

North Hill House School: English Curriculum Overview

Empowering futures: learning for life beyond school

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Story/Novel | Myths and Legends | Poetry | Non-Fiction | Non-Fiction | Drama |
| <p style="text-align: center;">Key Stage 1</p> <p>Spelling to be covered across Year 1: Spell words containing 40+ phonemes already taught, spell common exception words, spell days of the week, name letters of alphabet in order, use suffixes s and es, use suffixes ing, ed, er and est where no change to spelling is needed. Use the prefix un e.g. unkind, apply simple spelling rules (appendix 1) , write simple sentences dictated by teacher using words taught.</p> <p>Spelling to covered across Year 2: Segment spoken words into phonemes and represent these by graphemes, learn new ways of spelling phonemes for which one or more spelling phonemes is already known. Spell common exception words, form nouns using suffixes such as ful and less, uses suffixes er, est, in adjectives, use ly to turn adjectives into adverbs, apply spelling rules from appendix 1. Write from memory simple sentences dictated by the teacher using words taught.</p> | | | | | | |
| Year 1 | <p>Story-The Journey Beegu J.D Books</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Sequence sentences to form short narratives Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how to use capital letters and full-stops. Understand that capital letters are used for names and personal pronouns. Understand how to join clauses using ‘and’. | <p>Aesop’s Fables – The Boy who Cried Wolf</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Sequence sentences to form short narratives Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how and when to use capital letters and full-stops. Understand how to use exclamation marks. Understand that capital letters are used for names and personal pronouns. Understand how to join clauses using ‘and’. | <p>Poetry- The Owl and the Pussycat, Edward Lear and other poems about animals</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Sequence sentences to form short narratives Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how and when to use capital letters and full-stops. Understand how to use exclamation marks. Understand that capital letters are used for names and personal pronouns. Understand how to join clauses using ‘and’ | <p>Non-Fiction through Little People Big Dreams</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how and when to use capital letters and full-stops. Understand how to use exclamation marks. Understand how to use question marks. Understand that capital letters are used for names and personal pronouns. | <p>Non-Fiction: I Can Only Draw Worms/ How Many Legs?</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how and when to use capital letters and full-stops. Understand how to use exclamation marks. Understand how to use question marks. Understand that capital letters are used for names and personal pronouns. | <p>Drama- Where the Wild Things Are</p> <p>Writing</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing them Sequence sentences to form short narratives Rereading what has been written to check it makes sense Discuss what they have written Read writing aloud clearly to be heard by others <p>Vocab, grammar and punctuation</p> <ul style="list-style-type: none"> Understand that words must be separated with spaces. Understand how and when to use capital letters and full-stops. Understand how to use exclamation marks. Understand how to use question marks. Understand that capital letters are used for names and personal pronouns. |

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| | Writing Assessment 1: Retelling of story from a character first person perspective. | Writing Assessment 2: Diary Entry from Peter’s perspective | <ul style="list-style-type: none"> Understand how to use adjectives to describe. Writing Assessment 3: A Shape Poem /List Poem | <ul style="list-style-type: none"> Understand how to join clauses using ‘and’ Writing Assessment 4: Fact File | <ul style="list-style-type: none"> Understand how to join clauses using ‘and’ Assessment 5: Instruction Writing | <ul style="list-style-type: none"> Understand how to join clauses using ‘and’ Speaking and Listening: <ul style="list-style-type: none"> Participate in role play, performances and improvisations. Assessment 6: Discuss the story and then retell and act out a section from it. |
| Year 2 | Story-The Day the Crayons Quit/ Voices in the Park Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use sentences with different forms I can choose adventurous vocabulary in my writing | Aesops Fables- The Goose Who Laid Golden Eggs Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use sentences with different forms I can choose adventurous vocabulary in my writing Join words using subordination | Poetry- Chocolate Cake, Michael Rosen and other poems about food Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Write poetry Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use apostrophes to show possession I can use commas to separate items in a list | Non-Fiction through We All Celebrate Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Write poetry Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use apostrophes to show possession | Non-Fiction through the True Story of the Three Little Pigs Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Write poetry Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use apostrophes to show possession | Drama- Three Billy Goats Gruff Writing: <ul style="list-style-type: none"> Develop a positive attitude and stamina for writing Write for different purposes Write poetry Plan what they are going to write about Write down key ideas/words Encapsulate sentences before writing them Make revisions to writing Proof-read writing Vocab, grammar and punctuation <ul style="list-style-type: none"> Punctuate sentences with capital letters, full stops, exclamation marks and question marks Use capital letters for proper nouns Join words using co-ordination Use apostrophes to show omission Use apostrophes to show possession |

