



Whole School Curriculum Plan 2021-2022

Subject: English

Year 2 & 3

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Kingfishers</b>	<b>2 &amp; 3</b>	Knowledge, Skills and Understanding Letter / number formation and sizes Finger spaces Sentence construction Full stops Capital letters Developing and extending phonics knowledge Decoding words Blending sounds Reading aloud Developing pleasure in reading Syllables	Knowledge, Skills and Understanding Letter/number formation and sizes Finger spaces Sentence construction Full stops Capital letters Developing and extending phonics knowledge Decoding and blending sounds / words Reading aloud Sentences with different forms Past and present tense Commas Word classes Conjunctions How to use a dictionary Increasing range of vocabulary Comprehension – scanning text Proof reading skills Understanding of different types of books Developing pleasure in reading Drawing inferences Predicting Retrieving and recording information Writing structure and presentation	Knowledge, Skills and understanding Letter / number formation and sizes Finger spaces Sentence construction Full stops Capital letters Developing and extending phonics knowledge Decoding and blending sounds / words Reading aloud Understanding spelling rules Misconceptions Common exception words Contracted words Apostrophes Suffixes and prefixes Developing pleasure in reading Sequencing events Understanding of different types of books Using a dictionary Planning writing Evaluating work Increasing range of vocabulary Writing in paragraphs Comprehension – scanning text Proof reading skills Increasing their familiarity with a wide range of book types Drawing inferences Predicting Retrieving information	Knowledge, Skills and Understanding Letter / number formation and sizes Finger spaces Sentence construction Full stops Capital letters Developing and extending phonics knowledge Decoding and blending sounds / words Spelling rules Apostrophes Drawing inferences Making predictions Prefixes and suffixes Spelling misconceptions Using a dictionary correctly Writing in paragraphs Reading aloud Proof reading Conjunctions Tense Verbs / Adverbs Nouns / pronouns Prepositions Commas Inverted commas Increasing their familiarity with a wide range of book types Poetry Drawing inferences Predicting Retrieving information	Knowledge, Skills and Understanding Developing positive attitudes towards and stamina for writing Increasing range of vocabulary Letter / number formation and sizes Finger spaces Sentence construction Full stops Capital letters Developing and extending phonics knowledge Decoding and blending sounds / words Spelling rules Apostrophes Building confidence and fluency in reading Reading aloud Using a dictionary Planning to write Evaluating own writing Writing in paragraphs Proof reading Conjunctions Tense Verbs / Adverbs Nouns / pronouns Prepositions Commas Inverted commas Increasing their familiarity with a wide range of book types Drawing inferences Predicting Retrieving information	Knowledge, Skills and Understanding Developing positive attitudes towards and stamina for writing Increasing range of vocabulary Letter / number formation and sizes Building confidence and fluency in reading Reading aloud Planning to write Evaluating own writing Writing in paragraphs Proof reading Prefixes and suffixes Apostrophes Using a dictionary Conjunctions Tense Verbs / Adverbs Nouns / pronouns Prepositions Commas Inverted commas Increasing their familiarity with a wide range of book types Poetry Drawing inferences Predicting Retrieving information Consolidation of learning
		Topic(s) Handwriting Vocabulary, grammar, and punctuation Monster Phonics Word Reading Spelling Composition Comprehension	Topic(s) Vocabulary, grammar, and punctuation Monster Phonics Word reading Spelling Handwriting Composition Comprehension	Topic(s) Transcription Monster Phonics Comprehension Spelling Handwriting Composition Vocabulary, grammar, and punctuation Word Reading Comprehension	Topic(s) Transcription Monster Phonics Comprehension Spelling Handwriting Composition Vocabulary, grammar, and punctuation Monster Phonics Word Reading	Topic(s) Composition Monster Phonics Word Reading Spelling Handwriting Vocabulary, grammar, and punctuation Comprehension	Topic(s) Composition Monster Phonics Word Reading Spelling Handwriting Vocabulary, grammar, and punctuation Comprehension



Whole School Curriculum Plan 2021-2022

Subject: English

Year 4 & 5 (plus one Year 6 pupil)

