

CITY OF
ROCHESTER



SCHOOL

City of Rochester School

English Curriculum

Key Stage 1 – 4

Intent

- At City of Rochester school, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking, and listening.
- We deliver an English Curriculum which is designed to enable and empower children's written and oral communication and creativity. We use a theme-based approach linked to our learning means the world curriculum core themes communication, conflict, conservation, and culture.
- Reading grows the building blocks of learning and we aim to develop reading ability through our synthetic systematic phonics scheme and guided reading books. In addition to this fluency, comprehension and enrichment skills are taught using high quality texts across all subjects. We seek to create a love of reading by ensuring texts that are chosen are inclusive, current, and relevant to the children and young people.
- Our objectives are taken from the English national curriculum and classes follow the year group most appropriate to their stage of learning. Differentiation of grammar and punctuation objectives (which frequently differ from reading, writing and interest levels) means the children have an accessible and adaptable English curriculum designed to secure mastery of their reading and writing knowledge and understanding.
- We teach a curriculum designed to develop phonological awareness and fine motor skills to build strong foundations. Our curriculum is accumulative, multisensory, and tracked closely, to ensure children develop the reading and writing skills needed to access the English Programme and the wider curriculum.
- Purposeful writing opportunities within all areas of the children's learning are embedded across all subjects.
- Teachers plan and teach personalised English lessons which focus on the needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.
- A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
- A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.
- Our English curriculum aligns with our core themes that are taught throughout the year, culture, communication, conflict, and conservation. We have designed a curriculum that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want them to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement.
- We help our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, showing clear progression, and demonstrating a consistent approach throughout school.

Implementation

- English is delivered as a discreet subject with lessons planned within a secure teaching sequence using a quality text as a starting point to develop the children's speaking and listening, reading, and writing skills. Within this teaching sequence children experience grammar, punctuation, phonics, and drama lessons.
- A theme-based approach links our core texts to our learning means the world curriculum themes **communication, conflict, conservation, and culture**.
- The main barrier for all our pupils is **communication**. They need to be able to make their voices heard, so teaching them how to communicate to different audiences, using a range of methods, is a priority for us across the school. We passionately believe that communication is the key to securing future success, so we want our pupils to see the value of good communication skills. We are committed to developing functional literacy skills, as well as the other more subtle facets of communication, such as understanding body language and features of positive and negative communication. We feel we are best able to develop our pupils' skills in these areas through the strong communication focus in our curriculum model.
- Our core texts are selected to promote the development and understanding of **culture and conservation**. We want our pupils to understand the wider world and their place in it. We aim to challenge mindsets and help our students become more outward facing. Some of our pupils have expressed a desire to travel when they get older, so it is especially important to prepare and equip them for these future experiences by helping them appreciate and understand cultural similarities and differences. We actively and explicitly promote cross-cultural respect, tolerance and understanding, linked to British Values and SMSC throughout our curriculum.
- Speaking and listening skills are a key focus point throughout each unit in our curriculum. Pupils are always going to have to deal with **conflict** throughout life, we need to equip them with the skills to be able to do this well. As well as possessing good inter-personal communication skills, they need to learn how to disagree well. They need to react to conflict in a measured and proportionate way, using self-regulation as a conflict resolution tool. Teaching them empathy, self-awareness, and other viewpoints and perspectives is an important part of this.
- KS1 and 2 children experience lessons in phonics following the All-aboard phonics scheme. All children that are confident in phonics progress to follow a sequential grammar curriculum to develop their grammar skills.
- Reading is prioritised so we use a wide variety of reading materials, covering fiction and non-fiction, poetry, and rhyme, in our school's sequenced reading scheme in which reading books connect closely with their phonics knowledge. More confident readers can choose from class readers and a well-stocked library. All children have access to Myon, our online library as well as Accelerated reader.
- All children a daily timetabled reading slot, this encourages reading for pleasure and promotes the development of core reading skills. Each student has a reading journal that is filled out each time an adult listen to them read.
- We encourage children to read daily at home and this is monitored via a home-school reading diary.
- IDL a multisensory intervention programme is used by all children to support the development of reading and spelling.
- Reading is not only celebrated in classrooms, around school there are displays which celebrate authors, children's favourite books and reading reward schemes.
- We Literacy leaf in the primary phase to plan our English lessons and create bespoke units in the secondary phase. The essential element of any unit is high quality texts. We ensure our texts are diverse, address current issues and are relevant to our children's interests.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships, and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.

Impact

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.
- We give all children the opportunity to enter the magical worlds that books open to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures, and styles.
- Planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Children also take Access English Tests at the beginning and end of the year to assess children's progress and identify gaps in learning.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils fluency and mastery is incrementally improving.
- Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Links to Other Subjects

English is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. There are strong connections between learning in English and learning in other areas of the curriculum and these are identified throughout our curriculum maps. There are close links, for example, between the expressive arts and creative writing, as well as social studies and critical literacy. Our learning means the world curriculum involves research, elements of presentation and provides valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to literacy outcomes where learners are asked to assess the reliability of information. Across all subject areas young people will apply key English skills such as:

- engaging in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

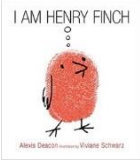
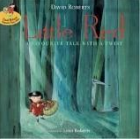

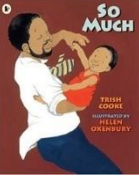
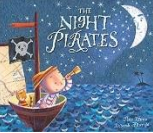

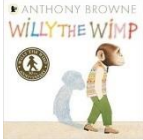
Our pupils are curious, hands-on learners. We have designed a curriculum across the board that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want our pupils to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement. We are

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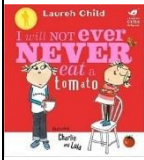
Curriculum Overview

Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff, ensure that there is breadth and balance across the year to ensure coverage.