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| | <ul style="list-style-type: none"> Join words using subordination Use the past and present tense correctly Use adjectives to describe <p>Assessment 1: Letter</p> | <ul style="list-style-type: none"> Use the past and present tense correctly Use adjectives to describe <p>Assessment 2: Storyboard</p> | <ul style="list-style-type: none"> Use sentences with different forms Use ly sentence openers I can choose adventurous vocabulary in my writing Use expanded noun phrases Join words using subordination Use the past and present tense correctly Use adjectives to describe <p>Assessment 3: Acrostic Poem of favourite food</p> | <ul style="list-style-type: none"> I can use commas to separate items in a list Use sentences with different forms Use ly sentence openers I can choose adventurous vocabulary in my writing Use expanded noun phrases Join words using subordination Use the past and present tense correctly Use adjectives to describe Use adventurous verbs Use adverbs in my writing <p>Assessment 4: Persuasive Leaflet</p> | <ul style="list-style-type: none"> I can use commas to separate items in a list Use sentences with different forms Use ly sentence openers I can choose adventurous vocabulary in my writing Use expanded noun phrases Join words using subordination Use the past and present tense correctly Use adjectives to describe Use adventurous verbs Use adverbs in my writing Use the progressive form of tense <p>Assessment 5: Letter</p> | <ul style="list-style-type: none"> I can use commas to separate items in a list Use sentences with different forms Use ly sentence openers I can choose adventurous vocabulary in my writing Use expanded noun phrases Join words using subordination Use the past and present tense correctly Use adjectives to describe Use adventurous verbs Use adverbs in my writing Use the progressive form of tense <p>Speaking and Listening</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions Participate actively in collaborative conversations Participate in debates Consider different viewpoints <p>Assessment 6: Hot seating, exploring character point of view, discussion, argument & writing from a character's point of view</p> |
| <p align="center">Key stage 2</p> <p>Spelling to be covered across lower key stage 2- Use further prefixes and suffixes , spell further homophones, spell words that are often misspelt (see Appendix 1), use the possessive apostrophe correctly, use the first two, three letters of a word to check spelling in a dictionary, write simple sentences dictated by a teacher, including words and punctuation taught so far, use the correct article before a word.</p> <p>Spelling to be covered across upper key stage 2- Use a range prefixes and suffixes and understand how to do then (cious, tious, cial, tial, ence, ance, able, ibly), spell words with silent letters, spell further homophones, apply spelling rules from Appendix 1, learn common Year 5/6 words without specific patterns, use first three, four letters of a word to check a spelling. Use a dictionary to check the spelling and meaning of words. Use a thesaurus. Convert nouns or adjectives into verbs using suffixes e.g ate, ise, ify. Use verb prefixes, know the difference between informal and formal speech writing, know how words are related as synonyms and antonyms.</p> | | | | | | |
| Year 3 | <p>Story-Varjak Paw</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences orally Begin to organise paragraphs around a theme In narratives, begin to create plot, character, settings Assess effectiveness of their own and others' writing and suggest improvements | <p>Myths and Legends: Skull</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences Begin to organise paragraphs around a theme In narratives, begin to create plot character, settings Assess effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary | <p>Poetry- On the Ning Nang Nong by Spike Milligan and other nonsense poems (that might make you laugh)</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences Begin to organise paragraphs around a theme In narratives, begin to create plot character, settings | <p>Non-Fiction through The Iron Man</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences Begin to organise paragraphs around a theme In non- narrative writing, begin to use simple organisational devices | <p>Non- Fiction through Pebble in my Pocket</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences Begin to organise paragraphs around a theme In non- narrative writing, begin to use simple organisational devices | <p>Drama-George's Marvelous Medicine</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences Begin to organise paragraphs around a theme In narratives, begin to create plot character, settings |

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| | <ul style="list-style-type: none"> Propose changes to grammar and vocabulary Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation.</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs <p>Assessment 1: Narrative based on the book.</p> | <ul style="list-style-type: none"> Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs Use similes Use more adventurous adjectives to describe Use prepositions to state where Begin to recognise subordinate clauses <p>Assessment 2: A description of setting</p> | <ul style="list-style-type: none"> Assess effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs Use similes Use more adventurous adjectives to describe Use prepositions to state where Begin to recognise subordinate clauses Use adverbs to modify verbs <p>Assessment 3: Write your own nonsense poem about a made-up place (with some rhyming words)</p> | <ul style="list-style-type: none"> Assess effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs Use similes Use more adventurous adjectives to describe Use prepositions to state where Begin to recognise subordinate clauses Use adverbs to modify verbs Use apostrophes to show singular possession in nouns Choose pronouns properly for clarity and to avoid repetition Use adverbs to show when and where Use inverted commas to punctuate direct speech <p>Assessment 4: Newspaper Article</p> | <ul style="list-style-type: none"> Assess effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs Use similes Use more adventurous adjectives to describe Use prepositions to state where Begin to recognise subordinate clauses Use adverbs to modify verbs Use apostrophes to show singular possession in nouns Choose pronouns properly for clarity and to avoid repetition Use adverbs to show when and where Use inverted commas to punctuate direct speech Use the perfect form