers' ideas • Further develop understanding of how choices can change and enhance meanings of a text 	<ul style="list-style-type: none"> • Propose changes to grammar, vocab and punctuation to enhance effect and clarify meaning • Selecting writing as a model for own • Noting and developing initial ideas, drawing on reading and research where necessary; listened to or seen performed • Consider how authors have developed characters and setting in what they have read • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
<p>Reading</p> <p>Picture Book</p> <p>Historical/Geographical texts</p>	<ul style="list-style-type: none"> • Get to know a wider range of texts including historical and geographical • Explore the difference between facts/opinions • Know how to make comparisons between texts 	<ul style="list-style-type: none"> • Develop response to illustration • Exploring the meaning of words in content • Develop Book Talk skills • Explore historical and geographical reading • Discuss and evaluate how authors use language • Make comparisons within and across books • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions • Make comparisons within and across books • Draw inferences justifying with evidence • Predict what might happen from details stated and implied
<p>Oracy</p> <p>Performance</p> <p>Debate</p>	<ul style="list-style-type: none"> • A deeper understanding of performance and the effect on the listener • Create a debate on a historical/geographical text 	<ul style="list-style-type: none"> • Performances of the text to evoke feeling in the listener, using appropriate intonation, volume and movement so that meaning is clear • Key points and questions for a debate

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Inform</p> <p>Entertain</p>	<ul style="list-style-type: none"> • Know how to draw on writers' ideas to enhance writing • Improve knowledge of note-taking and drafting prior to writing • Further develop understanding between fiction and non-fiction types of writing 	<ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as a model • Draft and write by composing and rehearsing sentences orally • In non-narrative use simple organisational devices • Write for different purposes including about fictional personal experiences • Use organisational and presentational devices to structure and guide the reader (headings, underlining etc.) • Noting and developing initial ideas, drawing on reading and research where necessary • Integrating dialogue to convey character and advance the action • Ensure consistent use of tense • Using a wide range of devices to build cohesion within and across paragraphs <p>Identify audience and purpose, selecting writing as a model for own</p>
<p>Reading</p> <p>Classic Novel</p>	<ul style="list-style-type: none"> • Develop positive attitudes to reading by listening to and discussing a wide range of fiction 	<ul style="list-style-type: none"> • Discuss words and phrases that capture readers' interest and imagination • Identify themes and conventions • Draw inferences about characters' feelings, thoughts, emotions and actions with evidence • Ask questions to improve understanding of the text • Discuss themes and conventions across a wide range of writing • Discuss and evaluate how authors language impacts reader • Predict what might happen from details stated and implied
<p>Oracy</p> <p>Debate</p>	<ul style="list-style-type: none"> • Examine different ways of presenting to an audience • Explore personal opinions building good communication skills 	<ul style="list-style-type: none"> • Explain and discuss opinions through presentations and debates • Identify and discuss themes and conventions

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Fiction</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Build Poetry anthology to reflect on a range of poets and own compositions to celebrate success • Deeper knowledge of poetic devices and language 	<ul style="list-style-type: none"> • Notes for discussion and for oral presentations • Use a wide range of devices to build cohesion within and across paragraphs • Annotations • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Poetic language • Descriptive language • Emotional expression • Exploring language and meaning • Perform compositions, using tone and expression • Imagery and descriptive phrases • Metaphor and imagery • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning
<p>Reading</p> <p>Poetry</p> <p>Narrative</p> <p>Classic</p> <p>Contemporary</p>	<ul style="list-style-type: none"> • To build knowledge of poetry skills 	<ul style="list-style-type: none"> • Confidence shown when reading aloud and ability and stamina in re-reading • Identify how language, structure and presentation contribute to meaning • 'Tell Me' – Booktalk • Prepare poems to perform to an audience, considering intonation • Visualisation • Rhythm and rhyme • Drawing on personal experiences and values • Affective response • Alliteration and assonance
<p>Oracy</p> <p>Poetry</p> <p>Performance</p>	<ul style="list-style-type: none"> • Learn (a wide range of Y6) poetry by heart • Perform a dramatization or role play of a poem 	<ul style="list-style-type: none"> • Listening carefully to poets • Performance reading of own poems, showing understanding through intonation • Develop skills from Readers' Theatre • Build confidence through Drama and Role Play