**English: Working towards Curriculum grid
Neptune Class- Pathfinders**

Communication Focus 6 weeks 13.09.21 - 21.10.21	Geography Focus 3 weeks 08.11.21 - 26.11.21	Culture Focus 6 weeks 29.11.21 - 28.01.22	History Focus 3 weeks 31.01.22 - 25.02.22	Careers Week 1 week 28.02.22 - 04.03.22	Conflict Focus 6 weeks 07.03.22 - 29.04.22	Conservation Focus 6 weeks 03.05.22 - 17.06.22	Geography Focus 3 weeks 20.06.22 - 08.07.22
<p align="center">BOOK 1</p>  <p align="center">I am Henry Finch Alexis Deacon (3 weeks)</p> <p>Outcomes: Timetables, thought-bubbles, lists, commands, letters of advice. Guidebook - How to Think.</p> <p>Overview: The children think about thinking! Henry Finch has his first ever thought and he quite likes it. Children explore ideas around how to think but also about what makes them unique. Following a Mini Mindfulness session, the children help a Finch who is struggling to manage his own thoughts and write a guide on How to Think.</p>	 <p align="center">Little Red Lynn Roberts and David Roberts (3 weeks)</p> <p>Outcomes: Labels, notes of advice, adverts, alternative character version.</p> <p>Overview: The children make predictions about what will happen and about a main character based on prior knowledge. They set up a place that sells ginger beer, just like the one in the story, Little Red. They share a traditional tale with a twist, where Little Red convinces the wolf to drink the delicious ginger beer (for which the children write an advert) instead of eating humans, before the inn in class changes ownership and becomes 'The Pop Inn'.</p>	<p align="center">BOOK 1</p>  <p align="center">The Magic Paintbrush Julia Donaldson and Joel Stewart (3 weeks)</p> <p>Outcomes: Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p> <p>Main Outcome: Own version 'overcoming' tale.</p> <p>Overview: The children discover a magic paintbrush and are asked what they would paint with it. Then, through the story of The Magic Paintbrush. The children create their own dragon-like monsters through playing Mix and Match Monsters and record ideas by drawing and labelling a diagram. They then write an own-version narrative by changing the items that their main character paints and including their</p>	 <p align="center">So Much Trish Cooke and Helen Oxenbury (3 weeks)</p> <p>Outcomes: Past tense sentences, writing in role, performance/ narrative poetry. Own 'So Much' narrative poem.</p> <p>Overview: The children think about what they used to enjoy doing So Much. They share the story, before going on to use Thought-tapping to infer a characters' feelings and then completing a What Were They Thinking? activity. They sort phrases into Feelings Zones and then explore who they have in their lives that they enjoying doing things with So Much. Finally, they plan and</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p align="center">BOOK 1</p>  <p align="center">The Night Pirates Pete Harris and Deborah Allwright (3 weeks)</p> <p>Outcomes: Writing in role, letters, labels and captions</p> <p>Main Outcome: 'How to be a pirate' guide.</p> <p>Overview: The children arrive to class to find a treasure map. They go on to hide and hunt for pirates before sharing the story. They write in role as pirates and then learn a song about being a pirate before being invited to join the Night Pirates - a job for which the children apply by writing letters. Once accepted, they are asked to help a character write a 'How to be a Pirate' guide. Phonics teaching is embedded throughout.</p> <p align="center">BOOK 2</p>	<p align="center">BOOK 1</p>  <p align="center">Where the Wild Things Are Maurice Sendak (3 weeks)</p> <p>Outcomes: Labels, captions, oral re-telling, developing a new character. Own version 'wild thing' narrative.</p> <p>Overview: The children discover some footprints and a clump of fur: who - or what - has been in class? Then they find Sam's Sack, which is filled with objects beginning with the letter 's'. The classic text Where the Wild Things Are is shared and then, through song, role-play and activities such as Monster Meet and Greet, the children devise their own Wild Thing characters to create their own version of the story.</p>	 <p align="center">Willy the Wimp Anthony Browne (3 weeks)</p> <p>Outcomes: Writing in role, letters, captions and labels, narrative retellings. Instructional guide to being brave.</p> <p>Overview: The children discover some footprints and a clump of fur: who - or what - has been in class? Then they find Sam's Sack, which is filled with objects beginning with the letter 's'. The classic text Where the Wild Things Are is shared and then, through song, role-play and activities such as Monster Meet and Greet, the children devise their own Wild Thing characters to create their own version of the story.</p>

BOOK 2



I Will Not Ever Never Eat a Tomato
Lauren Child

Outcomes: Statements, writing in role, shopping lists. Own story about a fussy eater.

Overview: Children think about likes and dislikes and draw and label 3 fruits or vegetables that they like. Then to think about and write down what they will not ever eat. They then transform the signage in the role-play greengrocers to invented fruit and veg names, just as Charlie does in the story. Finally, the children plan and write their own story about a fussy eater. Phonics teaching is embedded throughout.

own monster that the main character overcomes.

BOOK 2



The Extraordinary Gardner
Sam Boughton
(3 weeks)

Outcomes:

Overview:

write their own So Much story that is personal to them.



Hairy Maclary from Donaldson's Dairy
Lynley Dodd
(3 weeks)

Outcomes: Character description, writing in role, letters, leaflet
Main Outcome:
Alternative version narrative.

Overview: the children set up and create labels for an Animal Shelter. Some cats and dogs arrive, and the children help settle them before reading Hairy Maclary. They play Match the Mutt, create a Character Splat, research and write some facts about cats and then devise a story not dissimilar to Hairy Maclary but this time about a group of cats who are frightened away by Riptail Paw - a dog version of Scarface Claw, the menace of a cat who appears in Hairy Maclary.

BOOK 2



Anansi the Spider
Gerald McDermott (3 weeks)

Outcomes: labels and captions, call-and-response poems, descriptive posters, simple Explanations. Booklet about spiders.