of verbs to show time and cause Use connectives to begin sentences <p>Assessment 5: Journal</p> | <ul style="list-style-type: none"> Assess effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary Proofread for spelling and punctuation errors Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use commas in lists and between the last items. Use apostrophes for a wider range of omission. Use conjunctions to show time, place and cause. Begin to recognise and use subordinate clauses Use expanded noun phrases Use adventurous verbs Use similes Use more adventurous adjectives to describe Use prepositions to state where Begin to recognise subordinate clauses Use adverbs to modify verbs Use apostrophes to show singular possession in nouns Choose pronouns properly for clarity and to avoid repetition Use adverbs to show when and where Use inverted commas to punctuate direct speech Use the perfect form of verbs to show time and cause Use connectives to begin sentences <p>Assessment 6: Write a script based on the story. Perform it.</p> |
| Year 4 | <p>Novel-Stig of the Dump</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas | <p>Myths and Legends- Impossible Beasts</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas | <p>Poetry Jabberwocky by Edward Lear and other poems about achievements</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas | <p>Non-Fiction through The Street Beneath My Feet</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas | <p>Non-Fiction through The Boy in the Back of the Class</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas | <p>Drama- Fantastic Mr Fox</p> <p>Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences orally |

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| | <ul style="list-style-type: none">• Compose and rehearse sentences orally• Organise paragraphs around a theme• In narratives, develop plot, characters, settings• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue <p>Assessment 1: Write a diary entry (sense of a character, setting, develop plot)</p> | <ul style="list-style-type: none">• Compose and rehearse sentences orally• Organise paragraphs around a theme• In narratives, develop plot, characters, settings• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue• Use appropriate, adventurous adjectives to describe• I can use similes and begin sentences with similes• Use adverb (ly) clauses to begin sentences• Use ‘ed’ words to begin sentences <p>Assessment 2: Create and describe your own mythical creature</p> | <ul style="list-style-type: none">• Compose and rehearse sentences orally• Organise paragraphs around a theme• In narratives, develop plot, characters, settings• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue• Use appropriate, adventurous adjectives to describe• Use similes and begin sentences with similes• Use adverb (ly) clauses to begin sentences• Use ‘ed’ words to begin sentences• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases <p>Assessment 3: Write a poem describing the Jabberwock using sensory language</p> | <ul style="list-style-type: none">• Compose and rehearse sentences orally• Organise paragraphs around a theme• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue• Use appropriate, adventurous adjectives to describe• Use similes and begin sentences with similes• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Use adverb (ly) clauses to begin sentences• Use ‘ed’ words to begin sentences• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Choose more specific technical nouns and verbs | <ul style="list-style-type: none">• Compose and rehearse sentences orally• Organise paragraphs around a theme• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue• Use appropriate, adventurous adjectives to describe• Use similes and begin sentences with similes• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Use adverb (ly) clauses to begin sentences• Use ‘ed’ words to begin sentences• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Choose more specific technical nouns and verbs <p>Assessment 5: Argument writing</p> | <ul style="list-style-type: none">• Organise paragraphs around a theme• Write for a range of purposes• Assess effectiveness of their own and others’ writing and suggest improvements• Propose changes to grammar and vocabulary• Proofread for spelling and punctuation errors• Read aloud own writing using appropriate intonation <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for singular and plural progression• Know the grammatical difference between a plural and possessive ‘s’• Use commas after fronted adverbials• Use a wider range of connectives• Use fronted adverbials to say when and how things are done• Use prepositions to state time, place and cause• Choose pronouns for clarity. cohesion and to avoid repetition• Choose where to use adverbs in sentences• Use inverted commas and additional speech punctuation for direct speech• Start a new line for a new speaker when writing dialogue• Use appropriate, adventurous adjectives to describe• Use similes and begin sentences with similes• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Use adverb (ly) clauses to begin sentences• Use ‘ed’ words to begin sentences• Expand noun phrases by adding modified adjectives, nouns and prepositional phrases• Choose more specific technical nouns and verbs |
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| | | | | Assessment 4: Persuasive Letter | | Assessment 6: Bunce vs Mr Fox |
| | | | | | | Discussion, exploring argument from Mr Bunce's then Mr Fox's point of view |
