

Curriculum Sequence: English

Area	Autumn	Spring	Summer												
Year 5															
Whole Class Texts	<ul style="list-style-type: none">• The Explorer by Katherine Rundell• Shackleton’s Journey by William Grill• Dark Sky Park by Phillip Gross• The Lion Above the Door (Book Talk)	<ul style="list-style-type: none">• Holes by Louis Sachar• The Highwayman by Alfred Noyes• The Boy Who Made Everyone Laugh (Book Talk)	<ul style="list-style-type: none">• Boy in the Tower by Polly Ho-Yen• Overheard in a Tower Block by Joseph Coelho• Jummy at the River School (Book Talk)												
Writing Composition	<div>HMS Great Writers Approach</div> <div>A structured approach to writing is implemented across all classrooms.</div> <table><tr><th>Analyse</th><th>Experience</th><th>SPaG</th><th>Planning</th><th>Writing</th><th>Editing and Evaluating</th></tr><tr><td>Analyse high-quality unrelated models to identify features of successful writing.</td><td>Use powerful stimuli to generate enthusiasm and inspiration – events, images, reading.</td><td>Identify key elements of SPaG and directly teach the skills needed to apply them within the writing.</td><td>Working together, build the planning of writing using the ‘Big Sheets’ approach to immerse pupils in vocabulary and ideas.</td><td>Pupils apply their learning and planning in their independent development and drafting of extended writing.</td><td>A wide range of strategies are used to enhance pupils’ independent editing and evaluation of writing.</td></tr></table>			Analyse	Experience	SPaG	Planning	Writing	Editing and Evaluating	Analyse high-quality unrelated models to identify features of successful writing.	Use powerful stimuli to generate enthusiasm and inspiration – events, images, reading.	Identify key elements of SPaG and directly teach the skills needed to apply them within the writing.	Working together, build the planning of writing using the ‘Big Sheets’ approach to immerse pupils in vocabulary and ideas.	Pupils apply their learning and planning in their independent development and drafting of extended writing.	A wide range of strategies are used to enhance pupils’ independent editing and evaluation of writing.
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Analyse high-quality unrelated models to identify features of successful writing.	Use powerful stimuli to generate enthusiasm and inspiration – events, images, reading.	Identify key elements of SPaG and directly teach the skills needed to apply them within the writing.	Working together, build the planning of writing using the ‘Big Sheets’ approach to immerse pupils in vocabulary and ideas.	Pupils apply their learning and planning in their independent development and drafting of extended writing.	A wide range of strategies are used to enhance pupils’ independent editing and evaluation of writing.										
Writing Curriculum	<div>A structured and consistent writing approach is implemented across all classrooms:</div> <div>Plan</div> <ul style="list-style-type: none">• plan their writing by:<ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own														

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- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Drafting and writing

- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluating and editing

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

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Writing	<ul style="list-style-type: none"> • Recount – diary writing in role as a character • Non-chronological or Explanation – deforestation/Amazon Rainforest • Instructions – survival/exploration guide • Narrative – setting description – ‘Through the Vines’ • Recount – biographical writing – inspirational explorers 	<ul style="list-style-type: none"> • Recount – informal letter in role as a character • Discussion – balanced argument – Camp Green Lake • Narrative – setting description/characterisation – alternative ending • Poetry – narrative poetry – in the style of Alfred Noyes 	<ul style="list-style-type: none"> • Recount – newspaper report – takeover of the city! • Recount – writing in role as a character – diary • Persuasion – formal letter – notice of school closure! • Narrative – characterisation and action development – building tension in role as Obi • Poetry – composition – based on novel themes
Reading Curriculum	<p>Reading is at the heart of the curriculum. Teachers will focus on the below objectives in accordance with detailed medium-term planning and in relation to whole class texts. Pupils will be encouraged to read widely and often both in English lessons and across the curriculum.</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: 		

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	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
Grammar and Punctuation Curriculum	<p><i>Grammar, punctuation and spelling objectives from previous years will be regularly revisited and applied in writing and reading learning throughout the year – see medium term planning for specific detail.</i></p> <p>Word:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] <p>Sentence:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