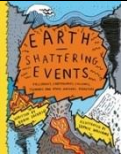
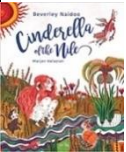
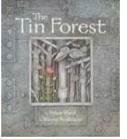
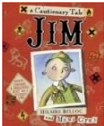

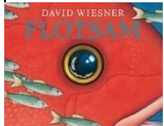
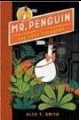
Overview: The children begin by locating Ghana on a world map.. Labels are written and then the text of 'Anansi the Spider' is shared. Children write statements about events in the story, re-tell as a class and match the sons' reasons for wanting the prize in 'Who Said What?' They arrive to class to find the spiders have disappeared and create 'Lost Posters' before being asked by Nyame - Ashanti God of all Things - to write a booklet about spiders describing some real attributes alongside some imagined ones.

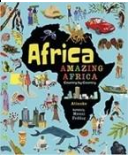
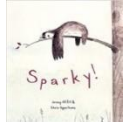
**English: Year 1 Curriculum grid
Sun Class- Pathfinders**

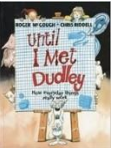


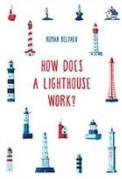


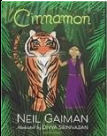
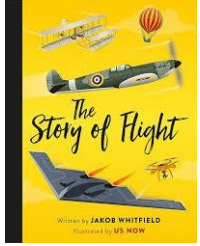
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<p>BOOK 1</p>  <p>Beegu by Alexis Deacon (3 weeks)</p> <p>Outcomes: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction Report.</p> <p>Spelling focus: be, he, me, she, we, friend, house. and adjacent consonants.</p> <p>Phonic focus: Revision of alternative graphemes for /ee/. The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Naughty Bus Jan Oke and Jerry Oke</p>  <p>(3 weeks)</p> <p>Outcomes: Letters, diaries, sequels, non-chronological reports</p> <p>Spelling focus: was, here, there, where. Exception Words - tch. Adding s and es to words (plural of nouns and the first person singular of verbs).</p> <p>Phonic focus: ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur. oo (/u:/), oo (/ʊ/), oa, oe. Common</p> <p>Cross-curricular Coverage: History (Y1 Changes within living memory): Where appropriate, these should be used to reveal aspects of change in national life (Transport).</p>	<p>BOOK 1</p>  <p>Yeti and the Bird Nadia Shireen (3 weeks)</p> <p>Outcomes: List of rules, letters, postcards, character descriptions</p> <p>Spelling focus: friend, says, you, r Some, Adding -er and -est to adjectives where no change is needed to the root word. Alternative spellings for 'long e.</p> <p>Phonic focus: Revision of split vowel Digraph, Revision of the alternative graphemes for long e: ee, ea, e and e_e. Alternative vowel grapheme revision.</p> <p>Cross-curricular Coverage: Geography (Y1 Locational knowledge): Identify seasonal and</p>	<p>Pig the Pug Aaron Blabey</p>   <p>How to be a dog Jo Williamson (3 weeks in total for both books)</p> <p>Outcomes: Character comparisons, fact sheets, shared poem, own version narratives.</p> <p>Spelling focus: friend, there, were, we, was, a. Using k for the /k/ sound. Common Exception Words - tch.</p> <p>Phonic focus: revision of ai, oi, ay and oy. Revision of adjacent Consonants and ng as in -ing.</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p>BOOK 1</p>  <p>I Want My Hat Back Jon Klassen (3 weeks)</p> <p>Outcomes: Questions, speech bubbles, letters, lists.</p> <p>BOOK 2</p>  <p>Billy and the Beast Nadia Shireen (3 weeks)</p> <p>Outcomes: Wanted posters, summary, emails, character descriptions, recipes.</p>	<p>BOOK 1</p>  <p>The Sea Saw Tom Percival (3 weeks)</p> <p>Outcomes:</p> <p>Spelling focus:</p> <p>Phonic focus:</p> <p>Cross-curricular Coverage:</p> <p>BOOK 2</p>  <p>Lost and Found Oliver Jeffers (3 weeks)</p> <p>Outcomes: Character descriptions, retellings, advice, instructions, non-chronological reports.</p> <p>Spelling focus: once, one, ask, come, some. New consonant</p>	<p>DINOSAURS and all that rubbish Michael Foreman</p>  <p>Dinosaurs and all that Rubbish Michael Foreman (3 weeks)</p> <p>Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster.</p> <p>Spelling focus: so, of, by, go. Adding -er and -est where no change is needed to the root word</p> <p>Phonic focus: Alternative spelling of /m/ using -mb. Revision</p>

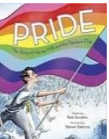

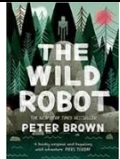
<p style="text-align: center;">BOOK 2</p>  <p style="text-align: center;">Leo and the Octopus by Isabella Marinov (3 weeks)</p> <p>Outcomes:</p> <p>Spelling focus:</p>	<p>daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p style="text-align: center;">BOOK 2</p>  <p style="text-align: center;">Cave Baby Julia Donaldson and Emily Gravett (3 weeks)</p> <p>Outcomes: Labels and captions, informal letters.</p> <p>Spelling focus: the, a, do, to, today. Compound words.</p> <p>Phonic focus: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e.</p>		<p>Spelling focus: you, the y, are, she Her, there, where. Words ending in -y (/i:/ or /I/). The /ŋ/ sound spelt n before k.</p> <p>Phonic focus: air, ear(/ɛə/), a-e, e-e, i-e, o-e, u-e, Non-words, Adjacent consonants.</p>	<p>spellings ph and wh. Words ending in -y (/i:/ or /I/).</p> <p>Phonic focus: Revision of the r-controlled Vowels. Revision of the vowel digraphs ai, oi, ay and oy. Revision of the alternative graphemes for long e: ee and ea.</p> <p>Cross-curricular Coverage: Geography (Y1 Locational knowledge): Name and locate the world's seven continents and five oceans; Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>of the vowel digraph ou.</p> <p>Cross-curricular Coverage: Science (Y1 Materials): Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>
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**English: year 3 Curriculum grid
Mercury- Adventurers**