Summer 2	Knowledge	Skills
Writing Fiction Narrative Diary	<ul style="list-style-type: none"> • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles • To have an understanding of working together effectively through writing opportunities 	<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar including narrative and diary writing • Draft and write by composing and rehearsing sentences orally • In narrative create settings, characters and plot and integrate dialogue to convey character • Ensure correct subject/verb agreement • Shared writing • Proof-read for spelling and punctuation errors
Reading Picture book Non-fiction Illustrated story	<ul style="list-style-type: none"> • Increase familiarity with a wide range of books, including modern fiction, fiction from heritage and books from other cultures and traditions 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Predict what might happen from details stated and implied • Identify themes and conventions • Discuss words and phrases that capture readers' interest and imagination •
Oracy Play	<ul style="list-style-type: none"> • To develop knowledge of entertaining the audience through acting, talking and gestures 	<ul style="list-style-type: none"> • Improve understanding of Freeze frames • Develop Hot-seating techniques • Act with increasing confidence

Year 7 Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Information Leaflet</p> <p>Entertain</p> <p>Own poem</p> <p>Script</p>	<ul style="list-style-type: none"> To understand how a leaflet informs the reader Create a poem based on Invaders Develop a script from a novel 	<ul style="list-style-type: none"> Seek assistance in understanding new vocabulary encountered Develop an appreciation of books Make inferences based on evidence from more than one point in the text Offer opinions on setting, plot and characters used in a text Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar Spell common words correctly Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Invaders</p>	<ul style="list-style-type: none"> Understand a range of texts including non fiction and fiction books based on Invaders across the globe 	<ul style="list-style-type: none"> Seek assistance in understanding new vocabulary encountered Develop an appreciation of books Make inferences based on evidence from more than one point in the text Offer opinions on setting, plot and characters used in a text
<p>Oracy</p> <p>Opinions</p> <p>Acting skills</p>	<ul style="list-style-type: none"> Develop drama techniques to explore characters and scenes from invader stories 	<ul style="list-style-type: none"> Be able to offer opinions in a group Hot-seating of an invader character Act out a scene from an Invaders story



Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Revolution and Change</p> <p>Non fiction</p> <p>Argue</p> <p>Speech</p>	<ul style="list-style-type: none"> To create a speech using a range of devices that argues for or against the topic revolution or change 	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a range of literary and rhetorical devices seen in reading Draft and write by composing and rehearsing sentences orally Use new vocabulary that is given to achieve particular effects in their writing and speech Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar Spell common words correctly Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Revolution and Change</p> <p>Shakespeare play</p> <p>Poem</p>	<ul style="list-style-type: none"> Learn about how Shakespeare presents the theme of revolution and/or change Compare Shakespeare's writing on revolution and/or change to a poet's writing 	<ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material Make written comparisons between texts read; fiction, non-fiction and poetry Understand how the work of dramatists is communicated effectively through performance
<p>Oracy</p> <p>Speech</p> <p>Performance</p>	<ul style="list-style-type: none"> Build confidence and ability of speech performance Perform a short scene from Shakespeare 	<ul style="list-style-type: none"> Communicate effectively Use appropriate language according to text Use appropriate features of speech Attempt to project voice for dramatic effect