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	<p>Text</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>Punctuation</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity <p>New terminology:</p> <ul style="list-style-type: none"> • modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity 		
<p>Spelling</p> <p><i>Children follow the Read Write Inc spelling approach which builds on learning from first school.</i></p>	<ul style="list-style-type: none"> • Unit 1 – silent b • Special Focus 1 – ough • Unit 2 – ending in – ible • Special focus 2 – homophones • Unit 3 – ending in –able • Special focus 3 – orange words – words with double letters (statutory spellings) • Unit 4 – silent letter t • Special focus 4 – orange words – y as a vowel sound (statutory spellings) 	<ul style="list-style-type: none"> • Unit 5 - ibly/-ably • Special focus 5 – homophones • Unit 6 – words ending with –ent • Special focus 6– orange words – words with double letters (statutory spellings) • Unit 7 – words ending with –ence • Special focus 7– orange words – (statutory spellings) • Unit 8 – ee spelt ei • Special focus 8– orange words – homophones 	<ul style="list-style-type: none"> • Unit 9 – ant, -ance, -ancy • Special focus 9– orange words – words with double letters (statutory spellings) • Unit 10 -shus spelt cious • Special focus 10– orange words – (statutory spellings) • Unit 11 – shus spelt tious • Special focus 11– orange words – quiet letters (statutory spellings) • Unit 12 – shul spelt –cial/-tial • Special focus 12– orange words – (statutory spellings)
<p>Handwriting and Presentation</p>	<p>To develop handwriting and pride in their work, pupils have clear expectations on presentation and standards. Pupils have weekly opportunities to develop their handwriting skills whilst learning spellings. Pupils who need more in-depth handwriting support will access bespoke sessions following the PenPals approach.</p>		

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	Pupils should write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.					
Year 6						
Whole Class Texts	<ul style="list-style-type: none">Letters from the Lighthouse by Emma CarrollThe Missing by Michael Rosen (series of poetry and non-fiction pieces)Safiyyah’s War by Hiba Noor Khan (Book Talk)	Classic Literature (extracts): <ul style="list-style-type: none">Oliver Twist by Charles DickensAlices’ Adventures in Wonderland by Lewis CarrollNarnia – The Lion, The Witch and The Wardrobe by C.S LewisFrankenstein by Mary ShelleyClassic Poetry including The Tyger by William BlakeChildren of the Quicksands by Efua Traore (Book Talk)			<ul style="list-style-type: none">The Girl of Ink and Stars by Kiran Millwood HargraveFalling Out of the Sky by Rachel Piecey and Emma WrightWindrush Child by Benjamin Zephaniah (Book Talk)	
Writing Composition	HMS Great Writers Approach					
	Analyse	Experience	SPaG	Planning	Writing	Editing and Evaluating
	Analyse high-quality unrelated models to identify features of successful writing.	Use powerful stimuli to generate enthusiasm and inspiration – events, images, reading.	Identify key elements of SPaG and directly teach the skills needed to apply them within the writing.	Working together, build the planning of writing using the ‘Big Sheets’ approach to	Pupils apply their learning and planning in their independent development and	A wide range of strategies are used to enhance pupils’ independent editing

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	immerse pupils in vocabulary and ideas.			drafting of extended writing.	and evaluation of writing.
Writing Curriculum	<ul style="list-style-type: none"> • Recount - informal diary in role as a character – refugee journey • Recount – newspaper report – event from the novel • Narrative – setting and character description – Last Cup of Tea • Discussion – balanced argument – should children have been evacuated in WWII? • Explanation – non-chronological report – Windrush or Kindertransport 	<ul style="list-style-type: none"> • Narrative – setting description and action – Alice’s Adventures in Wonderland • Persuasion – formal letter – Victorian Workhouses • Narrative – short story or flashback – Narnia (or inspired by the novel) • Recount – diary or monologue in role as Victor Frankenstein • Poetry – classic poetry – composition inspired by others 	<ul style="list-style-type: none"> • Narrative – myth or mystery with a map or labyrinth theme • Non-chronological report – The Wonders of Cartography • Recount – character diary – writing from a range of perspectives • Poetry – mythical poetry writing – KS3 transition unit 		
Reading Curriculum	<p>Reading is at the heart of the curriculum. Teachers will focus on the below objectives in accordance with detailed medium-term planning and in relation to whole class texts. Pupils will be encouraged to read widely and often both in English lessons and across the curriculum.</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart 				

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	<ul style="list-style-type: none"> • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
Grammar, Punctuation and Spelling Curriculum	<p><i>Grammar, punctuation and spelling objectives from previous years will be regularly revisited and applied in writing and reading learning throughout the year.</i></p> <p>Word:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