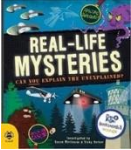






Communication Focus 6 weeks 13.09.21 - 21.10.21	Geography Focus 3 weeks 08.11.21 - 26.11.21	Culture Focus 6 weeks 29.11.21 - 28.01.22	Science Focus 3 weeks 31.01.22 - 25.02.22	Careers Week 1 week 28.02.22 - 04.03.22	Conflict Focus 6 weeks 07.03.22 - 29.04.22	Conservation Focus 6 weeks 03.05.22 - 17.06.22	Geography Focus 3 weeks 20.06.22 - 08.07.22
<p align="center">BOOK 1</p>  <p align="center">Leon and the Place Between Angela McAllister (3 weeks)</p> <p>Outcomes: persuasive poster, setting description, thought bubbles / diary entry, dialogue. Own version fantasy narrative.</p> <p>Spelling focus: appear believe disappear experience famous heard. More prefixes: dis-, mis- and their effect on a word. Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian.</p> <p align="center">BOOK 2</p>  <p align="center">The BFG Roald Dahl (3 weeks)</p>	<p align="center">BOOK 1</p>  <p align="center">Earth Shattering Events Robin Jacobs (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them. Asking questions to improve their understanding of a text. Discussing words and phrases that capture the reader's interest and imagination. Reading books that are structured in different ways and reading for a range of purposes. Developing</p>	<p align="center">BOOK 1</p>  <p align="center">Cinderella of the Nile Beverley Naidoo (3 weeks)</p> <p>Outcomes: Short news report, diary entry, character description, advert. Own version traditional tale.</p> <p>Spelling focus: Different difficult February heard island often straight. The /i/sound spelt y elsewhere than at the end of a word. Homophones and near homophones accept/except affect/effect ball/bawl, berry/bury brake/ break missed/mist peace/piece rain/reign scene/seen weather/whether.</p> <p>Cross-curricular Coverage: Geography (Y3 Human and physical geography): Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p align="center">BOOK 1</p>  <p align="center">The Tin Forest Helen Ward (3 weeks)</p> <p>Outcomes: Persuasive posters, information leaflets, postcards, diary entries, wishes, setting Descriptions. Persuasive information leaflet.</p> <p>Spelling focus: particular perhaps position possible quarter question, therefore. Possessive apostrophe with plural words.</p> <p>Cross-curricular Coverage: Science (Y3 Plants): Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, Investigate the way in which water is transported within plants & explore the part</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p align="center">BOOK 1</p>  <p align="center">Jim, A Cautionary Tale Hilaire Belloc (3 weeks)</p> <p>Outcomes: Warning poster, alternative ending, performance poetry, letter of apology. Narrative poem</p> <p>Spelling focus: accidentally caught experience learn mention naughty. Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian and the suffix -ation</p> <p align="center">BOOK 2</p>  <p align="center">The Heart and the Bottle Oliver Jeffers (3 weeks)</p> <p>Outcomes: Character descriptions, narrative retelling Main Outcome: 'Dilemma' narrative.</p> <p>Spelling focus: appear early earth heard heart</p>	<p align="center">BOOK 1</p>  <p align="center">Flotsam David Wiesner (3 weeks)</p> <p>Outcomes: Setting descriptions, narrative retelling, non-chronological reports, letters (informal). Sequel (mystery narrative)</p> <p>Spelling focus: bicycle material occasion(ally) recent separate strange various. More prefixes: sub-, auto- and re- and their effect on a word. Words with endings sounding like /ʒə/ or /tʃə/.</p> <p>Cross-curricular Coverage: Geography (Y4 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European</p>	<p align="center">BOOK 1</p>  <p align="center">The Story of Flight Jakob Whitfields (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: developing positive attitudes to reading and understanding of what they read. Listening to and discussing a wide range of fiction. \reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing</p>

<p>GUIDED READING FOCUS</p> <p>Outcomes: Developing positive attitudes to reading and understanding of what they read. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>positive attitudes to reading and understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.</p>	<p style="text-align: center;">BOOK 2</p>  <p style="text-align: center;">Africa, Amazing Africa Atinuke (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences based on what is being said and done. Answering and asking questions. Predicting what might happen based on what has been read so far. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</p>	<p>that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>learn. More prefixes: in, il, im- and ir- and their effect on a word. The suffix -ous.</p> <p>Cross-curricular Coverage: PSHE: Grief, loss, feelings, emotions, mental health</p>	<p>country, and a region within North or South America</p> <p style="text-align: center;">BOOK 2</p>  <p style="text-align: center;">Sparky Jenny Offill (3 weeks)</p> <p>Outcomes: Descriptive passage, 'how to' guide, letter, discussion, non-chronological report Main Outcome: Own version narrative about an unusual friendship.</p> <p>Spelling focus: promise actually arrive believe minute opposite probably. The suffix -ly. More prefixes (in-, il-, im-).</p>	<p>inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">Until I Met Dudley Roger McGough and Chris Riddell (3 weeks)</p> <p>Outcomes: Letter, short explanatory paragraph, Two explanation texts - formal and informal.</p> <p>Spelling focus: answer, bicycle, centre, guide, knowledge, learn, questions, suppose, therefore minute. Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Cross-curricular Coverage: Science (Y4 Sound): Identify how sounds are made, associating some of them with something vibrating. Recognise that sounds get fainter as the distance from the sound source increases. Science (Y4 Electricity): Identify</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">The Selfish Giant Oscar Wilde (3 weeks)</p> <p>Outcomes: Letters, first person recount, diaries, letters, posters, reports. Own version narrative about kindness.</p> <p>Spelling focus: earth, believe, build, actual(ly), occasion(ally), particular, perhaps, though/although, separate, eight. More Prefixes: re-, anti. Words with the /ei/ sound spelt ei, eigh, ay or ey.</p> <p>Cross-curricular Coverage: RE (Y4): Christianity (if using Michael Foreman version).</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">The Story of Tutankhamun Patricia Cleveland-Peck (3 weeks)</p> <p>Outcomes: Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters, Biography of Tutankhamun.</p> <p>Spelling focus: The /i/ sound spelt y elsewhere than at the end of words. Centuries, guide, history, learn, material, reign, believe, different, interest and position.</p> <p>Cross-curricular Coverage: History (Y4): the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">How Does a Lighthouse Work? Roman Belyaev (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: developing positive attitudes to reading and understanding of what they read. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">Weslandia Paul (3 weeks)</p> <p>Outcomes: Retelling, character description, book review, Non-chronological report.</p> <p>Spelling focus: The /i/ sound spelt y elsewhere than at the end of words. Centuries, guide, history, learn, material, reign, believe, different, interest, popular, exercise, opposite position. The suffix ous.</p> <p>Cross-curricular Coverage: Science (Y4 Animals, including humans): Construct and interpret a variety of food chains, identifying producers, predators, and prey.</p> <p style="text-align: center;">BOOK 2</p>  <p style="text-align: center;">FARThER Grahame Baker Smith (3 weeks)</p> <p>Outcomes: Retellings, recounts (postcards), setting</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">Cinnamon Neil Gaiman (3 weeks)</p> <p>Outcomes: Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms and own version mythical tale.</p> <p>Spelling focus: naughty difficult regular sentence -strange pressure question special breathe ordinary. The ending sounding like /zə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending. Words spelt with the /k/ sounds spelt ch (Greek in origin).</p> <p style="text-align: center;">BOOK 2</p>	<p style="text-align: center;">BOOK 1</p>  <p style="text-align: center;">The Story of Flight Jakob Whitfields (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: discussing their understanding and exploring the meaning of words in context. Inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Language, structure, and presentation contribute to meaning. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Building on their own and others'</p>

