

## English Curriculum

<b>Year 6</b>	<b>The London Eye Mystery</b> - exploring plot and characters, pupils will draw inferences about characters' feelings, thoughts and motives from their actions as well as exploring themes and issues. Pupils will develop creative responses through drama, storytelling and artwork, writing in role and with confidence for real purposes and audiences. <b>Spelling Shed and Accelerated Reader</b> <b>Handwriting practice and development</b>	<b>Clockwork</b> - establish and develop an insight into storytelling, explore a story and its meaning through role-play and through writing in role, develop a personal and distinctive voice to support storytelling and writing inspired by the collection, develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate. In addition, writing tasks, with different focuses . <b>Spelling Shed and Accelerated Reader</b> <b>Handwriting practice and development</b>	<b>Goodnight Mr Tom</b> – pupils will be given the opportunity to develop their comprehension and empathy skills by exploring a story set in a historical period. They will also develop their understanding of its meaning through close reading and through writing (for example, writing in role as a character).  In writing, they will develop a personal voice to support retelling and reinterpretation of events in the texts with the opportunity to compare life in wartime England with their lives today.  <b>Spelling Shed and Accelerated Reader</b> <b>Handwriting practice and development</b>
<b>Year 7</b>	<b>The Goldfish Boy- Reading:</b> Responding to texts: summary, recall, predictions and interpretations. How a writer uses characterisation and plot structure to engage and interest a reader. Begin to justify opinions, using evidence. <b>Writing:</b> Discuss character presentation, themes or ideas in the novel, using textual evidence to underpin their thoughts and feelings on the text.	<b>Sherlock Holmes- Author and genre study</b> <b>Reading:</b> building on knowledge of social, historical and cultural context through comparison of multiple texts. Analysis of plot structure, character development and author's control of language and structure. <b>Writing:</b> Developing writing style in a given form and genre.	<b>A Midsummer Night's Dream - exploration of Shakespeare's context. Reading:</b> Responding to texts, developing a personal response using appropriate evidence. Analyse the language, form, genre and structure and how these create meanings and effects using relevant terminology. <b>Writing:</b> Evaluation of a plot and/or character development with use of appropriate textual evidence and terminology, assessing the playwright's use of linguistic and dramatic devices and uncovering their intent through understanding the text's context.
<b>Year 8</b>	<b>Refugee Boy - Reading-</b> Analyse language, form and structure used by a writer to create deeper meanings and effects. Show an understanding of the relationships between texts and the contexts in which they were written, and how these themes can be universal and timeless. <b>Writing:</b> Show an informed personal response, using textual references, including quotations, to support and illustrate interpretations. Responding to an extract from the novel as a personal response.	<b>Poetry - Reading:</b> Exploration of the writer's use of language through the prism of time. Identification of and analysis of a writer's use of metaphor to create meaning for a reader. <b>Writing:</b> a comparison between texts, using evidence from texts to justify their opinions.	<b>The Tempest-</b> development of understanding of Shakespeare's impact on society. Further development of analysis of language, form and structure to used to create meaning and effect. <b>Writing:</b> Evaluation of plot and character with use of appropriate textual evidence and terminology, explaining the links between the texts and its context.
<b>Year 9</b>	<b>Animal Farm</b> - investigating the way a writer conveys a message to his readership through the use of allegory. Analysing the use of language to mislead or victimise - study of propoganda and rhetorical techniques. <b>Writing:</b> Students to apply their newly-acquired knowledge of rhetorical devices to write a persuasive speech.	<b>Small Island (Play)</b> looking at how a writer adapts a prose text and how they adapt the conveyance of ideas of dislocation and alienation. Exploring dynamics within relationships and discussing themes of prejudice, love and homesickness. <b>Writing:</b> students will apply their previously acquired knowledge of play texts and will write about characters, themes or ideas in the play text.	<b>A) Poetry</b> Students will build on their previous experience of poetry, by looking at several poems in the Romantic genre and/or poems about conflict. Students will deepen their knowledge of poetic form, and how poets convey meaning in their writing. <b>Writing</b> students will analyse a poem and discuss their personal reaction to the language, themes and ideas. <b>B) An Inspector Calls</b> - Exploration and read through of a key GCSE text in preparation for key stage 4 programme of study. Examination of plot and character as well as consideration of themes and messages.