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	<ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech] <p>Text:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Punctuation:</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <p>New terminology:</p> <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 		
<p>Spelling</p> <p><i>Children follow the Read Write Inc spelling approach which builds on learning from first school.</i></p>	<ul style="list-style-type: none"> Unit 1 – suffixes Special focus 1 – ough Unit 2 – suffixes Special focus 2 – double letters Unit 3 – suffixes Special focus 3 – orange words – homophones (statutory spellings) Unit 4 – suffixes Special focus 4 – orange words – double letters (statutory spellings) 	<ul style="list-style-type: none"> Unit 5– suffixes Special focus 5 – orange words (statutory spellings) Unit 6 – sh spelt ti or ci Special focus 6 – homophones Unit 7 – sh spelt si or ssi Special focus 7 – orange words – (statutory spellings) Unit 8 – silent letters Special focus 8– orange words – (statutory spellings) 	<ul style="list-style-type: none"> Unit 9 – ei and ie Special focus 1 – hypens Unit 10 – -ible/-able Special focus 10– common mistakes Unit 11– plural nouns Special focus 11 – orange words – silent or quiet letters (statutory spellings) Unit 12 – plural nouns

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			<ul style="list-style-type: none">Special focus 12 – orange words – homophones (statutory spellings)												
Handwriting and Presentation	To develop handwriting and pride in their work, pupils have clear expectations on presentation and standards. Pupils have weekly opportunities to develop their handwriting skills whilst learning spellings. Pupils who need more in-depth handwriting support will access bespoke sessions following the PenPals approach. Pupils should write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.														
Year 7															
Whole Class Texts	<ul style="list-style-type: none">War Horse by Michael MorpurgoPoetry: war poetry including Dulce Et Decorum Est, Exposure and Who’s for the Game? Charge of the Light BrigadeThe Breadwinner (Book Talk)	<ul style="list-style-type: none">Shakespearean study: Romeo and JulietPoetry: Shakespearean sonnets	<ul style="list-style-type: none">Detective fiction: The Adventures of the Speckled Band and The Bruce Partington Plans by Arthur Conan DoyleAbout His Person by Simon ArmitageCan You See Me? By (Book Talk)												
Writing Composition	HMS Great Writers Approach <table><tr><th>Analyse</th><th>Experience</th><th>SPaG</th><th>Planning</th><th>Writing</th><th>Editing and Evaluating</th></tr><tr><td>Analyse high-quality unrelated models to identify features of successful writing.</td><td>Use powerful stimuli to generate enthusiasm and</td><td>Identify key elements of SPaG and directly teach the skills</td><td>Working together, build the planning of writing using the ‘Big Sheets’ approach to</td><td>Pupils apply their learning and planning in their independent development and</td><td>A wide range of strategies are used to enhance pupils’ independent editing</td></tr></table>			Analyse	Experience	SPaG	Planning	Writing	Editing and Evaluating	Analyse high-quality unrelated models to identify features of successful writing.	Use powerful stimuli to generate enthusiasm and	Identify key elements of SPaG and directly teach the skills	Working together, build the planning of writing using the ‘Big Sheets’ approach to	Pupils apply their learning and planning in their independent development and	A wide range of strategies are used to enhance pupils’ independent editing
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	inspiration – events, images, reading.	needed to apply them within the writing.	immerse pupils in vocabulary and ideas.	drafting of extended writing.	and evaluation of writing.
Writing Curriculum	<ul style="list-style-type: none"> • Persuasion: write a speech from Albert’s father to his friends justifying why he sold Joey • Narrative: write a description of the battlefield • Informal writing: write a letter home from the trenches 	<ul style="list-style-type: none"> • Journalistic writing: breaking news and full story articles • Recount writing: diary entries in role as Benvolio • Poetry writing – Shakespearean sonnets focus 	<ul style="list-style-type: none"> • Narrative – story opening (setting and character development) • Playscript of detective opening • Poetry composition in the style of About His Person by Simon Armitage 		
Reading Curriculum	<p>Reading is at the heart of the curriculum. Teachers will focus on the below objectives in accordance with detailed medium-term planning and in relation to whole class texts. Pupils will be encouraged to read widely and often both in English lessons and across the curriculum.</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. • The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama, Shakespeare (two plays), seminal world literature • Choosing and reading books independently for challenge, interest and enjoyment. • Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; making inferences and referring to evidence in the text; knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension; checking their understanding to make sure that what they have read makes sense. 				