| Year 5 | <p>Novel- Five Children and It</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Use ideas authors use to develop characters and settings in narratives Describe settings, characters and atmosphere in narrative Integrate dialogue to show character and advance action Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action Use short sentences for emphasis and to move action quickly | <p>Myths and Legends-Hercules</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Use ideas authors use to develop characters and settings in narratives Describe settings, characters and atmosphere in narrative Integrate dialogue to show character and advance action Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action Use short sentences for emphasis and to move action quickly Use subordinate clauses and manipulate when to use them in sentences Use appropriate yet adventurous adjectives, verbs, nouns and adverbs | <p>Poetry - Bed in Summer by Robert Louis Stevenson and other poems about the seasons</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Use ideas authors use to develop characters and settings in narratives Describe settings, characters and atmosphere in narrative Integrate dialogue to show character and advance action Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action | <p>Non-Fiction through The Girl Who Stole an Elephant</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action Use short sentences for emphasis and to move action quickly Use subordinate clauses and manipulate when to use them in sentences | <p>Non-Fiction through Shakleton's Journey</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action Use short sentences for emphasis and to move action quickly Use subordinate clauses and manipulate when to use them in sentences | <p>Drama-The Tempest, Shakespeare</p> <p>Writing:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose Choose appropriate form of writing and use its features Note and develop initial ideas, drawing on research. Plan, draft, write and edit my writing to improve it. Use organisation and presentational devices to structure the text and guide the reader Write clear paragraphs Write cohesively and at length Link ideas across paragraphs using adverbials of time, place and number Use ideas authors use to develop characters and settings in narratives Describe settings, characters and atmosphere in narrative Integrate dialogue to show character and advance action Assess the effectiveness of own and other's writing and suggest improvements- suggest changes to grammar, vocabulary and punctuation Use tense consistently throughout my writing <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Use basic punctuation Use speech punctuation accurately Use apostrophes for possession and omission Begin to use parenthesis Use ellipsis for effect Use commas to clarify meaning or avoid ambiguity Write a sentence of three for action |

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| | <ul style="list-style-type: none">Use subordinate clauses and manipulate when to use them in sentencesUse appropriate yet adventurous adjectives, verbs, nouns and adverbs <p>Assessment 1: Narrative writing from IT’s perspective</p> | <ul style="list-style-type: none">Use onomatopoeia, similes, metaphors and personificationUse modal verbsUse adverbs to show degrees of possibilityUse fronted adverbials to say where, how, and when things are doneUse expanded ‘ed’ clauses to begin sentencesUse a sentence of three for actionUse ellipsis for effect <p>Assessment 2: Description exploring setting and action</p> | <ul style="list-style-type: none">Use short sentences for emphasis and to move action quicklyUse subordinate clauses and manipulate when to use them in sentencesUse appropriate yet adventurous adjectives, verbs, nouns and adverbsUse onomatopoeia, similes, metaphors and personificationUse modal verbsUse adverbs to show degrees of possibilityUse fronted adverbials to say where, how, and when things are doneUse expanded ‘ed’ clauses to begin sentencesUse a sentence of three for actionUse ellipsis for effect <p>Assessment 3: Write a poem using (some) couplets about your favourite season</p> | <ul style="list-style-type: none">Use appropriate yet adventurous adjectives, verbs, nouns and adverbsUse onomatopoeia, similes, metaphors and personificationUse modal verbsUse adverbs to show degrees of possibilityUse fronted adverbials to say where, how, and when things are doneUse expanded ‘ed’ clauses to begin sentencesUse a sentence of three for actionUse ellipsis for effectUse relative clauses, beginning with who, which, when, where, whose or thatUse adverbs to show degrees of possibilityUse a wider range of conjunctions and cohesive devices <p>Assessment 4: Newspaper Article</p> | <ul style="list-style-type: none">Use appropriate yet adventurous adjectives, verbs, nouns and adverbsUse onomatopoeia, similes, metaphors and personificationUse modal verbsUse adverbs to show degrees of possibilityUse fronted adverbials to say where, how, and when things are doneUse expanded ‘ed’ clauses to begin sentencesUse a sentence of three for actionUse ellipsis for effectUse relative clauses, beginning with who, which, when, where, whose or thatUse adverbs to show degrees of possibilityUse a wider range of conjunctions and cohesive devices <p>Assessment 5: Instruction Text</p> | <ul style="list-style-type: none">Use short sentences for emphasis and to move action quicklyUse subordinate clauses and manipulate when to use them in sentencesUse appropriate yet adventurous adjectives, verbs, nouns and adverbsUse onomatopoeia, similes, metaphors and personificationUse modal verbsUse adverbs to show degrees of possibilityUse fronted adverbials to say where, how, and when things are doneUse expanded ‘ed’ clauses to begin sentencesUse a sentence of three for actionUse ellipsis for effectUse relative clauses, beginning with who, which, when, where, whose or thatUse adverbs to show degrees of possibilityUse a wider range of conjunctions and cohesive devicesI can use adverbial phrases in my writing <p>Assessment 6: Script Writing exploring/using stage directions</p> |
| Year 6 | <p>Novel- Holes</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read aloneUse devices to build cohesion within and across paragraphsLink paragraphs using adverbials of time | <p>Myths and Legends-The Hobbit</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read aloneUse devices to build cohesion within and across paragraphsLink paragraphs using adverbials of time | <p>Poetry- The Highwayman by Alfred Noyes</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read aloneUse devices to build cohesion within and across paragraphs | <p>Non- Fiction through Kensuke’s Kingdom</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read alone | <p>Non-Fiction through War Horse</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read aloneUse devices to build cohesion within and across paragraphs | <p>Reading: VIPERS approach</p> <p>Drama: MSND, Shakespeare</p> <p>Writing:</p> <ul style="list-style-type: none">Plan writing by identifying purpose and audienceChoose the appropriate form and use its featuresNote and develop initial ideas drawing on reading and researchPlan, draft and edit writing to improve itDevelop and sustain a viewpoint in writingUse appropriate layout featuresWrite paragraphs that make sense if read aloneUse devices to build cohesion within and across paragraphs |