<b>Woodpeckers</b>	<b>4 &amp; 5</b> Plus 1 Year 6	<p>Knowledge, Skills and Understanding</p> <p>Sentences with capital letters and full stops</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions – FANBOYS</p> <p>Nouns or pronouns to avoid repetition</p> <p>Verbs and Adjectives</p> <p>Use of commas within a list</p> <p>Writing a paragraph around a theme</p> <p>Use of headings and sub-headings</p>	<p>Knowledge, Skills and Understanding</p> <p>Speaking and listening</p> <p>Sentences with capital letters and full stops</p> <p>Express time and place using conjunctions – when, before, after, while, so</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Noun phrases expanded with the addition of modifying adjectives, nouns and preposition phrases</p> <p>Using fronted adverbials</p> <p>Show appreciation for poems and rhymes</p>	<p>Knowledge, Skills and Understanding</p> <p>Speaking and listening</p> <p>Sentences with capital letters and full stops</p> <p>Apostrophes – possession with plural nouns, difference between plural and possessive S, to mark possession</p> <p>Speech – Using and punctuating direct speech use of inverted commas</p> <p>Use of brackets, dashes and commas</p> <p>Show appreciation for poems and rhymes</p> <p>Recognising some different forms of poetry</p>	<p>Knowledge, Skills and Understanding</p> <p>Speaking and listening</p> <p>Sentences with capital letters and full stops</p> <p>Suffixes – ing, ed, er and est (year4)</p> <p>Suffixes – ify, ate, ise and en</p> <p>Modal verbs</p> <p>Perfect form of verbs to mark relationships of time and cause</p> <p>Creating settings, characters and plot</p>	<p>Knowledge, Skills and Understanding</p> <p>Speaking and listening</p> <p>Sentences with capital letters and full stops</p> <p>Homophones</p> <p>Creating settings, characters, and plot</p> <p>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Knowledge, Skills and Understanding</p> <p>Speaking and listening</p> <p>Suffixes – ation, ly, ous</p> <p>Linking ideas across paragraphs using adverbials of time</p> <p>Prefixes – dis, de, mis, over and re</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Similes – like or as</p> <p>Metaphors</p>
		<p>Topic(s)</p> <p>Predator – Leaflets/Fact Files</p>	<p>Topic(s)</p> <p>Potions- Labels and Instructions, Chronological reports, Poetry</p>	<p>Topic(s)</p> <p>Blue Abyss – Letter writing, Poetry</p>	<p>Topic(s)</p> <p>Bottoms and Burps – Story writing, Recounts, Memorable experiences</p>	<p>Topic(s)</p> <p>Traders and Raiders – Story writing, Character profiles, Report writing</p>	<p>Topic(s)</p> <p>I Am Warrior –Soliloquies, Play scripts, Historical narratives</p>

Year 6

<b>Owls</b>	<b>6</b>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-sentences structures</p> <p>-fronted adverbials</p> <p>-Letter Writing</p> <p>-persuasion</p> <p>-modal verbs</p> <p>-SPAG Skills</p>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-Chronological reports</p> <p>-Short narratives</p> <p>-Diaries</p> <p>-Haiku Poetry</p> <p>-SPAG Skills</p>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-descriptive writing</p> <p>-figurative language</p> <p>-thesaurus work</p> <p>-recounts</p> <p>-SPAG Skills</p>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-non-chronological reports</p> <p>-slogans</p> <p>-letter writing</p> <p>-poetry</p> <p>-SPAG Skills</p>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-diaries</p> <p>-writing narratives</p> <p>-letter writing</p> <p>-SPAG Skills</p>	<p>Knowledge, Skills and Understanding</p> <p>Monster Phonics</p> <p>Reading – VIPERS</p> <p>-Playscripts</p> <p>-SPAG Skills</p> <p>-Old English to Modern English</p>
		<p>Topic(s)</p> <p>Holes</p>	<p>Topic(s)</p> <p>Rainbow Bear</p>	<p>Topic(s)</p> <p>Goodnight Mr Tom</p>	<p>Topic(s)</p> <p>Pig Heart Boy</p>	<p>Topic(s)</p> <p>Out of the Deeps</p>	<p>Topic(s)</p> <p>Shakespeare - King Lear</p>