Spring 1	Knowledge	Skills
<p>Writing</p> <p>Conflicts through time</p> <p>Writing from own experience – autobiography.</p>	<ul style="list-style-type: none"> To know the features of an autobiography Understand how to use a text to use elements to support own writing Build knowledge of grammar and punctuation successfully used in an autobiography 	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a range of literary and rhetorical devices seen in reading Draft and write by composing and rehearsing sentences orally Use new vocabulary that is given to achieve particular effects in their writing and speech Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar Spell common words correctly Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Autobiographies</p>	<ul style="list-style-type: none"> To improve knowledge of what features are used to make an autobiography Develop understanding of inference 	<ul style="list-style-type: none"> Identify themes Show understanding through intonation, tone, volume and action so that meaning is clear to an audience Discuss and evaluate how authors use language Draw inferences about characters' feelings, thoughts, emotions and actions Discuss & debate opinions related to the themes in the text
<p>Oracy</p> <p>Debate</p>	<ul style="list-style-type: none"> Understanding of how to debate grows Sensitive listening skills 	<ul style="list-style-type: none"> Rehearse sentence/s orally Use oracy cards to support growth in delivery of debate Be sensitive to others contributions

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Civil War</p> <p>Poetry Collection</p>	<ul style="list-style-type: none"> • Know how to create a range of poems for different audiences 	<ul style="list-style-type: none"> • Create Art and illustration related to poems studied • Text marking / analysis to highlight new vocabulary • Written responses to poems studied • Drafting, redrafting and writing poetry • Check spelling and punctuation to ensure all meanings are clear. • Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader
<p>Reading</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Read a range of poetry texts • Visually map out a character's emotions or actions 	<ul style="list-style-type: none"> • Recognise a range of poetic conventions • Read and gain a general understanding of most of the text read • Use skimming and scanning to pick out key words and information • Role on the Wall • Discussion and debate – provide reasoned justifications for their views
<p>Oracy</p> <p>Debate – Civil War</p>	<ul style="list-style-type: none"> • Build knowledge of drama skills • Use research to support views 	<ul style="list-style-type: none"> • Conscience Alley • Discussion and debate – provide reasoned justifications for their views

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Civil War</p> <p>Poetry Collection</p>	<ul style="list-style-type: none"> • Know how to create a range of poems for different audiences 	<ul style="list-style-type: none"> • Create Art and illustration related to poems studied • Text marking / analysis to highlight new vocabulary • Written responses to poems studied • Drafting, redrafting and writing poetry • Check spelling and punctuation to ensure all meanings are clear. • Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader
<p>Reading</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Read a range of poetry texts • Visually map out a character's emotions or actions 	<ul style="list-style-type: none"> • Recognise a range of poetic conventions • Read and gain a general understanding of most of the text read • Use skimming and scanning to pick out key words and information • Role on the Wall • Discussion and debate – provide reasoned justifications for their views
<p>Oracy</p> <p>Debate – Civil War</p>	<ul style="list-style-type: none"> • Build knowledge of drama skills • Use research to support views 	<ul style="list-style-type: none"> • Conscience Alley • Discussion and debate – provide reasoned justifications for their views

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Local Conflicts</p> <p>Story Recount</p> <p>RAP</p>	<ul style="list-style-type: none"> • Write a story that incorporates a local conflict • Compose a RAP about solving a local conflict 	<ul style="list-style-type: none"> • Improve vocabulary, grammar and structure of writing • Use new vocabulary that is given to achieve particular effects in their writing and speech • Correct spelling and punctuation errors • Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader • Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience • Spell common words correctly
<p>Reading</p> <p>Stories – local conflict</p> <p>Raps</p>	<ul style="list-style-type: none"> • Ability to understand texts that present local conflicts • Knowledge of different reasons behind local conflicts 	<ul style="list-style-type: none"> • Reading Aloud and Re-reading • Seek assistance in understanding new vocabulary encountered • Discussion and debate – provide reasoned justifications for their views • Make inferences based on evidence from more than one point in the text • Identify how an author has used specific language and grammar choices to achieve their purpose
<p>Oracy</p> <p>Performance</p> <p>RAP/Dance</p>	<ul style="list-style-type: none"> • Support others and share in their success 	<ul style="list-style-type: none"> • Use a range of poetry techniques • Adapt tone of voice • Learn how to project your voice