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| | <ul style="list-style-type: none">• Select appropriate grammar and vocabulary understanding how choices can change meaning• Suggest changes to vocabulary, grammar and punctuation• Proof-read to check for spelling and punctuation errors• Use correct subject-verb agreement when using singular and plural• Distinguish between spoken and written language and choose appropriate• Use consistent tense throughout writing <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for possession and omission• Use parentheses• Use ellipsis• Use commas to clarify meaning and avoid ambiguity• Use fronted adverbials when, where and how things are done• Use a semi-colon, colon and dash to mark the boundary between independent clauses• Use a colon to introduce a list and semi-colons within lists• Use modal verbs• Use passive voice to affect the presentation of information• Use extra clauses to make my writing succinct• Use relative clauses beginning with who, which, where, whose or that.• Use expanded noun phrases to convey complicated information concisely <p>Assessment 1: Writing- Newspaper Report</p> | <ul style="list-style-type: none">• Use ideas authors use to develop characters, settings narratives• Describe settings, characters and advance the action• Select appropriate grammar and vocabulary understanding how choices can change meaning• Proof-read to check for spelling and punctuation errors• Use correct subject-verb agreement when using singular and plural• Distinguish between spoken and written language and choose appropriate• Use consistent tense throughout writing <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for possession and omission• Use parentheses• Use ellipsis• Use commas to clarify meaning and avoid ambiguity• Use fronted adverbials when, where and how things are done• Use a semi-colon, colon and dash to mark the boundary between 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subject-verb agreement when using singular and plural• Distinguish between spoken and written language and choose appropriate• Use consistent tense throughout writing <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for possession and omission• Use parentheses• Use ellipsis• Use commas to clarify meaning and avoid ambiguity• Use fronted adverbials when, where and how things are done• Use a semi-colon, colon and dash to mark the boundary between independent clauses• Use a colon to introduce a list and semi-colons within lists• Use modal verbs• Use passive voice to affect the presentation of information• Use extra clauses to make my writing succinct• Use relative clauses beginning with who, which, where, whose or that.• Use expanded noun phrases to convey complicated information concisely• Choose short and long sentences for effect.• Use adverbial phrases• Use onomatopoeia, alliteration, similes, metaphors and personification• Use expanded ‘ed’ clauses <p>Assessment 3: Writing: Write own poem</p> | <ul style="list-style-type: none">• Use devices to build cohesion within and across paragraphs• Link paragraphs using adverbials of time• Use ideas authors use to develop characters, settings narratives• Describe settings, characters and advance the action• Select appropriate grammar and vocabulary understanding how choices can change meaning• Suggest changes to vocabulary, grammar and punctuation• Proof-read to check for spelling and punctuation errors• Use correct subject-verb agreement when using singular and plural• Distinguish between spoken and written language and choose appropriate• Use consistent tense throughout writing <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none">• Use basic punctuation• Use apostrophes for possession and omission• Use parentheses• Use ellipsis• Use commas to clarify meaning and avoid ambiguity• Use fronted adverbials when, where and how things are done• Use a semi-colon, colon and dash to mark the boundary between independent clauses• Use a colon to introduce a list and semi-colons within lists• Use modal verbs• Use passive voice to affect the presentation of information• Use extra clauses to make my writing succinct• Use relative clauses beginning with who, which, where, whose or that.• Use expanded noun phrases to convey complicated information concisely• Choose short and long sentences for effect.• Use adverbial phrases | <ul style="list-style-type: none">• Link paragraphs using adverbials of time• Use ideas authors use to develop characters, settings narratives• Describe settings, characters and advance the action• Select appropriate grammar and vocabulary understanding how choices can change meaning• Suggest changes to vocabulary, grammar and punctuation• Proof-read to check for spelling and punctuation errors• Use correct subject-verb agreement when using singular and plural• Distinguish between spoken and 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| | | | <p>focusing on the senses (using a range of poetic techniques learnt over Key Stage 2) based on The Highwayman.</p> | <ul style="list-style-type: none"> • Use onomatopoeia, alliteration, similes, metaphors and personification • Use expanded ‘ed’ clauses • Use adverbs to show degrees of possibility • Use hyphens to avoid ambiguity • Use a wider range of conjunctions and cohesive devices <p>Assessment 4: Writing: A formal speech.</p> | <ul style="list-style-type: none"> • Use adverbs to show degrees of possibility • Use hyphens to avoid ambiguity • Use a wider range of conjunctions and cohesive devices <p>Assessment 5: Argument Writing – writing a balanced argument.</p> | <p>metaphors and personification</p> <ul style="list-style-type: none"> • Use expanded ‘ed’ clauses • Use adverbs to show degrees of possibility • Use hyphens to avoid ambiguity • Use a wider range of conjunctions and cohesive devices <p>Assessment 6: Script Writing and performance – write a missing scene from the play</p> |
| Key Stage 3 | Autumn term 1 Texts and Curriculum Foci | Autumn term 2 Texts and Curriculum Foci | Spring term 1 Texts and Curriculum Foci | Spring term 2 Texts and Curriculum Foci | Summer term 1 Texts and Curriculum Foci | Summer term 2 Texts and Curriculum Foci |