Whole School Curriculum Plan 2021-2022

Subject: English

Year 7

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Newts</b>	7	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b> Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Punctuation:</b> Overview of 12 different punctuation marks. Focus use of capitals, full stops, question/exclamation marks.</p> <p><b>Grammar:</b> Looking at simple and compound sentences. Clauses main and subordinate</p> <p><b>Writing: instructions</b> Use of the imperative Chronological order, Clear unambiguous sentences Bullet points, underlining, labels etc</p> <p><b>Spellings:</b> year 3/4 spellings. Weekly test.</p> <p>Hand writing practice.</p>	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b>- Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Punctuation:</b> Commas, apostrophes and contractions</p> <p><b>Grammar:</b> Nouns, adjectives, verbs, and adverbs.</p> <p><b>Writing: Figurative language</b> Recognising how authors use language to create strong mental images Simile and metaphor</p> <p><b>Spellings:</b> year 3/4 spellings. Weekly test.</p> <p>Hand writing practice.</p>	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b> Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Punctuation:</b> Brackets, hyphens and ellipses</p> <p><b>Grammar:</b> connectives/conjunction FANBOYS</p> <p><b>Writing: Persuasive</b> To gain attention, influence and inform. Repeated, alliterative words and emotional language. Rhetorical questions. Look at persuasive techniques in advertising</p> <p><b>Spellings:</b> year 3/4 spellings. Weekly test.</p> <p>Hand writing practice.</p>	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b> Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Punctuation:</b> Speech marks and how to structure speech - the placement of commas Colon and semi colons</p> <p><b>Grammar: Organisational devices.</b> Structuring texts within paragraphs, headings, sub-headings, bullet points underlining, labels etc</p> <p><b>Writing Dialogue</b> speech – direct and reported. idioms/Colloquial language</p> <p>SAID is dead.</p> <p><b>Spellings :</b> year 5/6 Weekly spelling test. Hand writing practice.</p>	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b> Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise.</p> <p><b>Punctuation:.</b> develop use of 12 different punctuation marks Applying understanding of punctuation within writing.</p> <p><b>Grammar: Narrative</b> five elements: plot, setting, character, conflict, and theme.</p> <p><b>Writing</b> use narrator style, chronological order, a point of view, and other strategies to tell a story</p> <p><b>Spellings :</b> year 5/6 Weekly spelling test. Hand writing practice.</p>	<p>Knowledge, Skills and Understanding <b>Reading VIPERS</b> Using a broad range of texts, images and film to develop knowledge and understanding of...</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Punctuation:</b> develop use of 12 different punctuation marks Applying understanding of punctuation within writing.</p> <p><b>Grammar</b> Learn the rules of writing poetry. Experiment with. Structuring texts</p> <p><b>Writing Poetry :</b> Explore devices rhyme, rhythm, repetition Onomatopoeia alliteration, similes, metaphors Tone and pace.</p> <p><b>Spellings :</b> year 5/6 Weekly spelling test. Hand writing practice.</p>
		<p>Topic(s) Study text: <b>Once Morris Gleitzman.</b></p> <p><b>Writing: Recount</b> Retelling an experience/event that happened in the past. Factual/Imaginative</p> <p>letter to Felix’s parents Felix diary entries</p>	<p>Topic(s) Study text: <b>Once Morris Gleitzman.</b></p> <p><b>Writing: Figurative language.</b> Develop Description and imagery. How to build tension.</p>	<p>Topic(s) Study text: Once Morris Gleitzman.</p> <p><b>Persuasive writing</b> Look at WW2 anti-Jewish propaganda. Design posters</p>	<p>Topic(s) Study text: Once Morris Gleitzman.</p> <p><b>Writing: Reports</b> Non-chronological fact based focused on a single subject. Includes images, labelled diagrams. A glossary of technical terms</p> <p>Complete a newspaper report on the Ghetos.</p>	<p>Topic(s) Study text: Once Morris Gleitzman.</p> <p><b>Narrative writing</b> Stop reading at the penultimate chapter. Pupils to re write the chapter in the authors</p>	<p>Topic(s) Study text: <b>POETRY</b> different forms, from different times and cultures.</p> <p>SLAM Poetry</p>