Summer 2	Knowledge	Skills
<p>Writing</p> <p>Olympics</p> <p>Non fiction</p> <p>Persuade</p> <p>Letter Writing</p> <p>Missing person poster</p>	<ul style="list-style-type: none"> • Share understanding of what the Olympics is • Write a letter persuading the Olympic committee you have the Olympics in your country • Create a missing person poster based on a real life Olympian 	<ul style="list-style-type: none"> • Understand the major texts types and their features • Ensure writing reflects audience and purpose • Ensure accuracy of punctuation is completely consistent. • Understand the importance of planning to create effective pieces of writing: Letter writing • Note writing in role as character • Reading journals • Text marking • Story mapping • Character description • Use ICT skills to create an informative Presentation
<p>Reading</p> <p>Olympics</p>	<ul style="list-style-type: none"> • Learn about the history of the Olympics from a range of texts 	<ul style="list-style-type: none"> • Extract and interpret information, events, main points and ideas from text. • Make inferences based on evidence from more than one point in the text • Discussion and debate – provide reasoned justifications for their views
<p>Oracy</p> <p>Role play</p> <p>Presentation</p>	<ul style="list-style-type: none"> • Share knowledge of different Olympic sports through acting skills • Develop presentation skills so that voice is projected where necessary 	<ul style="list-style-type: none"> • Role play – different Olympic sports • Deliver informative presentation to the class

Year 8 Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Invaders</p> <p>Information Leaflet</p> <p>Entertain</p> <p>Own poem</p> <p>Script</p>	<ul style="list-style-type: none"> To develop understanding how a leaflet informs the reader Create a poem based on Invaders using poetic devices Develop a script from a novel 	<ul style="list-style-type: none"> Identification of poetic language and devices Text Analysis Response to provocation questions Character study Creating own poems related to themes introduced in the collection Draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects
<p>Reading</p> <p>Invaders</p> <p>Poetry</p>	<ul style="list-style-type: none"> Further understand a range of texts including non fiction and fiction books based on Invaders across the globe 	<ul style="list-style-type: none"> Explain the choices a poet has made from a range of poetic conventions Communicate effectively through dramatic performance and evaluate the performance of others Summarise all of the key information from a text using a range of methods Performance reading of poems, showing understanding through intonation Drawing on personal experiences and values Affective response Alliteration and assonance
<p>Oracy</p> <p>Opinions</p> <p>Acting skills</p>	<ul style="list-style-type: none"> Further develop drama techniques to explore characters and scenes from invader stories 	<ul style="list-style-type: none"> Be able to offer more varied opinions in a group Hot-seating of an invader character with more confidence Act out a scene from an Invaders story with some clarity



Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Revolution and Change</p> <p>Non fiction</p> <p>Argue</p> <p>Speech</p>	<ul style="list-style-type: none"> To create a speech using a wider range of devices that argues for or against the topic revolution or change 	<ul style="list-style-type: none"> Plan writing by discussing in more detail writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a wider range of literary and rhetorical devices seen in reading Draft and write by composing and rehearsing sentences orally with increasing confidence Use a wider range of new vocabulary that is given to achieve particular effects in their writing and speech Use a wider range of punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Vary sentence length and structure with increasing confidence in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Develop understanding of the conventions of standard English and how to use them consistently in their writing Understand and use a wider range of degrees of formality in a range of texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar with growing confidence Spell a wider range of common words correctly Further increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Revolution and Change</p> <p>Shakespeare play</p> <p>Poem</p>	<ul style="list-style-type: none"> Learn about how Shakespeare presents the theme of revolution and/or change Compare Shakespeare's writing on revolution and/or change to a poet's writing 	<ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material suitable for age Make more detailed written comparisons between texts read; fiction, non-fiction and poetry Understand how the work of dramatists is communicated effectively through performance
<p>Oracy</p> <p>Speech</p> <p>Performance</p>	<ul style="list-style-type: none"> Build confidence and ability of speech performance Perform a short scene from Shakespeare 	<ul style="list-style-type: none"> Communicate with growing effectiveness Use appropriate language according to text more frequently Use a wider range of appropriate features of speech Project voice for dramatic effect mostly appropriately