<p>common appliances that run on electricity</p> <p>BOOK 2</p>  <p>The Story of Harvey Milk and the Rainbow Flag Rob Sanders (3 weeks)</p> <p>Outcomes: Thought bubbles, speech, simple leaflet Main Outcome: Biography of Harvey Milk.</p> <p>Spelling focus: Believe, certain, continue, experience, famous, history, knowledge, learn, question Remember, though. The /t/ sound spelt ou.</p>		<p>BOOK 2</p>  <p>The Humans: Ancient civilisations Jonny Marx (3 weeks)</p> <p>GUIDED READING FOCUS</p> <p>Outcomes: exploring the meaning of words in context. Drawing inferences such as inferring characters' feelings. Summarising the main ideas drawn from more than 1 paragraph. Retrieve, record. Participate in discussions about books. Explain and discuss their understanding of what they have read.</p>	<p>than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>descriptions, diary entries, instructions, sequel story.</p> <p>Spelling focus: complete disappear experiment increase learn often promise regular thought different. Endings which sounds like /ʃən/, spelt -tion, -sion, -ssion, -cian. More prefixes dis-, mis-, in.</p> <p>Cross-curricular Coverage: History (Y4 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066): WW1 and History (Y4 Ancient Greece): A study of Greek life and achievements and their influence on the western world.</p>	 <p>The Wild Robot Peter Brown (3 weeks)</p> <p>Outcomes:</p> <p>Spelling focus:</p> <p>Cross-curricular Coverage:</p>	<p>ideas and challenging views courteously. Explain and discuss their understanding of what they have read, provide reasoned justifications for their view</p>
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English: Year 5 Curriculum grid
Earth Class- Navigators

<p align="center">Communication Focus 6 weeks 13.09.21 - 21.10.21</p>	<p align="center">Geography Focus 3 weeks 08.11.21 - 26.11.21</p>	<p align="center">Culture Focus 6 weeks 29.11.21 - 28.01.22</p>	<p align="center">Science Focus 3 weeks 31.01.22 - 25.02.22</p>	<p align="center">Careers Week 1 week 28.02.22 - 04.03.22</p>	<p align="center">Conflict Focus 6 weeks 07.03.22 - 29.04.22</p>	<p align="center">Conservation Focus 6 weeks 03.05.22 - 17.06.22</p>	<p align="center">Geography Focus 3 weeks 20.06.22 - 08.07.22</p>
<p align="center">BOOK 1</p>  <p align="center">The Race for Space Clive Gifford (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Exploring the meaning of words in context. Drawing inferences. justifying inferences with evidence. Predicting. Summarising. identifying how language, structure and presentation contribute to meaning. discuss and evaluate how authors use language, retrieve, record and present information from non-fiction. participate in discussions. explain and discuss their understanding. provide reasoned justifications.</p> <p align="center">BOOK 2</p>  <p align="center">Curiosity Markus Motum (3 weeks)</p> <p>Outcomes: proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report, expanded explanation for a new rover.</p>	<p align="center">REAL-LIFE MYSTERIES</p>  <p align="center">Real-life Mysteries: Can you explain the unexplained Susan Martineau and Vicky Barker (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Coming soon on the literacy curriculum.</p>	<p align="center">BOOK 1</p>  <p align="center">The Man Who Walked Between the Towers Mordicai Gerstein (3 weeks)</p> <p>Outcomes: Information writing (Wikipedia page), letters of advice (formal), persuasive speeches, first person recounts, interviews. Biography / autobiography</p> <p>Spelling focus: achieve amateur desperate disastrous embarrass (+ment) excellent guarantee marvellous. Words ending in -able and -ible, ably and -ibly.</p> <p>Cross-curricular Coverage: Geography (Y5 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of</p>	<p align="center">Cosmic</p>  <p align="center">Cosmic Frank Cottrell Boyce (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p align="center">BOOK 1</p>  <p align="center">Otto, Autobiography of a Teddy-bear Tomi Ungerer (3 weeks)</p> <p>Outcomes: Character description, missing scenes, newspaper article. Own version historical narrative</p> <p>Spelling focus: Use of the hyphen. correspond marvellous occupy sincere(ly) signature soldier.</p> <p>Cross-curricular Coverage: Science (Y5 Animals, including humans): Describe the changes as humans develop to old age.</p> <p align="center">BOOK 2</p>	<p align="center">BOOK 1</p>  <p align="center">The Island Armin Greder (3 weeks)</p> <p>Outcomes:</p> <p>Spelling focus:</p> <p>Cross-curricular Coverage:</p> <p align="center">BOOK 2</p>  <p align="center">Freedom Bird Jerdine Nolen (3 weeks)</p> <p>Outcomes: Writing in role, thought bubbles, dialogue, postcard, recount, poem. Biography</p>	<p align="center">TITANIC FOR CHILDREN</p>  <p align="center">The Story of Titanic for Children Joe Fullman (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Coming soon on the literacy curriculum</p>

Spelling focus: communicate curiosity environment existence system temperature vehicle. Words ending in -able/-ible. Words with 'silent' letters.