**Year 7 (continued)**

<b>Shrews</b>	<b>7</b>	Knowledge, Skills and Understanding Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Skim reading Recall of facts Sentence construction Consolidation of prior learning	Knowledge, Skills and Understanding Understanding poetry and rhyme Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Skim reading Recall of facts Sentence construction Consolidation of prior learning	Knowledge, Skills and Understanding Introduction to modern texts Reading aloud Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Recall of facts Sentence construction Consolidation of prior learning	Knowledge, Skills and Understanding Introduction to modern texts Reading aloud Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Recall of facts Sentence construction Consolidation of prior learning	Knowledge, Skills and Understanding Rules of plays Speaking in turn Effective speaking Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Recall of facts Sentence construction Consolidation of prior learning	Knowledge, Skills and Understanding Rules of drama Speaking in turn Effective speaking Correct use of capital letters Correct use of punctuation Developing phonics knowledge Understanding spelling rules Understanding the meaning of text Recall of facts Sentence construction Consolidation of prior learning
		Topic(s) Handwriting Reading Comprehension/VIPERS SPAG Compound words Punctuation Inference Monster Phonics Totem Book Series	Topic(s) Poetry (The Highwayman) Figurative Language Handwriting SPAG Reading Comprehension Narrative Writing Monster Phonics Totem Book Series	Topic(s) Harry Potter (Modern Text) Handwriting SPAG Reading Comprehension Narrative Writing Monster Phonics Totem Book Series	Topic(s) Harry Potter (Modern Text) Handwriting SPAG Reading Comprehension Narrative Writing Monster Phonics Totem Book Series	Topic(s) Various short plays Handwriting SPAG Reading Comprehension Narrative Writing Monster Phonics Totem Book Series	Topic(s) Drama/Role Play Handwriting SPAG Reading Comprehension Narrative Writing Monster Phonics Totem Book Series



Whole School Curriculum Plan 2021-2022

Subject: English

Year 8

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Voies</b>	<b>8</b>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Descriptive writing</li> <li>• read easily, fluently and with good understanding</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Deduction skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• read easily, fluently and with good understanding</li> <li>• Diary writing</li> <li>• Writing from a character's point of view</li> <li>• Newspaper article writing</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Writing to explain/instruct</li> <li>• Using punctuation for effect</li> <li>• appreciate the rich and varied literary heritage associated with the language</li> <li>• read easily, fluently and with good understanding</li> <li>• Transformational Writing inspired by a poem studied</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Learn how authors use characterisation, stage craft and plot development</li> <li>• Explore how dramatic techniques like dramatic irony can affect an audience's reaction</li> <li>• Literary devices and structure</li> <li>• How the themes of the text (eg. Bullying/peer pressure) affects real people</li> <li>• Evaluate their own written performance along with that of others</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Writing to inform (Non-chronological reports)</li> <li>• appreciate the rich and varied literary heritage associated with the language</li> <li>• describing a setting</li> <li>• writing to inform</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Narrative writing</li> <li>• lambic pentameter</li> <li>• Blank verse</li> <li>• Figurative language</li> <li>• Language change over time</li> <li>• Foreshadowing</li> <li>• Puns and wordplay</li> <li>• critical thinking skills</li> </ul>
		Topic(s) Then <i>Transition</i> (Check they haven't done this previously, could switch to <i>Boy In Striped Pyjamas</i> or could cover <i>Once If not previously done</i> )  Narrative writing	Topic(s) Wonder Modern Novel  Writing- DARTS tasks linked to book)	Topic(s) Pre and Post-1914 Poetry <b>Pre-1914:</b> Sonnet 130 – William Shakespeare A Birthday – Christina Rossetti Westminster Bridge – Wordsworth <b>Post-1914:</b> You're – Sylvia Plath Give – Simon Armitage Valentine – Carol Ann Duffy Digging – Seamus Heaney Nettles – Vernon Scaneil Climbing My Grandfather – Andrew Waterhouse No. 115 Dreams – Jackie Kay	Topic(s) The Terrible Fate of Humpty Dumpty Modern play	Topic(s) Sherlock Holmes- Pre 1914 prose	Topic(s) Media/Shakespeare: <u>Romeo and Juliet</u> (Baz Luhrman)



Whole School Curriculum Plan 2021-2022

Subject: English

Year 8 (continued)

