

Year group	<i>Autumn</i> <i>Sean Tan – Transition Unit</i>	<i>Spring</i> <i>Wonder</i>	<i>Summer</i> <i>Holes &amp; The Highwayman</i>
<p>VIPERS reading skills are used to teach reading skills: Vocabulary Inference Prediction Explain Retrieve Summarise</p>  <p>All pupils have a <i>Reading Eggspress</i> and <i>Spell Shed</i> account and these platforms are used for homework to support the development of reading and writing.</p>   <p><b>Key questions:</b> What are my first impressions of these stories? What do these stories have in common and what makes them different to one another? What might happen next? Have I read anything similar to these stories? What do I expect to happen?</p> <p><b>Key ideas and skills:</b> Inferring meaning from images and text. Being able to make predictions based upon clues in the text. Being able to compare two or more texts together. Being able to give a character a voice and write a formal/informal letter from this viewpoint.</p> <p><b>Key vocabulary:</b> suburbia, unfamiliar, mysterious, visitor, challenge, formality and possibility</p> <p><b>Grammar:</b> Modal verbs, fronted adverbials, parenthesis (brackets) and plural and possessive.</p> <p><b>Texts used:</b> <i>Selected stories by Eric Tan</i> <i>The Island</i> by Armin Greder <i>The Kid Who Came from Space</i> by Ross Welford</p>	<p><b>Key questions:</b> What makes people different? What does it mean to be kind? Why should we 'choose kind'? How do August and the other characters change over the course of the novel?</p> <p><b>Key ideas and skills:</b> Analysis of the themes of diversity and difference and how they are presented throughout the novel. (Complimented by the study of 'We're All Wonders'). Analysis of the writer's use of perspective and its impact upon the structure of the novel. The use of drama to explore perspective around a specific event in the novel and present the information as a radio broadcast. Track how the writer develops character across the novel.</p> <p><b>Key vocabulary:</b> diversity, difference, perspective, perception, acceptance, kindness</p> <p><b>Grammar:</b> Noun phrases, direct and indirect speech and conjunctions.</p> <p><b>Texts used:</b> 'Wonder' RJ Palacio – <i>novel and film</i> Selected diary entries 'We're All Wonders' 'The Greatest Showman' Selected non-fiction with the theme of historical diversity and difference</p>	<p><b>Key questions:</b> Why does Stanley feel that he is 'unlucky'? How and why is this 'unluckiness' a theme throughout the novel? How is power presented in the novel? How are the boys shaped by the experiences? How and why does Sachar blend the past and the present?</p> <p><b>Key ideas and skills:</b> Crime and punishment Study of the language of persuasion Analysis of the writer's use of perspective and the non-linear narrative to present information to the reader. Write a non-chronological report on the yellow spotted lizard. Recount an event for a specified audience in a written news report. Present character through description and performance. Study the features of ballad poetry and how the themes and character are developed within the text.</p> <p><b>Key vocabulary:</b> power, structure, non-linear, racism, adversity, strength.</p> <p><b>Grammar:</b> parenthesis (commas), word classes, noun phrases, active and passive sentences and prepositions.</p> <p><b>Texts used:</b> <i>Holes</i> by Louis Sachar <i>The Highwayman</i> by Alfred Noyes</p>	

Year group 6	Autumn <i>All About Me – Transition Unit</i>	Spring <i>Orphans of the Tide</i>	Summer <i>The Nowhere Emporium</i>
<p>VIPERS reading skills are used to teach reading skills: Vocabulary Inference Prediction Explain Retrieve Summarise</p>  <p>All pupils have a <i>Reading Eggspress</i> and <i>Spell Shed</i> account and these platforms are used for homework to support the development of reading and writing.</p>   <p><b>Key questions:</b> What is the difference between a formal and informal tone? When would you use these styles of writing? How can you express your own point of view in writing? How can who you are writing for and why make a difference to the words that you use?</p> <p><b>Key ideas and skills:</b> Recognise the features of informal writing and use them in a personal piece of writing and to review a text. Compare and contrast formal and informal writing whilst taking account of audience and purpose. Plan a formal blog using extended sentences. Write a report that includes informal speech.</p> <p><b>Key vocabulary:</b> audience, purpose, text type, formality, personal, expression</p> <p><b>Grammar:</b> apostrophes, active and passive voice, conjunctions/cohesion and single/multi-clause sentences.