Cross-curricular Coverage: Science (Y5 Earth and Space): describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

the United Kingdom, a region in a European country, and a region in North or South America. Science (Y5 Forces): Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

BOOK 2



Hidden Figures
Margot Lee Shetterly (3 weeks)

Outcomes: Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece). Memoir of Dorothy Vaughan

Spelling focus: achieve controversy prejudice privilege programme relevant. Endings which sound like /ʃəl/. Words ending in -ant, -ance/-ancy.

stated and implied. Summarising the main ideas drawn from more than 1 paragraph. Identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their view.



Poems from the Second World War
Gaby Morgan (3 weeks)

GUIDED READING FOCUS

Outcomes:
Coming soon on the literacy curriculum



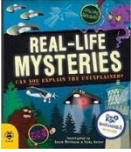




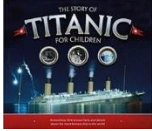
Spelling focus: accompany desperate necessary persuade prejudice privilege sufficient. Words containing the suffix -ate, -ify, -en. Endings which sound like /ʃəl/ (-cial or -tial).

Cross-curricular Coverage: Geography (Y5 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of a region in North or South America. History: connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history

Cross-curricular

Coverage: History: the lives of significant individuals in the past who have contributed to national and international achievements, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Science (Earth and Space): describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth.
Maths (Number and Place Value): solve number problems and practical problems that involve all the above.

**English: Year 5 Curriculum grid
Earth Class- Navigators**

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<p align="center">BOOK 1</p>  <p align="center">The Race for Space Clive Gifford (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Exploring the meaning of words in context. Drawing inferences. justifying inferences with evidence. Predicting. Summarising. identifying how language, structure and presentation contribute to meaning. discuss and evaluate how authors use language, retrieve, record and present information from non-fiction. participate in discussions. explain and discuss their understanding. provide reasoned justifications.</p> <p align="center">BOOK 2</p>  <p align="center">Curiosity Markus Motum (3 weeks)</p> <p>Outcomes: proposal to NASA, information labels, short explanation, NASA log of Mars</p>	<p align="center">REAL-LIFE MYSTERIES</p>  <p align="center">Real-life Mysteries: Can you explain the unexplained Susan Martineau and Vicky Barker (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Coming soon on the literacy curriculum.</p>	<p align="center">BOOK 1</p>  <p align="center">The Man Who Walked Between the Towers Mordcai Gerstein (3 weeks)</p> <p>Outcomes: Information writing (Wikipedia page), letters of advice (formal), persuasive speeches, first person recounts, interviews. Biography / autobiography</p> <p>Spelling focus: achieve amateur desperate disastrous embarrass (+ment) excellent guarantee marvellous. Words ending in -able and -ible, ably and -ibly.</p> <p>Cross-curricular Coverage: Geography (Y5 Place knowledge): Understand geographical similarities and differences through the study of human and</p>	<p align="center">Cosmic</p>  <p align="center">Cosmic Frank Cottrell Boyce (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p align="center">BOOK 1</p>  <p align="center">Otto, Autobiography of a Teddy-bear Tomi Ungerer (3 weeks)</p> <p>Outcomes: Character description, missing scenes, newspaper article. Own version historical narrative</p> <p>Spelling focus: Use of the hyphen. correspond marvellous occupy sincere(ly) signature soldier.</p> <p>Cross-curricular Coverage: Science (Y5 Animals, including humans): Describe the changes as humans develop to old age.</p> <p align="center">BOOK 2</p>	<p align="center">BOOK 1</p>  <p align="center">The Island Armin Greder (3 weeks)</p> <p>Outcomes:</p> <p>Spelling focus:</p> <p>Cross-curricular Coverage:</p> <p align="center">Coming soon on the literacy curriculum</p> <p align="center">BOOK 2</p>  <p align="center">Freedom Bird Jerdine Nolen (3 weeks)</p> <p>Outcomes: Writing in role, thought bubbles, dialogue, postcard, recount, poem. Biography</p>	<p align="center">TITANIC FOR CHILDREN</p>  <p align="center">The Story of Titanic for Children Joe Fullman (3 weeks)</p> <p>GUIDED READING FOCUS Outcomes: Coming soon on the literacy curriculum</p>

landing, news report, expanded explanation for a new rover.

Spelling focus: communicate curiosity environment existence system temperature vehicle. Words ending in -able/-ible. Words with 'silent' letters.

Cross-curricular Coverage: Science (Y5 Earth and Space): describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. Science (Y5 Forces): Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

BOOK 2



**Hidden Figures
Margot Lee
Shetterly (3 weeks)**

Outcomes: Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece). Memoir of Dorothy Vaughan

Spelling focus: achieve controversy prejudice privilege programme relevant. Endings which sound like /ʃəl/. Words

from more than 1 paragraph. Identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their view.



**Poems from the
Second World War
Gaby Morgan (3
weeks)**

**GUIDED READING
FOCUS**

Outcomes:
Coming soon on the
literacy curriculum

Spelling focus: accompany desperate necessary persuade prejudice privilege sufficient. Words containing the suffix -ate, -ify, -en. Endings which sound like /ʃəl/ (-cial or -tial).