| Year 7 | <p>Novel- Lark</p> <ul style="list-style-type: none"> • Demonstrate their understanding of plot development. • Exploration of the development of characters and themes. Explore understanding of character/themes from KS2. • Use thematic concerns of the text to explore current issues • Begin to identify linguistic conventions • Use the text a stimulus for their own writing. <p>Spelling, grammar, vocabulary and punctuation at KS3</p> <p>Extend and apply the grammatical knowledge gained at KS1/KS2. Recap and review this knowledge and use it to analyse texts and their effectiveness.</p> <p>Draw on new vocabulary from set texts and ‘magpie’ it for use in their own writing.</p> <p>Explore grammatical constructions and their effectiveness. Explore and</p> | <p>Myths and Legends-Key Greek Myths & Beowulf</p> <ul style="list-style-type: none"> • Develop knowledge of myths and legends from KS2 • Explore the difference between myths and legends • Explore key myths such as Pandora’s box, Persephone and Hades • Explore Beowulf • Explore examples of excellent descriptive writing • Students explore how to craft fiction that is sensory/descriptive. • Explore features of narrative and narrative hooks <p>Assessment 2: Narrative writing- continue the story of Beowulf</p> | <p>Poetry – Nature</p> <ul style="list-style-type: none"> • Read a range of poetry from the literary canon and modern texts • Build on knowledge of language techniques used in poems from KS2. Figurative devices. • Develop understanding of poetry as a distinct form • Explore poetry as something to be listened to; aural effects such as rhyme, rhythm, line endings • Explore the context in which texts are written. • <p>Assessment 3: Students write their own poem and an analysis of their choices as a writer</p> | <p>Non-Fiction- The Environment</p> <ul style="list-style-type: none"> • Build on knowledge of these themes from earlier units. • Students read examples of good quality non-fiction exploring conventions of layout presentational features and language. • Explore persuasive texts and rhetorical devices in detail • Development of understanding of persuasive writing from KS2 introduction to DA FORREST • Students gain ability to speak and write fluently about a current issue. <p>Assessment 4: Students write a speech to persuade the audience on an environmental issue. Deliver speech.</p> | <p>Non-Fiction- Letters and Diaries</p> <ul style="list-style-type: none"> • Build on knowledge of the diary and letter form from KS2 • Explore first person perspective • Explore the language, structure and form of famous letters and diaries. • Historical context and impact on the writing <p>Assessment 5: Write an imagined extract of the diary, a ‘missing’ entry or a formal letter (arguing/persuading) about an issue of importance.</p> | <p>Drama- Shakespeare Macbeth</p> <ul style="list-style-type: none"> • Explore Shakespeare’s life and the context of the play. • Explore the play as a dramatic form- explore dramatic devices. • Learn to explore devices used by Shakespeare- close textual analysis. <p>Assessment 6: Reading- Analysis of an extract of the play.</p> |

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| | <p>experiment with using such techniques in their own writing.</p> <p>Assessment 1: Reading-analytical paragraphs about a character or theme.</p> | | | | | |
| Year 8 | <p>Gothic Literature- Reading</p> <ul style="list-style-type: none"> Students explore a range of Gothic short stories / extracts from nineteenth century to the present day Key Gothic conventions explored – students become experts at identifying them. Students analyse the effect of key conventions Developments in the genre are understood and links to current texts identified <p>Assessment 1: Reading-Analyse a passage from a Gothic text mini essay E.g. <i>The Red Room</i></p> | <p>Gothic – Writing</p> <ul style="list-style-type: none"> Students apply their knowledge of the Gothic form, to craft their own opening Characterisation and the control of atmosphere extend students beyond Year 7 Revise key skills from Year 7 creative writing <p>Assessment 2: Writing – opening of a Gothic tale</p> | <p>Poetry- Other Cultures</p> <ul style="list-style-type: none"> Revise knowledge of poetry from Year 7 Explore specific forms of poems Explore how ‘voices’ in poems are created. Begin to compare poems <p>Assessment 3: Reading mini essay on a theme</p> | <p>Non-Fiction- Autobiography – My Family and Other Animals</p> <ul style="list-style-type: none"> Revise knowledge of autobiography as a form from KS2 Through the text, explore other non-fiction texts- leaflets, reviews, letters. Revise and develop knowledge of the layout features and language devices used specific to those non-fiction forms. <p>Assessment 4: Writing – Create a leaflet persuading the reader to visit Corfu.</p> <p>Speaking and Listening – Discussion – topical wildlife related theme.</p> | <p>Non-Fiction- Autobiography – My Family and Other Animals</p> <ul style="list-style-type: none"> Revise knowledge of autobiography as a form from KS2 Through the text, explore other non-fiction texts- leaflets, reviews, letters. Revise and develop knowledge of the layout features and language devices used specific to those non-fiction forms. <p>Assessment 5: Reading – Analysis of a passage from the text- mini essay.</p> | <p>Modern Play: Noughts and Crosses</p> <ul style="list-style-type: none"> Build on knowledge of dramatic conventions from KS2/KS3 Explore racial/social issues/culture Explore the context of the play/ begin to explore dystopias Develop close analysis of language from KS3- devices used by the playwright within a modern context. <p>Assessment 6: Imaginative Writing based on a scene and character from the play.</p> |