</p> <p><b>Texts used:</b> Selected film reviews Selected blogs from the internet</p>	<p><b>Key questions:</b> What is the difference between a formal and informal tone? When would you use these styles of writing? How can you express your own point of view in writing? How can who you are writing for and why make a difference to the words that you use?</p> <p><b>Key ideas and skills:</b> The study of the use of a prologue The study of character and setting The presentation of viewpoint through a diary entry The study of the form of myths and legends Description of an invention inspired by those featured in the novel The study of the author's use of flashback and writing a description of a moment in the past triggered by an object. Reviewing a text objectively and critically. Guided reading of the class novel through VIPERS reading questions and reading focused tasks.</p> <p><b>Key vocabulary:</b> adventure, challenge, myth, legend, hero, inspiration, orphan, prologue, epilogue and mystery.</p> <p><b>Grammar:</b> Relative clauses, synonyms, direct and reported speech</p> <p><b>Texts used:</b> <i>Orphans of the Tide</i> by Struan Murray <i>Shipwreck Island</i> by Struan Murray RSC Tales from Shakespeare '<i>Romeo and Juliet</i>'</p>	<p><b>Key questions:</b> How can a writer choose to start their story? How can a writer develop a convincing setting and character within his or her writing? How can language be used to describe an object and setting in my own style and copying that of the author? What is a flashback? How can I express my opinion?</p> <p><b>Key ideas and skills:</b> The study of the use of a prologue The study of character and setting The presentation of viewpoint through a diary entry The study of the form of myths and legends Description of an invention inspired by those featured in the novel The study of the author's use of flashback and writing a description of a moment in the past triggered by an object. Reviewing a text objectively and critically. Guided reading of the class novel through VIPERS reading questions and reading focused tasks.</p> <p><b>Key vocabulary:</b> adventure, challenge, myth, legend, hero, inspiration, orphan, prologue, epilogue and mystery.</p> <p><b>Grammar:</b> Relative clauses, synonyms, direct and reported speech</p> <p><b>Texts used:</b> <i>Orphans of the Tide</i> by Struan Murray <i>Shipwreck Island</i> by Struan Murray RSC Tales from Shakespeare '<i>Romeo and Juliet</i>'</p>	<p><b>Key questions:</b> What is a protagonist? Is Lucian Silver a hero or a villain? What are the trials that Daniel has to complete and how does this structure compare to known story structures? How does the character of Daniel change across the course of the novel?</p> <p><b>Key ideas and skills:</b> The study of the author's use of a prologue. The analysis of the author's creation of character and setting/evaluate our reactions to them. Write a non-chronological report inspired by a city visited by the Emporium. Write the opening to a suspense narrative Research and write the biography of Lucian Silver. Guided reading of the class novel through VIPERS reading questions and reading focused tasks.</p> <p><b>Key vocabulary:</b> protagonist, backstory, dual narrative, perspective, villain, suspense, climax and resolution, chronological and formality.</p> <p><b>Grammar:</b> Relative pronouns (to avoid repetition), expanded noun phrases and colons</p> <p><b>Texts used:</b> '<i>The Nowhere Emporium</i>' by Ross McKenzie <i>Romeo and Juliet</i> by William Shakespeare Selected poetry from other cultures (transition unit to link to '<i>Ancient Tales</i>' in Year 7)</p>

Year group 7	Autumn <i>Oliver Twist</i>	Spring <i>A Midsummer Night's Dream</i>	Summer <i>Poetry Unit</i>
 <b>English Mastery</b> <p>All pupils follow the English Mastery curriculum either on the foundation or traditional pathway.</p> <p>This academic year, 2020-21, the unit on <i>Oliver Twist</i> will be started with a short transition unit on traditional ancient tales and core elements of <i>Mastery Writing 2</i>.</p>	<p><b>Key questions:</b> What was it like to be a child in Victorian London? How does this differ from the rich and the poor? Do we feel empathy towards Oliver? Why do we dislike Bill? Is Nancy a villain or a victim?</p> <p><b>Key ideas:</b> Life in Victorian London; Victorian crime; the form of the novel; character studies of Bill Sikes, Fagin and the Artful Dodger and morality.</p> <p><b>Key vocabulary:</b> Villains, victims, manipulate, corrupt, vulnerable, naïve, orphan and moral.</p> <p><b>Skills:</b> Writing analytical paragraphs; composing a topic sentence; using accurate quotations; accurate, precise inference and linking socio-historical context to our understanding of the text.</p> <p><b>Grammar:</b> Subject, verb, object agreement and the past simple tense.