<b>Hedgehogs</b>	<b>8</b>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Descriptive writing</li> <li>• read easily, fluently and with good understanding</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Deduction skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• read easily, fluently and with good understanding</li> <li>• Diary writing</li> <li>• Writing from a character's point of view</li> <li>• Newspaper article writing</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Writing to explain/instruct</li> <li>• Using punctuation for effect</li> <li>• appreciate the rich and varied literary heritage associated with the language</li> <li>• read easily, fluently and with good understanding</li> <li>• Transformational Writing inspired by a poem studied</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Learn how authors use characterisation, stage craft and plot development</li> <li>• Explore how dramatic techniques like dramatic irony can affect an audience's reaction</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Writing to inform (Non-chronological reports)</li> <li>• appreciate the rich and varied literary heritage associated with the language</li> <li>• describing a setting</li> <li>• writing to inform</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>• Inference skills</li> <li>• Retrieval skills</li> <li>• Prediction</li> <li>• Summarising</li> <li>• Narrative writing</li> <li>• SPaG skills</li> <li>• Narrative writing</li> <li>• lambic pentameter</li> <li>• Blank verse</li> <li>• Figurative language</li> <li>• Language change over time</li> <li>• Foreshadowing</li> <li>• Puns and wordplay</li> <li>• critical thinking skills</li> </ul>
		<p><b>Topic(s)</b> Then <i>Transition</i> <i>(Check they haven't done this previously, could switch to Boy In Striped Pyjamas or could cover Once if not previously done)</i></p> <p>Narrative writing</p>	<p><b>Topic(s)</b> Wonder <i>Modern Novel</i></p> <p>Writing- DARTS tasks linked to book)</p>	<p><b>Topic(s)</b> Pre and Post-1914 Poetry <b>Pre-1914:</b> Sonnet 130 – William Shakespeare A Birthday – Christina Rossetti Westminster Bridge – Wordsworth <b>Post-1914:</b> You're – Sylvia Plath Give – Simon Armitage Valentine – Carol Ann Duffy Digging – Seamus Heaney Nettles – Vernon Scaneil Climbing My Grandfather – Andrew Waterhouse No. 115 Dreams – Jackie Kay</p>	<p><b>Topic(s)</b> The Terrible Fate of Humpty Dumpty <i>Modern play</i></p>	<p><b>Topic(s)</b> Sherlock Holmes- <i>Pre 1914 prose</i></p>	<p><b>Topic(s)</b> <i>Media/Shakespeare: Romeo and Juliet</i> (Baz Luhrman)</p>



Year 9

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Stoats</b>	<b>9</b>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Analyse contemporary play</li> <li>Develop reading skills</li> <li>Analysing themes</li> <li>Textual references including quotations to support and illustrate interpretations</li> <li>Analyse the language and structure used by a writer to create meaning</li> <li>using relevant subject terminology where appropriate</li> <li>Re-enforce inference skills</li> <li><i>Develop phonics and reading skills</i></li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Identify how gothic characters are portrayed in literature</li> <li>Create and introduce a character in the style of the gothic</li> <li>Describe a character using a range of techniques</li> <li>Describe this setting in context through the use of adjectives</li> <li>Develop an imaginative range of words for effect</li> <li><i>Develop phonics and reading skills</i></li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</li> <li>Deduce, infer or interpret information, events or ideas from texts</li> <li>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</li> <li>Relate texts to their social, cultural and historical contexts and literary traditions.</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>What the poem is ABOUT: speaker, form, overall purpose</li> <li>Compare one image and one aspect of form or structure (TECHNIQUE)</li> <li>Analyse the MOOD and IDEAS through the language choices</li> <li>Give YOUR VIEW on the effectiveness of the poem.</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Recognise the stylistic features of a specific genre – ghost stories</li> <li>comment on the story's structure</li> <li>Consider the importance of the narrator</li> <li>Respond to setting (history, place, season, time of day, etc)</li> <li>Understand methods of characterisation – appearance, actions, dialogue, relationships, etc</li> <li>Identify and explain an author's use of literary devices – simile, metaphor, personification</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Analyse non-text based media</li> <li>Identify how gothic characters are portrayed in literature</li> <li>Describe this setting in context through the use of adjectives</li> <li>Analysing themes</li> </ul>
		Topic(s) Reading: DNA (Play)  <i>Totem book series</i>	Topic(s) Gothic literature- extracts from Dracula and Frankenstein  Totem book series	Topic(s) The Foreshadowing Writing	Topic(s) Reading: Poetry- forms and techniques	Topic(s) Reading: The Red Room (HG Wells)	Topic(s) TBC