Spring 1	Knowledge	Skills
<p>Writing</p> <p>Conflicts through time</p> <p>Writing from own experience – autobiography.</p>	<ul style="list-style-type: none"> To know and recall the features of an autobiography Understand and explain how to use a text to use elements to support own writing Build further knowledge of grammar and punctuation successfully used in an autobiography 	<ul style="list-style-type: none"> Plan writing by more detailed discussing of writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a wider range of literary and rhetorical devices seen in reading Draft and write by composing and rehearsing sentences orally with varied tones Use a wider range of new vocabulary that is given to achieve particular effects in their writing and speech Use a wider range of punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Use a more varied sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar Spell common words correctly Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Autobiographies</p>	<ul style="list-style-type: none"> To improve knowledge of what features are used to make an autobiography Develop understanding of inference 	<ul style="list-style-type: none"> Identify and discuss themes Show understanding through varying intonation, tone, volume and action so that meaning is clear to an audience Discuss and evaluate how authors use language Draw further inferences about characters’ feelings, thoughts, emotions and actions Discuss & debate opinions related to the themes in the text in more depth
<p>Oracy</p> <p>Debate</p>	<ul style="list-style-type: none"> Understanding of different ways of how to debate topics Sensitive listening skills 	<ul style="list-style-type: none"> Rehearse sentence/s orally with more precision Use carefully selected oracy cards to support growth in delivery of debate Be more sensitive to others contributions

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Civil War</p> <p>Poetry Collection</p>	<ul style="list-style-type: none"> • Know how to create a wider range of poems for different audiences 	<ul style="list-style-type: none"> • Create detailed Art and illustration related to poems studied • Text marking / analysis to highlight new vocabulary develops • Written responses to poems studied are growing in depth and structure • Drafting, redrafting and writing poetry supports to improve writing • Check spelling and punctuation to ensure all meanings are clear. • Vary sentence length and structure for effect in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader with growing confidence • Spell most words correctly including some complex polysyllabic words and unfamiliar words
<p>Reading</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Read a range of poetry texts • Visually map out a character's emotions or actions 	<ul style="list-style-type: none"> • Recognise and explain a range of poetic conventions • Read and gain a better understanding of most of the text read • Use skimming and scanning to pick out key words and information with more skill • Role on the Wall • Discussion and debate – provide reasoned justifications for their views •
<p>Oracy</p> <p>Debate – Civil War</p>	<ul style="list-style-type: none"> • Build knowledge of drama skills • Use research to support views 	<ul style="list-style-type: none"> • Conscience Alley • Discussion and debate – provide reasoned justifications for their views

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Local Conflicts</p> <p>Story Recount</p> <p>RAP</p>	<ul style="list-style-type: none"> • Write a detailed story that incorporates a local conflict • Compose a RAP about solving a local conflict 	<ul style="list-style-type: none"> • Improve vocabulary, grammar choices and develop structure of writing • Use a wider range of new vocabulary that is given to achieve particular effects in their writing and speech • Correct spelling and punctuation errors • Vary sentence length and structure in order to provide more appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader • Understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience • Spell common words correctly • Draw on their knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose
<p>Reading</p>	<ul style="list-style-type: none"> • Ability to understand texts that present local conflicts • Knowledge of different reasons behind local conflicts 	<ul style="list-style-type: none"> • Reading Aloud and Re-reading with growing confidence • Seek assistance in understanding new vocabulary encountered when appropriate • Discussion and debate – provide reasoned appropriate justifications for their views • Make a wider range of inferences based on evidence from more than one point in the text • Identify how authors have used specific language and grammar choices to achieve their purpose
<p>Oracy</p> <p>Performance</p> <p>RAP/Dance</p>	<ul style="list-style-type: none"> • Support others and share in their success 	<ul style="list-style-type: none"> • Use a wider range of poetry techniques • Adapt tone of voice for different genres • Learn how to project your voice with growing confidence