| Year 9 | <p>Dystopian Fiction- Writing</p> <ul style="list-style-type: none"> Study exploring the conventions of dystopian texts Students create their own dystopian fiction using knowledge gained through exploring examples Explore key conventions, using good quality examples Explore structural techniques for writing using excellent examples <p>Assessment 1: Writing- Write the opening of a dystopian story</p> | <p>Dystopian Fiction-Reading</p> <ul style="list-style-type: none"> Study exploring the conventions of dystopian texts Exploration of an example: E.g <i>Animal Farm</i> or <i>Hunger Games</i> Exploration of character and themes Exploration of Literature as social commentary- the importance of context Begin to make critical comparisons <p>Assessment 2: Reading – Explore a character or theme. Write a fully structured essay- introductions and conclusions</p> | <p>Poetry- People (Pre & post 1914)</p> <ul style="list-style-type: none"> Students apply their knowledge of poetry and begin to respond independently to a range of texts Exploration of the Dramatic Monologue form Explicit strategies for tackling unseen poems explored. Make critical comparisons around a theme. | <p>The Power of Rhetoric – Language that changes the world</p> <ul style="list-style-type: none"> Students introduced elements of rhetoric and persuasive speech- logos, pathos, ethos Revision of DA FORREST Exploration of the appropriate tone, register, mood for to purpose and audience. Pupils use excellent speeches as models for their own writing. <p>Assessment 4: Writing Write and deliver speech on a topic of their choice, intending to change the world for the better.</p> | <p>Drama- Shakespeare- Othello/The Tempest</p> <ul style="list-style-type: none"> Revise knowledge of Shakespeare Explore contextual issues related to the subject matter of the play. Introduction to the dramatic form of tragedy- developing their knowledge of drama from KS2 & Y7, Y8. Explore key scenes in detail Explore thematic development and characterisation | <p>Stepping up to KS4- Non-Fiction texts</p> <ul style="list-style-type: none"> Explore a variety of non-fiction texts Revise knowledge of non-fiction texts from ks3 Develop skills for detailed analysis and crafting from ks3 <p>Assessment: Writing- crafting a non-fiction piece of your choice.</p> |

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| | | | Assessment 3: Reading Analyse and compare the presentation of persona in poems studied in NEA conditions-develop essay technique | | Assessment: Reading Analysis of a character/theme. | |
| Key Stage 4 IGCSE | | | | | | |
| Year 10 Edexcel IGCSE English Language/Literature | Week 1-4 Non-Fiction Texts – Assessment 1: Reading Base Line Assessment Wks 5-7 Language Reading NEA Poetry and Prose Prep <ul style="list-style-type: none"> Identify and interpret explicit and implicit information Explore the devices used by the writer and the effect they have on the reader Use quotations and textual to support understanding <p>AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p> <p>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects</p> <p>Spelling, grammar, vocabulary and punctuation at KS4- build on knowledge and ability to explore their impact from KS3. Continue to ‘magpie’ excellent examples for their own writing.</p> <p>Collect and magpie new vocabulary.</p> | Week 1-3 Assessment 2 Language Reading NEA Poetry and Prose texts Wks 4-6 Prep Literature Modern Drama An Inspector Calls <ul style="list-style-type: none"> Understand plot and characterisation of the play Analysing language and dramatic techniques in the play. Explore the themes and social issues of the play <p>AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects.</p> | Wk 1-2 Assessment 3 Reading Literature Modern Drama NEA Wk 3-6 Literary Heritage Romeo and Juliet/Shakespeare NEA Prep <ul style="list-style-type: none"> Explore and recognise the importance of the context of the play to its meaning Explore Shakespeare’s language Explore how meaning in the play is conveyed through the development of characters, plot development, structure Use textual references and quotations to convey understanding <p>AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects</p> | Wk 1-2 Assessment 4 Lit Heritage NEA Reading Literature Shakespeare Romeo and Juliet/Macbeth Wk 3-6 Skills for Lang Exam / Transactional Writing – not question 5 Section A <p>Reading</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information Explain, comment and analyse how writers use language and structure to achieve effects, communicate viewpoints and ideas Evaluate texts critically and support with appropriate textual references Explore non-fiction texts and note comparisons <p>Writing</p> <ul style="list-style-type: none"> Adapt language to suit purpose and audience Use a range of vocabulary appropriately to communicate ideas. Use a range of sentences and punctuation to communicate ideas. <p>AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p> <p>AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects</p> | Wk 1&2Assessment 5 EofY Exam English Language: Reading and Writing Wk 4-6 Prep for Lang NEA 2 Creative Writing <ul style="list-style-type: none"> Explore how to engage and sustain the reader’s interest using structure, form, sensory language building on techniques used at KS3. Explore how to use sentences, punctuation and vocabulary for effect Develop skills of planning, drafting and editing <p>AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p> <p>AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects</p> <p>AO3 explore links and connections between writers’ ideas and perspectives, as well as how these are conveyed.</p> <p>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</p> | Assessment 6: Complete Creative Writing NEA <ul style="list-style-type: none"> Explore how to engage and sustain the reader’s interest using structure, form, sensory language building on techniques used at KS3. Explore how to use sentences, punctuation and vocabulary for effect Develop skills of planning drafting and editing <p>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</p> <p>AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and</p> |

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| | | | AO4 Show understanding of the relationships between texts and the contexts in which they were written. | AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. | AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and | |