**Year 9 (continued)**

<b>Otters</b>	<b>9</b>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Analyse contemporary play</li> <li>Develop reading skills</li> <li>Analysing themes</li> <li>textual references including quotations to support and illustrate interpretations</li> <li>Analyse the language and structure used by a writer to create meaning</li> <li>using relevant subject terminology where appropriate</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Identify how gothic characters are portrayed in literature</li> <li>Create and introduce a character in the style of the gothic</li> <li>Describe a character using a range of techniques</li> <li>Describe this setting in context through the use of adjectives</li> <li>Develop an imaginative range of words for effect</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</li> <li>Deduce, infer or interpret information, events or ideas from texts</li> <li>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</li> <li>Relate texts to their social, cultural and historical contexts and literary traditions.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>What the poem is ABOUT: speaker, form, overall purpose</li> <li>Compare one image and one aspect of form or structure (TECHNIQUE)</li> <li>Analyse the MOOD and IDEAS through the language choices</li> <li>Give YOUR VIEW on the effectiveness of the poem.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Recognise the stylistic features of a specific genre – ghost stories</li> <li>comment on the story's structure</li> <li>Consider the importance of the narrator</li> <li>Respond to setting (history, place, season, time of day, etc)</li> <li>Understand methods of characterisation – appearance, actions, dialogue, relationships, etc</li> <li>Identify and explain an author's use of literary devices – simile, metaphor, personification</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Analyse non-text based media</li> <li>Identify how gothic characters are portrayed in literature</li> <li>Describe this setting in context through the use of adjectives</li> <li>Analysing themes</li> </ul>
		<p>Topic(s) Reading: DNA (Play)</p>	<p>Topic(s) Gothic literature- extracts from Dracula and Frankenstein</p>	<p>Topic(s) The Foreshadowing Writing</p>	<p>Topic(s) Reading: Poetry- forms and techniques</p>	<p>Topic(s) Reading: The Red Room (HG Wells)</p>	<p>Topic(s) TBC</p>





Whole School Curriculum Plan 2021-2022

Subject: English

Year 10

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Badgers</b>	10	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Read, understand and respond to a text.</li> <li>Maintain a critical style and develop an informed personal response</li> <li>Use textual references, including quotations, to support and illustrate interpretations.</li> <li>Analyse the language, form and structure used by a writer to create meaning and effects, using relevant subject terminology where appropriate.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>To identify the key skills Language Paper 1 requires (Assessment objectives)</li> <li>To identify relevant evidence in short extracts of text (Q1)</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</li> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Develop and sustain interpretations of writers' ideas and perspectives</li> <li>Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</li> <li>Understand texts in their social, cultural and historical contexts.</li> <li>Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Consolidate interpretations of writers' ideas and perspectives</li> <li>Consolidate explanations and evaluations of how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</li> <li>Consolidate understanding texts in their social, cultural and historical contexts.</li> <li>Consolidate ability to organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Evaluate texts critically and support this with appropriate textual references</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
		Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)
		Dr Jekyll and Mr Hyde	Exam prep based on Harry Potter text	Reading: Poetry- Power and Conflict selection Writing- DARTS tasks linked to poems	Of Mice and Men	An Inspector Calls	Exam prep based on Game of Thrones



Year 10 (continued)