Summer 2	Knowledge	Skills
<p>Writing</p> <p>Olympics</p> <p>Non fiction</p> <p>Persuade</p> <p>Letter Writing</p> <p>Missing person poster</p>	<ul style="list-style-type: none"> • Share understanding of what the Olympics is • Write a letter persuading the Olympic committee you have the Olympics in your country • Create a missing person poster based on a real life Olympian 	<ul style="list-style-type: none"> • Understand the major texts types and their features • Ensure writing reflects audience and purpose more appropriately • Ensure accuracy of punctuation is completely consistent. • Understand the importance of planning and reasoning to create effective pieces of writing: Letter writing • Note writing in role as character develops over time • Reading journals are more detailed • Text marking is more accurate • Story mapping contains the most important details • Character description supports to build a picture in the reader's mind • Use ICT skills with growing confidence to create an informative Presentation
<p>Reading</p> <p>Olympics</p>	<ul style="list-style-type: none"> • Learn about the history of the Olympics from a range of texts 	<ul style="list-style-type: none"> • Extract and interpret a wider range of information, events, main points and ideas from text. • Make a wider range of inferences based on evidence from more than one point in the text • Discussion and debate – provide a wider range of reasoned justifications for their views
<p>Oracy</p> <p>Role play</p> <p>Presentation</p>	<ul style="list-style-type: none"> • Share knowledge of different Olympic sports through acting skills • Develop presentation skills so that voice is projected where necessary 	<ul style="list-style-type: none"> • Role play – different Olympic sports • Deliver informative presentation to the class



Year 9 Curriculum

Autumn 1	Knowledge	Skills
<p>Writing</p> <p>Invaders</p> <p>Information Leaflet</p> <p>Entertain</p> <p>Own poem</p> <p>Script</p>	<ul style="list-style-type: none"> To develop understanding how a leaflet informs the reader Create a poem based on Invaders using poetic devices Develop a script from a novel 	<ul style="list-style-type: none"> Identification and understanding of poetic language and devices Text Analysis deepens Response to provocation questions is more detailed Character study grows in depth and detail Creating own poems related to themes introduced in the collection with conviction Draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects
<p>Reading</p> <p>Invaders</p> <p>Poetry</p>	<ul style="list-style-type: none"> Further understand a range of texts including non fiction and fiction books based on Invaders across the globe 	<ul style="list-style-type: none"> Explain and evaluate the choices a poet has made from a range of poetic conventions Communicate effectively through dramatic performance and evaluate the performance of others with a critical response Summarise all of the key information from a text using a range of methods with confidence Performance reading of poems, showing understanding through intonation and expression Drawing on personal experiences and values that are meaningful and linked to the text Affective detailed response Alliteration and assonance are used wisely
<p>Oracy</p> <p>Opinions</p> <p>Acting skills</p>	<ul style="list-style-type: none"> Further develop drama techniques to explore characters and scenes from invader stories 	<ul style="list-style-type: none"> Be able to offer a wide range of varied opinions in a group Hot-seating of an invader character with more confidence and skill Act out a scene from an Invaders story with precise clarity