| Year 11 IGCSE English Language/Literature | <p>Literature: Modern Prose E.g Of Mice and Men Assessment 1 Reading: Question on character or theme</p> <ul style="list-style-type: none"> Explore context and its relevance to the meaning of the novel. Relate contextual knowledge to textual knowledge Show a detailed understanding of characterisation and themes Plan and structure writing in limited time <p>AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO4 Show understanding of the relationships between texts and the contexts in which they were written</p> | <p>Unseen Literature Poetry and Comparing Poems- using first 6 poems in anthology Section 3 Assessment 2: Question on an unseen text in timed conditions</p> <ul style="list-style-type: none"> Build on knowledge of poetic terms from KS3. Build on knowledge of poetic forms. Recognise devices and forms and how these contribute to meaning. Explore methods for planning and structuring responses to poems in limited time. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>AO3 Explore links and connections between texts.</p> <p>Revision of Anthology Texts /Exam Prep</p> | <p>Sp&L Assessment</p> <p>Write a speech to persuade on a issue of your choice.</p> <p>Reading: Lit poetry comparison-remaining of 16 poems</p> <ul style="list-style-type: none"> demonstrate understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form understand and use appropriate literary terminology make comparisons between poems, including use of language, structure and form identify and use relevant examples from poems. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>AO3 Explore links and connections between texts.</p> | <p>Revision of Lang/Lit Texts</p> <ul style="list-style-type: none"> Students to recall and revise for English Language and Literature exams. Past paper questions to identify areas of need for individual students. Purple pen work | <p>Revision for exams</p> <ul style="list-style-type: none"> Students to recall and revise for English Language and Literature exams. Past paper questions to identify areas of need for individual students. Purple pen work | Exams |

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| Year 10 Functional Skills English | <p>Topics covered</p> <p>Focus: Introduction, baseline tests, basic punctuation recap and review from KS3, reading skills, speaking and listening- sharing views</p> <p>Introduction to Functional Skills, Using Punctuation, Reading for Information, Expressing Opinions and Arguments and supporting them with Evidence, Comparing Texts, Textual Features, Structural Features</p> <p>Specification references/objectives</p> <p>L1.1 SLC, L1.3 SLC, L1.4 SLC, L1.5 SLC, L1.6 SLC, L1.7 SLC, L1.8 SLC L1.19 SPG L1.9 R, L1.10 R, L1.11 R, L1.12R</p> <p>L2.5SLC, L2.6SLC, L2.8SLC L2.11R, L2.12R, L2.13R, L2.14R</p> <p>Assessment 1: Reading task assessing reading objectives explored over the term.</p> | <p>Topics covered</p> <p>Focus: Reading</p> <p>Reading for Meaning, Audiences and purposes, understand organisational and structural features and use them to locate information, communicate information, identifying the main points in texts, express ideas and opinions and support them with evidence</p> <p>Specification references/ objectives</p> <p>L1.1 SLC, L1.3 SLC, L1.4 SLC, L1.5 SLC, L1.6 SLC, L1.7 SLC, L1.8 SLC L1.19 SPG L1.9 R, L1.10 R, L1.11 R, L1.12R, L1.13 R, L1.14R, L1.15 R</p> <p>L2.5SLC, L2.6SLC, L2.8SLC L2.11, L2.12, L2.13, L2.14, L2.15, L2.16 L2.17, L2.18, L2.19</p> <p>Assessment 2: Mock Reading Paper</p> | <p>Topics covered</p> <p>Focus: Reading and Writing</p> <p>Inferring meaning from images where meaning is not explicit in accompanying text, vocabulary associated with specific types and purposes of texts, understanding specialist words in context</p> <p>Writing: Format, structure appropriate for purpose and audience, communicate information, ideas and opinions clearly, coherently and accurately</p> <p>Specification references/ objectives</p> <p>L1.19 SPG L1.21, L1.9 R, L1.10 R, L1.11 R, L1.12R, L1.13 R, L1.14R, L1.15 R, L1.16R, L1.17R L1.22W, L1.23W, L1.24 W,</p> <p>Assessment 3: Writing: Create a text for a particular purpose and audience</p> | <p>Topics covered</p> <p>Focus: Speaking and Listening, SPAG, Writing</p> <p>Giving Talks- watch an example of a talk, give a practice talk, preparing beforehand</p> <p>Spelling strategies and punctuation, using the correct grammar, sentences and paragraphs</p> <p>Use appropriate format, structure and language for audience and purpose</p> <p>Specification references/ objectives</p> <p>L1.1 SLC, L1.2SLC, L1.3 SLC, L1.4 SLC, L1.5 SLC, L1.7 SLC, L2.5SLC, L2.6SLC, L2.7SLC</p> <p>Assessment 4: Give a Talk</p> | <p>Topics covered</p> <p>Focus: Speaking and Listening, SPAG, Writing</p> <p>Discussions: watch an example of a good discussion and then research and contribute to a discussion topic</p> <p>Writing: Writing Letters, Emails, Reviews, Articles, Reports</p> <p>Specification references/ objectives</p> <p>L1.3 SLC, L1.7 SLC, L1.8 SLC L1.20 SPG, L1.21 SPG, L1.22 W, L1.23 W, L1.24 W, L1.25 L2.4, L2.5, L2.7, L2.8, L2.9 L2.10</p> <p>Assessment 5: Group Discussion</p> | <p>Topics covered</p> <p>Focus: Writing and Review of Progress</p> <p>Writing: Forum contributions, review of writing texts and SPAG</p> <p>Assessment 6: Mock Writing Paper (Week 3/4)</p> <p>Review of course and personalised revision (week 5/6). Set goals for next term.</p> |
| Year 11 Functional Skills English | <p>Focus: Introduction, review of goals set last term, revisit SPG points taught last year, revisit reading skills taught last year, exploring a range of different exam type tasks using the range of reading skills. Purple pen work.</p> <p>L1.9 R, L1.10 R, L1.11 R, L1.12R, L1.13 R, L1.14 R, L1.15 R L1.16 R</p> | <p>Focus: Review and practice of the range writing skills including spelling and grammar.</p> <p>L1.22, L1.23, L1.24, L1.25 L2.23, L2.24, L2.25, L2.26, L2.27, L2.28</p> <p>Assessment 2: Level 1/2 Writing exam mock</p> | <p>Focus: Review of what makes a quality presentation, SLC skills from last year. Research and prepare presentation.</p> <p>L1.1 SLC, L1.2SLC, L1.3 SLC, L1.4 SLC, L1.5 SLC, L1.7 SLC</p> | <p>Focus: Review of what makes a quality discussion and SLC skills from last year. Research and prepare for discussion.</p> <p>L1.1 SLC, L1.3 SLC, L1.6 SLC, L1.7 SLC, L1.8 SLC</p> <p>Assessment 4: Speaking and Listening Task 2</p> | <p>Focus: Revision of Reading/Writing as appropriate to teaching group in preparation for exams.</p> <p>Assessment 5: Past paper mocks</p> | <p>Assessment of the qualification at the teacher's discretion and to suit the needs of the learners and their levels – E.g Entry Level qualifications and FS Level 2.</p> <p>Exams</p> |

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| | Assessment 1: Mock Level 1/2 Reading paper | | Assessment 3: Speaking and Listening Task 1 | | | |
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** Use texts throughout the key stages to highlight and explore the NHH school values