Cross-curricular Coverage: Geography (Y5 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of a region in North or South America. History: connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history

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Cross-curricular

Coverage: History: the lives of significant individuals in the past who have contributed to national and international achievements, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

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Maths (Number and Place Value): solve number problems and practical problems that involve all the above.

KS3

Year 7	<p>TERM 1 Non-Fiction Writing</p> <p>SKILL FOCUS:</p> <ol style="list-style-type: none"> 1. Writing for different audiences/purposes 2. Introduction to Speaking and listening/presentation/debating/discussing <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts. • Exploration of techniques used in Non-fiction writing • Audience/purpose • Chance to analyse for effect • Opportunities to write/create non-fiction writing pieces <p>(Dragon’s Den style project)</p>	<p>Term 2 Novel <i>A Christmas Carol</i></p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Creating a strong foundations of Victorian context • Analysis of complex language • Extended writing • Creative writing 	<p>Term 3 – Gothic</p> <p>SKILL FOCUS: Writing</p> <p>Origins of Gothic Literature</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Introduction to Gothic conventions • Exploration of extracts and a variety of writers (past and modern) • Incl. extracts from Dickens, E. Bronte, Shelley, Stoker, etc. 	<p>Term 4 – Poetry From Around the World</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Poetry around the world – a series of paired lessons</p> <p>Exploring ideas around ‘identity’ and prejudices in society.</p> <p>Exploration of the ideas around culture and identity through an analysis of a range of poems from different</p>	<p>Term 5 – Macbeth</p> <p>SKILL FOCUS: Analysis Exam prep-work through analysis techniques and describe features.</p> <p>Exam: Language analysis and Literature analysis: Macbeth.</p> <p>Complete coverage of Macbeth</p> <p>Assessment Question: How does Shakespeare present the character of Lady Macbeth</p>	<p>Term 6 Character and setting.</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Creative writing skills Reading and Writing skills</p> <p>Coverage of a range of texts from various time periods, authors and genres.</p> <p>Writing and reading skills built into a diverse SOW. Students will be given the opportunity to both write and analyse fiction with relation to what they have studied in lesson.</p> <p>Assessment: Final Assessment: Writing to analyse. <i>To be completed at the end of term</i></p> <p>Assessment question: How is language used to present Mad Eyed Moody to the reader?</p>
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			<ul style="list-style-type: none"> • Analysing effect • Creative writing • Build on vocabulary, punctuation and creativity. <p>Assessment: Writing to describe.</p> <p>Writing to describe. <i>To be completed at the end of term.</i></p>	cultures and perspectives	in this extract and in the play as a whole?	
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Year 8	<p>TERM 1 Non-Fiction Writing</p> <p>SKILL FOCUS:</p> <p>3. Writing for different audiences/purposes 4. Introduction to Speaking and listening/presentation/debating/discussing</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts. • Exploration of techniques used in Non-fiction writing • Audience/purpose • Chance to analyse for effect • Opportunities to write/create non-fiction writing pieces <p>(Dragon’s Den style project)</p>	<p>Term 2 Novel <i>A Christmas Carol</i></p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Creating a strong foundations of Victorian context • Analysis of complex language • Extended writing • Creative writing 	<p>Term 3 – Gothic</p> <p>SKILL FOCUS: Writing</p> <p>Origins of Gothic Literature</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Introduction to Gothic conventions • Exploration of extracts and a variety of writers (past and modern) • Incl. extracts from Dickens, E. Bronte, Shelley, Stoker, etc. • Analysing effect • Creative writing • Build on vocabulary, punctuation and creativity. <p>Assessment:</p>	<p>Term 4 – Poetry From Around the World</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Poetry around the world – a series of paired lessons</p> <p>Exploring ideas around ‘identity’ and prejudices in society.</p> <p>Exploration of the ideas around culture and identity through an analysis of a range of poems from different cultures and perspectives</p>	<p>Term 5 – Macbeth</p> <p>SKILL FOCUS: Analysis Exam prep-work through analysis techniques and describe features.</p> <p>Exam: Language analysis and Literature analysis: Macbeth.</p> <p>Complete coverage of Macbeth</p> <p>Assessment Question: How does Shakespeare present the character of Lady Macbeth in this extract and in the play as a whole?</p>	<p>Term 6 Character and setting.</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Creative writing skills Reading and Writing skills</p> <p>Coverage of a range of texts from various time periods, authors and genres.</p> <p>Writing and reading skills built into a diverse SOW. Students will be given the opportunity to both write and analyse fiction with relation to what they have studied in lesson.</p> <p>Assessment: Final Assessment: Writing to analyse. <i>To be completed at the end of term</i></p> <p>Assessment question: How is language used to present Mad Eyed Moody to the reader?</p>
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			Writing to describe.			
			Writing to describe. <i>To be completed at the end of term.</i>			

Year 9	<p>TERM 1 Non-Fiction Writing</p> <p>SKILL FOCUS:</p> <p>5. Writing for different audiences/purposes 6. Introduction to Speaking and listening/presentation/debating/discussing</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts. • Exploration of techniques used in Non-fiction writing • Audience/purpose • Chance to analyse for effect • Opportunities to write/create non-fiction writing pieces <p>(Dragon’s Den style project)</p>	<p>Term 2 Novel <i>A Christmas Carol</i></p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Creating a strong foundations of Victorian context • Analysis of complex language • Extended writing • Creative writing 	<p>Term 3 – Gothic</p> <p>SKILL FOCUS: Writing</p> <p>Origins of Gothic Literature</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Introduction to Gothic conventions • Exploration of extracts and a variety of writers (past and modern) • Incl. extracts from Dickens, E. Bronte, Shelley, Stoker, etc. • Analysing effect • Creative writing • Build on vocabulary, punctuation and creativity. <p>Assessment:</p>	<p>Term 4 – Poetry From Around the World</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Poetry around the world – a series of paired lessons</p> <p>Exploring ideas around ‘identity’ and prejudices in society.</p> <p>Exploration of the ideas around culture and identity through an analysis of a range of poems from different cultures and perspectives</p>	<p>Term 5 – Macbeth</p> <p>SKILL FOCUS: Analysis Exam prep-work through analysis techniques and describe features.</p> <p>Exam: Language analysis and Literature analysis: Macbeth.</p> <p>Complete coverage of Macbeth</p> <p>Assessment Question: How does Shakespeare present the character of Lady Macbeth in this extract and in the play as a whole?</p>	<p>Term 6 Character and setting.</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Creative writing skills Reading and Writing skills</p> <p>Coverage of a range of texts from various time periods, authors and genres.</p> <p>Writing and reading skills built into a diverse SOW. Students will be given the opportunity to both write and analyse fiction with relation to what they have studied in lesson.</p> <p>Assessment: Final Assessment: Writing to analyse. <i>To be completed at the end of term</i></p> <p>Assessment question: How is language used to present Mad Eyed Moody to the reader?</p>
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			Writing to describe.			
			Writing to describe. <i>To be completed at the end of term.</i>			

