

Overall Curriculum Intent

The intention of our English curriculum is to provide all pupils with a broad, balanced and knowledge rich curriculum, one in which each child acquires and masters the skills necessary to access all curricula across the board and make good academic progress throughout. We aim to develop our pupils into the very best readers, writers, communicators and thinkers and do so by equipping them with a strong command of the English language. We have the very highest of expectations of our pupils and promote high standards throughout.

- **Live:** Ensure pupils are able to read, write, spell and speak **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To help broaden pupils' access to a range of literature genres and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.

Key prior knowledge and skills

Last term pupils explored the book Clockwork. Pupils have developed an understanding of how to follow a plot, to summarise and recall significant events.

Pupils have begun to explore how author's use language and structure to create different effects including creating characters. They have also explored the role of illustrations in developing the plot and supporting pupil's understanding of the text.

Pupils have written for a range of different purposes and audiences. They have planned, evaluated and redrafted their written work, applying knowledge of different grammatical features.

Key Concept**Competence:**

- Pupils read and understand a range of texts and respond appropriately
- Pupils demonstrate a secure understanding of the conventions of written language

Creativity:

- Pupils make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Pupils use inventive approaches to making meaning, take risks, play with language and use it to create new effects
- Pupils use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters

Culture:

- Pupils gain a sense of the English heritage and engage with important texts in it
- Pupils explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions

	<p>Critical Understanding:</p> <ul style="list-style-type: none"> - Pupils engage with ideas and texts, understand and respond to the main issues - Pupils explore others' ideas and develop their own - Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.
Topic Focus	<p>To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters To write with confidence for real purposes and audiences</p>
Intent: What should pupils know?	<p>Key characters, their actions in the novel and their characteristics Key events, themes and ideas of the novel How to use a range of strategies to decode and learn new vocabulary How language, vocabulary choice, grammar and text structure presents meaning How historical settings can influence and shape writing How illustrations add to our understanding of the story, developing the plot and characters The impact of the author's language and structure on their understanding How to apply what they have learnt from their reading to their own writing How to use vocabulary, grammar and text structure for effect How to write for different purposes and audiences</p>
What are the opportunities for repetition and overlearning?	<p>Retrieval questions Explicit links to previous texts Repetition of key terminology. Links to learning in history, drawing in their understanding of the conflict of World War 2. Links to other texts not studied in class which share similar settings and themes.</p>
Assessment	<p>Fortnightly writing tasks linked to the text Comprehension questions throughout the unit of work</p>
Opportunities for challenge	<p>Developing alternative interpretations. Developing skill of selecting quotations from the text to justify their responses. In depth consideration of ideas and contextual factors. Links to other texts not studied in class which share similar settings and themes.</p>
<p>Key questions: What frightens us? What does the music sound like? Why does it appear?</p>	<p>Key vocabulary: A range ambitious vocabulary will be explored through the study of the text</p>

<p>How does Frank feel? How does Nick feel? Why is Frank worried that people will think she is friends with Nick? Should Frank go down the stairs? What clues are there to what is in the cellar? Is Frank's treatment of Nick the same as Neil's treatment of her? What is your impression of the key characters? Why does Frank talk to her stomach? Was it ok for Frank to share Nick's secret? Is Frank in control of her actions? If you were Frank would you close the window? Why is the story called The Song from Somewhere Else</p>	
<p>Opportunities for links to careers:</p> <ul style="list-style-type: none"> - Plans for the future after school 	<p>Opportunities for links to SMSC, PSHCE, ethos and values:</p> <ul style="list-style-type: none"> - Exploring concept of self-esteem - Wider issues around bullying and friendship - Tolerance of others despite differences - Valuing the help of others - Different family set ups including absent parents - Exploring the concept of right and wrong and those who help us make good choices
<p>Cross-curricular links</p> <ul style="list-style-type: none"> - Music- developing their own compositions - Art- using music as inspiration for artwork 	<p>Enrichment- clubs, trips, visits and other extracurricular activities</p> <ul style="list-style-type: none"> - Listening to a wide variety of music