<b>Foxes</b>	<b>10</b>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Read, understand and respond to a text.</li> <li>Maintain a critical style and develop an informed personal response</li> <li>Use textual references, including quotations, to support and illustrate interpretations.</li> <li>Analyse the language, form and structure used by a writer to create meaning and effects, using relevant subject terminology where appropriate.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>To identify the key skills Language Paper 1 requires (Assessment objectives)</li> <li>To identify relevant evidence in short extracts of text (Q1)</li> <li>identify and interpret explicit and implicit information and ideas</li> <li>select and synthesise evidence from different texts</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</li> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Develop and sustain interpretations of writers’ ideas and perspectives</li> <li>Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</li> <li>Understand texts in their social, cultural and historical contexts.</li> <li>Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Consolidate interpretations of writers’ ideas and perspectives</li> <li>Consolidate explanations and evaluations of how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</li> <li>Consolidate understanding texts in their social, cultural and historical contexts.</li> <li>Consolidate ability to rganise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Evaluate texts critically and support this with appropriate textual references</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
		<p>Topic(s)</p> <p>Dr Jekyll and Mr Hyde</p>	<p>Topic(s)</p> <p>Exam prep based on Harry Potter text</p>	<p>Topic(s)</p> <p>Reading: Poetry- Power and Conflict selection Writing- DARTS tasks linked to poems</p>	<p>Topic(s)</p> <p>Of Mice and Men</p>	<p>Topic(s)</p> <p>An Inspector Calls</p>	<p>Topic(s)</p> <p>Exam prep based on Game of Thrones</p>



Whole School Curriculum Plan 2021-2022

Subject: English

Year 11

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Boars</b>	<b>11</b>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Identify what makes a successful speaker/listener</li> <li>Establish rules for effective speaking and listening</li> <li>Understand the difference between formal and informal language</li> <li>Explore the use of formal and informal language</li> <li>Understand what is meant by purpose</li> <li>Examine different purposes and alter your writing to suit the purpose</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Expresses straightforward ideas/information/feelings</li> <li>Organise and structure the presentation</li> <li>Shows some awareness of appropriate vocabulary and begins to use non-verbal features</li> <li>Attempts to engage the audience and provides a straightforward response to questions/feedback</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Re-enforce comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Re-enforce evaluating texts critically and support this with appropriate textual references</li> <li>Re-enforce communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Re-organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Evaluate critically and in detail the effects on the reader</li> <li>Show perceptive understanding of the writers methods</li> <li>Consolidate use of textual details</li> <li>Demonstrate a developed understanding of purpose</li> <li>Write coherent extended pieces of writing</li> <li>Consolidate use of grammar and punctuation</li> <li>Consolidate text analysis skills</li> </ul>	<p>Knowledge, Skills and Understanding</p>	<p>Knowledge, Skills and Understanding</p>
		<p>Topic(s)</p> <p>Speaking and listening presentations- go through skills, create ppts, present.</p>	<p>Topic(s)</p> <p>Speaking and listening presentations- go through skills, create ppts, present, record.</p>	<p>Topic(s)</p> <p>Exam prep based on Hunger Games text</p>	<p>Topic(s)</p> <p>Revision/recap</p>	<p>Topic(s)</p> <p>Revision/recap</p>	<p>Topic(s)</p> <p>Revision/recap</p>



**Year 11 (continued)**

<b>Deer</b>	<b>11</b>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Identify what makes a successful speaker/listener</li> <li>Establish rules for effective speaking and listening</li> <li>Understand the difference between formal and informal language</li> <li>Explore the use of formal and informal language</li> <li>Understand what is meant by purpose</li> <li>Examine different purposes and alter your writing to suit the purpose</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Expresses straightforward ideas/information/feelings</li> <li>Organise and structure the presentation</li> <li>Shows some awareness of appropriate vocabulary and begins to use non-verbal features</li> <li>Attempts to engage the audience and provides a straightforward response to questions/feedback</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Re-enforce comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Re-enforce evaluating texts critically and support this with appropriate textual references</li> <li>Re-enforce communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Re-organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>Evaluate critically and in detail the effects on the reader</li> <li>Show perceptive understanding of the writers methods</li> <li>Consolidate use of textual details</li> <li>Demonstrate a developed understanding of purpose</li> <li>Write coherent extended pieces of writing</li> <li>Consolidate use of grammar and punctuation</li> <li>Consolidate text analysis skills</li> </ul>	<p>Knowledge, Skills and Understanding</p>	<p>Knowledge, Skills and Understanding</p>
		<p>Topic(s)</p> <p>Speaking and listening presentations- go through skills, create ppts, present.</p>	<p>Topic(s)</p> <p>Speaking and listening presentations- go through skills, create ppts, present, record.</p>	<p>Topic(s)</p> <p>Exam prep based on Hunger Games text</p>	<p>Topic(s)</p> <p>Revision/recap</p>	<p>Topic(s)</p> <p>Revision/recap</p>	<p>Topic(s)</p> <p>Revision/recap</p>