KS4

Year 10	<p>TERM 1 Non-Fiction Writing</p> <p>SKILL FOCUS: 7. Writing for different audiences/purposes 8. Introduction to Speaking and listening/presentation/debating/discussing</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts. • Exploration of techniques used in Non-fiction writing • Audience/purpose • Chance to analyse for effect • Opportunities to write/create non-fiction writing pieces <p>(Dragon’s Den style project)</p>	<p>Term 2 Novel <i>A Christmas Carol</i></p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Creating a strong foundations of Victorian context • Analysis of complex language • Extended writing • Creative writing 	<p>Term 3 – Gothic</p> <p>SKILL FOCUS: Writing</p> <p>Origins of Gothic Literature</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Introduction to Gothic conventions • Exploration of extracts and a variety of writers (past and modern) • Incl. extracts from Dickens, E. Bronte, Shelley, Stoker, etc. • Analysing effect • Creative writing • Build on vocabulary, punctuation 	<p>Term 4 – Poetry From Around the World</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Poetry around the world – a series of paired lessons</p> <p>Exploring ideas around ‘identity’ and prejudices in society.</p> <p>Exploration of the ideas around culture and identity through an analysis of a range of poems from different</p>	<p>Term 5 – Macbeth</p> <p>SKILL FOCUS: Analysis Exam prep- work through analysis techniques and describe features.</p> <p>Exam: Language analysis and Literature analysis: Macbeth.</p> <p>Complete coverage of Macbeth</p> <p>Assessment Question: How does Shakespeare present the character of Lady Macbeth in this extract and in the play as a whole?</p>	<p>Term 6 Character and setting.</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Creative writing skills Reading and Writing skills</p> <p>Coverage of a range of texts from various time periods, authors and genres.</p> <p>Writing and reading skills built into a diverse SOW. Students will be given the opportunity to both write and analyse fiction with relation to what they have studied in lesson.</p> <p>Assessment: Final Assessment: Writing to analyse. <i>To be completed at the end of term</i></p> <p>Assessment question: How is language used to present Mad Eyed Moody to the reader?</p>
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			and creativity. Assessment: Writing to describe. Writing to describe. <i>To be completed at the end of term.</i>	cultures and perspectives		
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Year 11	<p>TERM 1 Non-Fiction Writing</p> <p>SKILL FOCUS: 9. Writing for different audiences/purposes 10. Introduction to Speaking and listening/presentation/debating/discussing</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts. • Exploration of techniques used in Non-fiction writing • Audience/purpose • Chance to analyse for effect • Opportunities to write/create non-fiction writing pieces <p>(Dragon’s Den style project)</p>	<p>Term 2 Novel <i>A Christmas Carol</i></p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Creating a strong foundations of Victorian context • Analysis of complex language • Extended writing • Creative writing 	<p>Term 3 – Gothic</p> <p>SKILL FOCUS: Writing</p> <p>Origins of Gothic Literature</p> <p>LESSONS WILL COVER:</p> <ul style="list-style-type: none"> • Introduction to Gothic conventions • Exploration of extracts and a variety of writers (past and modern) • Incl. extracts from Dickens, E. Bronte, Shelley, Stoker, etc. • Analysing effect • Creative writing • Build on vocabulary, punctuation and creativity. <p>Assessment: Writing to describe.</p> <p>Writing to describe. <i>To be completed at the end of term.</i></p>	<p>Term 4 – Poetry From Around the World</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Poetry around the world – a series of paired lessons</p> <p>Exploring ideas around ‘identity’ and prejudices in society.</p> <p>Exploration of the ideas around culture and identity through an analysis of a range of poems from different cultures and perspectives</p>	<p>Term 5 – Macbeth</p> <p>SKILL FOCUS: Analysis Exam prep- work through analysis techniques and describe features.</p> <p>Exam: Language analysis and Literature analysis: Macbeth.</p> <p>Complete coverage of Macbeth</p> <p>Assessment Question:</p> <p>How does Shakespeare present the character of Lady Macbeth in this extract and in the play as a whole?</p>	<p>Term 6 Character and setting.</p> <p>SKILL FOCUS: Analysis</p> <p>LESSONS WILL COVER: Creative writing skills Reading and Writing skills</p> <p>Coverage of a range of texts from various time periods, authors and genres.</p> <p>Writing and reading skills built into a diverse SOW. Students will be given the opportunity to both write and analyse fiction with relation to what they have studied in lesson.</p> <p>Assessment: Final Assessment: Writing to analyse. <i>To be completed at the end of term</i></p> <p>Assessment question: How is language used to present Mad Eyed Moody to the reader?</p>
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Alternative qualifications

Some students will not be fully able to access the GCSE curriculum. These students will be able to achieve a variety of alternative qualifications.

The other qualification options are the Entry level certificate in English, Functional skills level 1 and Functional skills level 2.

Teachers will teach to the relevant specification as per each individual's student's needs.