Autumn 2	Knowledge	Skills
<p>Writing</p> <p>Revolution and Change</p> <p>Non fiction</p> <p>Argue</p> <p>Speech</p>	<ul style="list-style-type: none"> To create a speech using a wider range of devices that argues for or against the topic revolution or change 	<ul style="list-style-type: none"> Plan writing by discussing in fine detail writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a complex and varied range of literary and rhetorical devices seen in reading Draft and write by composing and rehearsing sentences orally with confidence and expression Use a precise range of new vocabulary that is given to achieve particular effects in their writing and speech Use a precise range of punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech Vary sentence length and structure with increasing confidence and clarity in order to provide precise detail, make clear the relationship between ideas, and create varied effects according to task, purpose and reader Develop understanding of the conventions of standard English and how to use them consistently in their writing Understand and use a wider range of degrees of formality in specifically chosen texts according to context, purpose and audience Understand and use appropriately in their own writing the conventions of sentence grammar with precision Spell all common words correctly Further increase knowledge and understanding of word families, roots, derivations, morphology and regular spelling patterns
<p>Reading</p> <p>Revolution and Change</p> <p>Shakespeare play</p> <p>Poem</p>	<ul style="list-style-type: none"> Learn about how Shakespeare presents the theme of revolution and/or change Compare Shakespeare's writing on revolution and/or change to a poet's writing 	<ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material suitable for age and beyond Make fully detailed written comparisons between texts read; fiction, non-fiction and poetry Understand and explain how the work of dramatists is communicated effectively through performance
<p>Oracy</p> <p>Speech</p> <p>Performance</p>	<ul style="list-style-type: none"> Build confidence and ability of speech performance Perform a short scene from Shakespeare 	<ul style="list-style-type: none"> Communicate with clarity and effectiveness Use appropriate language according to text frequently and precisely Use a wider range of appropriate features of speech with precision Project voice for dramatic effect with a deeper understanding

Spring 1	Knowledge	Skills
<p>Writing</p> <p>Conflicts through time</p> <p>Writing from own experience – autobiography.</p>	<ul style="list-style-type: none"> To know and recall the features of an autobiography Understand and explain how to use a text to use elements to support own writing Build further knowledge of grammar and punctuation successfully used in an autobiography 	<ul style="list-style-type: none"> Plan writing by fully detailed discussion of writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Experiment with a wider range of literary and rhetorical devices seen in reading with accuracy Draft and write by composing and rehearsing sentences orally with varied expression and tones Use a wider range of new vocabulary with precision that is given to achieve particular effects in their writing and speech Use a wider range of punctuation precisely to clarify meaning and create effects in clauses, sentences and when writing speech Use varied sentence length and structure with precision in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader Understand and explain the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience Understand, explain and use appropriately in their own writing the conventions of sentence grammar Spell all common words correctly Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns and use with precision
<p>Reading</p> <p>Autobiographies</p>	<ul style="list-style-type: none"> To improve knowledge of what features are used to make an autobiography Develop understanding of inference 	<ul style="list-style-type: none"> Identify, discuss and explain themes Show deeper understanding through varying intonation, tone, volume and action so that meaning is clear to an audience Discuss, evaluate and compare how authors use language Draw more detailed and challenging inferences about characters' feelings, thoughts, emotions and actions Discuss & debate opinions in detail related to the themes in the text in more depth
<p>Oracy</p> <p>Debate</p>	<ul style="list-style-type: none"> Understanding of different ways of how to debate topics Sensitive listening skills 	<ul style="list-style-type: none"> Rehearse sentence/s orally with more precision and intonation Use oracy cards to support growth in delivery of debate only where necessary Be more sensitive to others contributions and support others to join in improving their skills