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	<p>Read critically through:</p> <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used; studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play; making critical comparisons across texts and studying a range of authors, including at least two authors in depth each year. 		
<p>Grammar, Punctuation and Spelling Curriculum</p> <p><i>SPaG knowledge is woven into the curriculum with regular opportunities to check retention. Weekly spelling lists are issued.</i></p>	<ul style="list-style-type: none"> extend and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts study the effectiveness and impact of the grammatical features of the texts they read draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English use Standard English confidently in their own writing and speech English – key stage 3 6 discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology. 		
<p>Handwriting and Presentation</p>	<p>To develop handwriting and pride in their work, pupils have clear expectations on presentation and standards. Pupils have weekly opportunities to develop their handwriting skills whilst learning spellings. Pupils who need more in-depth handwriting support will access bespoke sessions following the PenPals approach.</p> <p>Pupils should write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p>		
<p>Spoken English</p>	<ul style="list-style-type: none"> Debate: should the horses have been taken to the war in the first place? 	<ul style="list-style-type: none"> Drama opportunities to explore key scenes including thought tapping, 	<ul style="list-style-type: none"> Performance of playscript including rehearsing and improvisation

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	<ul style="list-style-type: none">Performance and exploration of War Poetry	<div>conscience alley and created conversations between characters.</div> <ul style="list-style-type: none">Reading aloud and staging of key scenesDrama workshops with external visitors focused on Romeo and Juliet.				
Year 8						
Whole Class Texts	<ul style="list-style-type: none">Gothic Literature: The Red Room, The Woman in Black, Dracula, Room 13 and The Tell Tale HeartPoetry: The Raven by Edgar Allan PoeKick by Mitch Johnston (Book Talk)	<ul style="list-style-type: none">Shakespearean study: The Tempest by William ShakespeareNon-fiction: Shakespearean Theatre, Life and Times of ShakespeareWe are all made of molecules by (Book Talk)	<ul style="list-style-type: none">Bone Talk by Candy GourlayPoetry: Where I’m from by George Ella LyonWe are all made of molecules by (Book Talk)			
Writing Composition	HMS Great Writers Approach					
	Analyse	Experience	SPaG	Planning	Writing	Editing and Evaluating
	Analyse high-quality unrelated models to identify features of successful writing.	Use powerful stimuli to generate enthusiasm and inspiration – events, images, reading.	Identify key elements of SPaG and directly teach the skills needed to apply them within the writing.	Working together, build the planning of writing using the ‘Big Sheets’ approach to immerse pupils in vocabulary and ideas.	Pupils apply their learning and planning in their independent development and drafting of extended writing.	A wide range of strategies are used to enhance pupils’ independent editing and evaluation of writing.
Writing Curriculum	<ul style="list-style-type: none">Narrative: emulate the techniques, language and structure in The Woman in Black and Dracula extracts to create	<ul style="list-style-type: none">Recount writing: write a series of diary entries as Miranda exploring her feelings and relationships with her			<ul style="list-style-type: none">Narrative: write about key events in the narrative from an alternative character perspective.	

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	<p>a description of a gothic character and setting.</p> <ul style="list-style-type: none"> Poetry: write a poem based on 'The Red Room' to evoke a similar atmosphere. 	<p>father before and after meeting Ferdinand.</p> <ul style="list-style-type: none"> Narrative: write a dialogue between Ariel and Caliban, exploring their contrasting views on freedom, their roles in Prospero's schemes, and their desires for the future. 	<ul style="list-style-type: none"> Non-fiction: produce an explanation text on the historical context of the novel.
Reading Curriculum	<p>Reading is at the heart of the curriculum. Teachers will focus on the below objectives in accordance with detailed medium-term planning and in relation to whole class texts. Pupils will be encouraged to read widely and often both in English lessons and across the curriculum.</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama, Shakespeare (two plays), seminal world literature Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; making inferences and referring to evidence in the text; knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension; checking their understanding to make sure that what they have read makes sense. <p>Read critically through:</p> <p>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used; studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows</p>		

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	for different interpretations of a play; making critical comparisons across texts and studying a range of authors, including at least two authors in depth each year.		
Grammar, Punctuation and Spelling Curriculum <i>SPaG knowledge is woven into the curriculum with regular opportunities to check retention. Weekly spelling lists are issued.</i>	<ul style="list-style-type: none"> • extend and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts • study the effectiveness and impact of the grammatical features of the texts they read • draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects • know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • use Standard English confidently in their own writing and speech English – key stage 3 6 • discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology. 		
Handwriting and Presentation	<p>To develop handwriting and pride in their work, pupils have clear expectations on presentation and standards. Pupils have weekly opportunities to develop their handwriting skills whilst learning spellings. Pupils who need more in-depth handwriting support will access bespoke sessions following the PenPals approach.</p> <p>Pupils should write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p>		
Spoken English	<ul style="list-style-type: none"> • Performance of The Raven poem in groups. • Debate based on character decisions in the extracts studied. 	<ul style="list-style-type: none"> • Drama opportunities to explore key scenes including thought tapping, conscience alley and created conversations between characters. • Reading aloud and staging of key scenes. • Drama workshops with external visitors focused on The Tempest. 	<ul style="list-style-type: none"> • Debate based on character decisions in the novel studied.

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