</p> <p><b>Texts used:</b>  <i>Oliver Twist</i> by Charles Dickens (abridged and original)  Selected non-fiction texts</p>	<p><b>Key questions:</b> What is true love? Is Demetrius truly in love with Helena at the end of the play? Is Egeus right to behave as he does towards his daughter? Was Oberon wrong to use the love potion?</p> <p><b>Key ideas:</b> Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the four Athenian lovers; the love potion; Elizabethan family relationships and the form of a play.</p> <p><b>Key vocabulary:</b> Soliloquy, severe, conflict, unrequited love, to mock and chaos.</p> <p><b>Skills:</b> Writing analytical paragraphs; composing topic sentences; using accurate quotations and building on inference skills and linking socio-historical context to our understanding of the text and character motivation.</p> <p><b>Grammar:</b> Pronouns ambiguity, prepositional phrases; run-on sentences and punctuating speech.</p> <p><b>Texts used:</b>  <i>A Midsummer Night's Dream</i> by William Shakespeare  <i>No Fear Shakespeare: A Midsummer Night's Dream</i> (available online)  <i>RSC Tales from Shakespeare (On demand)</i></p>	<p><b>Key Questions:</b> What ideas does the writer want me to connect to? What is the writer trying to show me with the use of metaphorical language?</p> <p><b>Key ideas:</b> Structure and the use of metaphor, poetic forms and the lives of Blake and Tennyson.</p> <p><b>Key vocabulary:</b> Metaphor, literal language, metaphorical language, tenor, vehicle and ground.</p> <p><b>Skills:</b> Writing analytical paragraphs; composing topic sentences; using accurate quotations; building on inference skills and writing about unseen texts.</p> <p><b>Grammar:</b> Temporal clauses, paragraphing, avoiding fragments and extended narrative writing.</p> <p><b>Texts used:</b>  <i>The Tyger</i> by William Blake  <i>The Eagle</i> by William Blake  RSC Tales from Shakespeare (On demand)</p>

Year group 8	Autumn <i>Sherlock Holmes</i>	Spring <i>The Tempest</i>	Summer <i>Animal Farm</i>
 <p>All pupils follow the English Mastery curriculum either on the foundation or traditional pathway.</p> <p>This academic year, 2021-22, the unit on <i>Sherlock Holmes</i> will be started with a short transition unit on traditional ancient tales and core elements of <i>Mastery Writing 2/3</i>.</p>	<p><b>Key questions:</b> What makes a villain? To what extent is Sherlock Holmes a hero? What was it like to be a detective in Victorian London?</p> <p><b>Key ideas:</b> Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality and periodicals.</p> <p><b>Key vocabulary:</b> to enlighten, deduction, scandal, periodical, introspective, dual nature and observation.</p> <p><b>Skills:</b> Writing introductions and conclusions; referring to socio-historical context and balanced arguments.</p> <p><b>Grammar:</b> Discourse markers; linking paragraphs; complex sentences; correcting fragments and independent clauses.</p> <p><b>Texts used:</b> <i>Scandal in Bohemia</i> <i>The Red Headed League</i> <i>The Blue Carbuncle</i></p>	<p><b>Key questions:</b> How does the nature and nurture debate alter our perception of Caliban? How does Shakespeare explore colonialism? To what extent does Prospero change throughout the play?</p> <p><b>Key ideas:</b> The Elizabethan age of exploration; colonialism; nature/nurture; the form of a comedy; subplots; soliloquy and monologue and Italian city-states</p> <p><b>Key vocabulary:</b> colonialism, to usurp, tempest, treason, callous, pathos, nurture and tragicomedy</p> <p><b>Skills:</b> Using secondary reading (post-colonial theory) to support an answer; embedding socio-historical context into an essay and referring to authorial intention.</p> <p><b>Grammar:</b> Analytical response, balanced argument, subordinate clauses and correcting comma splices.</p> <p><b>Texts used:</b> <i>The Tempest</i> by William Shakespeare <i>No Fear Shakespeare: The Tempest</i> (available online)</p>	<p><b>Key questions:</b> How and why does Orwell employ allegory? How is foreshadowing used throughout the text? Where do our sympathies lie throughout the text? What are Orwell's opinions on rebellion and?</p> <p><b>Key ideas:</b> Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p> <p><b>Key vocabulary:</b> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous and authorial intent.</p> <p><b>Skills:</b> A critical reading of a text, understanding how and why an author uses allegory; relating theory and context to an allegory and embedding authorial intent throughout a sustained response.</p> <p><b>Grammar:</b> Creative writing; extended metaphor; writing about character; describing settings; Chekhov's Gun; genre and poetic justice.</p> <p><b>Texts used:</b> <i>Animal Farm</i> by George Orwell</p>