Spring 2	Knowledge	Skills
<p>Writing</p> <p>Civil War</p> <p>Poetry Collection</p>	<ul style="list-style-type: none"> • Know how to create a wider range of poems for different audiences 	<ul style="list-style-type: none"> • Create detailed varied Art and illustration related to poems studied • Text marking / analysis to highlight new vocabulary develops with precision • Written responses to poems studied are precise and show depth and structure • Drafting, redrafting and writing poetry supports to improve writing to celebrate • Check spelling and punctuation to ensure all meanings are clear on every occasion • Vary sentence length and structure for a range of effects in order to provide a range of appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader with growing confidence
<p>Reading</p> <p>Poetry</p>	<ul style="list-style-type: none"> • Read a range of poetry texts • Visually map out a character's emotions or actions 	<ul style="list-style-type: none"> • Recognise, explain and comment on a range of poetic conventions • Read and gain a full understanding of most of the text read • Use skimming and scanning to pick out key words and information with precise skill • Role on the Wall • Discussion and debate – provide precise reasoned justifications for their views
<p>Oracy</p> <p>Debate – Civil War</p>	<ul style="list-style-type: none"> • Build knowledge of drama skills • Use research to support views 	<ul style="list-style-type: none"> • Conscience Alley • Discussion and debate – provide reasoned justifications for their views

Summer 1	Knowledge	Skills
<p>Writing</p> <p>Local Conflicts</p> <p>Story Recount</p> <p>RAP</p>	<ul style="list-style-type: none"> • Write a detailed story that incorporates a local conflict • Compose a RAP about solving a local conflict 	<ul style="list-style-type: none"> • Improve vocabulary, grammar choices and develop structure of writing with precision • Use a wider range of new vocabulary that is given to achieve particular effects in their writing and speech • Correct spelling and punctuation errors with precision • Vary sentence length and structure with precision in order to provide more appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader • Understand the conventions of standard English and how to use them consistently in their writing with precision • Understand and use degrees of formality in a range of texts according to context, purpose and audience with precision • Spell all common words correctly
<p>Reading</p>	<ul style="list-style-type: none"> • Ability to understand texts that present local conflicts • Knowledge of different reasons behind local conflicts 	<ul style="list-style-type: none"> • Reading Aloud and Re-reading with expertise and confidence • Seek assistance in understanding new vocabulary encountered when appropriate and necessary • Discussion and debate – provide reasoned appropriate justifications for their views with precision • Make a wider range of detailed inferences based on evidence from more than one point in the text • Identify and explain how authors have used specific language and grammar choices to achieve their purpose
<p>Oracy</p> <p>Performance</p> <p>RAP/Dance</p>	<ul style="list-style-type: none"> • Support others and share in their success 	<ul style="list-style-type: none"> • Use a wider range of poetry techniques with precise effect • Carefully adapt tone and expression of voice for different genres • Learn how to project your voice with extreme confidence

Summer 2	Knowledge	Skills
<p>Writing</p> <p>Olympics</p> <p>Non fiction</p> <p>Persuade</p> <p>Letter Writing</p> <p>Missing person poster</p>	<ul style="list-style-type: none"> • Share understanding of what the Olympics is • Write a letter persuading the Olympic committee you have the Olympics in your country • Create a missing person poster based on a real life Olympian 	<ul style="list-style-type: none"> • Understand and explain the major texts types and their features • Ensure writing reflects audience and purpose which is appropriate • Ensure accuracy and range of punctuation is completely consistent. • Understand the importance of precise planning and reasoning to create effective pieces of writing: Letter writing • Note writing is streamlined in role as character develops over time • Reading journals are developed and structured fully • Text marking is always accurate • Story mapping contains the most important precise details • Character description supports to build a vivid picture in the reader's mind • Use ICT skills with expert confidence to create an informative Presentation
<p>Reading</p> <p>Olympics</p>	<ul style="list-style-type: none"> • Learn about the history of the Olympics from a range of texts 	<ul style="list-style-type: none"> • Extract, interpret and present a wider range of information, events, main points and ideas from text. • Make a succinct wider range of inferences based on evidence from several points in the text • Discussion and debate – provide a wider range of significant, reasoned justifications for their views
<p>Oracy</p> <p>Role play</p> <p>Presentation</p>	<ul style="list-style-type: none"> • Share knowledge of different Olympic sports through acting skills • Develop presentation skills so that voice is projected where necessary 	<ul style="list-style-type: none"> • Role play – different Olympic sports with precision • Deliver informative presentation to the class with precision