



English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 5 (7 sessions a week)</p>	<p>Selected extracts: The Storm Keeper's Island, Kensuke's Kingdom.</p> <p>We start the year off with two fantastic novels: a short unit on the Storm Keeper's Island followed by the classic Kensuke's Kingdom. We study the main characters, how they change and how they use language to show their feelings. We develop our descriptive skills and how to interest your reader. We write short texts to show our understanding of how conversations can advance a story, and how authorial techniques have an impact on the reader.</p>	<p>Non-chronological reports and The Secret Garden:</p> <p>To end this term we will explore different non-chronological reports and how they are structured, so that they help the reader navigate their way through the text. Non-chronological reporting is a brilliant opportunity for young authors to hone their research skills, and to use different forms of figurative language to enhance non-fiction texts.</p> <p>The Secret Garden will allow us to investigate writing that uses a sense of wonder and will bring us up to Christmas.</p>	<p>The White Giraffe</p> <p>Pupils read the novel by Lauren St. John and extract the main ideas from the text. Year 5 then create a balanced argument using some key issues raised in the novel. We further use the book as a basis to study a different country, producing a non-fiction information leaflet about their chosen area, learning about the basic features of an information text.</p>	<p>Myths and legends</p> <p>Year 5 discover the history and mystery around Myths and Legends during this unit. We study tales from around the world including Aesop's Fables before travelling back in time to the world of the Ancient Greece. We study Theseus and the Minotaur, and create our very own Myth focusing on using punctuation accurately.</p>	<p>Poetry and Prose</p> <p>We begin the summer term looking at a variety of poetry forms, before finally settling on the dramatic narrative poem: The Highwayman. We will study the poem in detail and then the pupils will create an exciting narrative inspired by the poem. The children will learn all about how language is used to create effects and to show character, and will use their new skills when writing their own stories.</p>	<p>Performance</p> <p>To complete the children's first year at CMS, we will focus on the classic play: A Midsummer Night's Dream. Shakespeare's narrative influence will encourage us to perform the play, using the different personalities of each character, culminating in some very traditional outdoor performances. All our English skills learnt this year will help us to understand the complexities of the play, and how context has an impact on performance.</p>



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<p>Year 6 (7 sessions a week)</p>	<p>Alice in Wonderland Our year starts with a study of extracts from this classic novel, focusing on inferring the character of the Queen of Hearts based on her behaviour and mannerisms. Our writing is inspired by our reading, creating our own characters and descriptions, and rules for our own imaginary game based on flamingo croquet. During this half term, they also learn how to use parentheses, such as dashes and brackets in their writing, as well as learning how to start sentences in different ways and what main and subordinate clauses are.</p>	<p>Journey to the Centre of the Earth, and Poetry Extracts from the novel by Jules Vern are used to explore how a sense of danger is created by an author. Our writing is developing, using a wider range of techniques such as expanded noun phrases and passive voice to develop our narrative writing. In non-fiction writing, we use techniques such as brackets, dashes and rhetorical questions to explain the science of volcanoes. Finally, we finish off the term with a study of two poems based on silence and magnifying objects.</p>	<p>Range of non-fiction texts After starting the term with two weeks of focused work on key skills for the SATs, we move on to non-fiction reading and writing. We study a range of different texts for different purposes (complaint letters, police reports, wildlife factual pieces, for example) and plan and write our own writing with a wide range of punctuation, and changes between formal and informal tones.</p>	<p>Narrative writing During the remainder of this term we will be exploring stories that create suspense and tension. Extracts from high-profile authors will provide year 6 with an exciting starting point to their writing. Year 6 will learn how to create a tense atmosphere and drip feed information to the reader, increasing suspense levels as they go. In this half term, they also show how their writing has progressed by using speech, description and a range of sentences to control an exciting story.</p>	<p>To Travel or not to Travel Year 6 demonstrate all that they have learned in KS2 by producing some exciting pieces of writing this half term. We investigate formal and informal writing, for example persuading travellers to book a holiday to Maui, as well as reading a wide variety of texts. Pupils will demonstrate using hyphens, semi-colons and colons in their writing, as well as showing their grasp of Key Stage 2 spellings.</p>	<p>Performance To end the year, we will be exploring Shakespeare's narrative influence and how he uses language to portray different characters and themes. We will be encouraged to perform a series of ten-minute plays that give us a secure knowledge of performance and scripts meaning that for the first time this year, the children will have the chance to enjoy a wider variety of Shakespeare's work, and will be able to choose the play that they enjoy the most, to perform in a very traditional outdoor setting.</p>



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Year 7 (5 sessions a week)	<p>Conflict</p> <p>We begin our key stage three journey by exploring the theme of conflict. Through a thematic approach we are able to explore a range of texts, make comparisons and delve deeper into how authors help us understand the world around us.</p> <p>We begin by reading Morpurgo's emotive novel 'Private Peaceful' and start to peel away layers of meaning to try and discover the message within the novel. We build on our previous knowledge by examining how relationships and characters change in the book and learn how to analyse and explain the techniques used to show these developments.</p> <p>We then broaden our understanding by studying the stage adaption of 'War Horse – also by Michael Morpurgo - .and reading a selection of war poems and diaries. From these we can begin to discuss narrative perspective and investigate how different mediums allow us to explore the theme of conflict in different ways.</p> <p>Finally we move forward in time and look at how conflict is affecting the world around us today. Through a selection of stories focusing on the lives of refugees we explore how authors create sympathy and empathy in writing and how literature can be used as a springboard for exploring our own views and our own lives.</p> <p>Throughout all of this, children will be given the opportunity to write creatively and analytically, developing and reinforcing their language skills from key stage two.</p>	<p>The Power to Change</p> <p>Having begun to understand how literature can shape opinions and views, we turn our attention to the power that language has to inspire and persuade.</p> <p>We begin the term by investigating a range of persuasive techniques. Using a collection of speeches from young people around the world, we focus on motivation, context and the issues which have inspired them to voice their opinions. From these, we develop our own understanding of how to write and speak persuasively, culminating in the children writing and performing their own charity speech in a bid to have it chosen as the school charity for the year.</p> <p>From this, we move back in time to one of Shakespeare's greatest plays – 'Macbeth'. Our investigations focus on who was to blame for Macbeth's downfall. We use our understanding of persuasive techniques to analyse Lady Macbeth;s power over her husband and the effect that this power has on the events in the play, As well as this, we explore Elizabethan beliefs in witchcraft and have some fun deciding how we would stage the 'Weird Sisters' as well as performing scenes from the play.</p>	<p>A Window Into The World</p> <p>In the summer term, we broaden our understanding of literature over time and discover how this offers us a window into the world.</p> <p>Our first 'window' is into the world of Chaucer where we explore how language has changed over time and how Chaucer uses characters to share his views of society.</p> <p>We then move forward to Victorian England, and use Dickens' 'Oliver' to investigate narrative viewpoint, satire and irony. We also develop our character analysis skills and have some fun creating our own Dickensian characters.</p> <p>Our 'window' then shifts to literature and poetry from around the world. We study a range of short stories and poems which help us understand different cultures and viewpoints. From the poems of Sujata Bhatt to stories by Alice Walker, we become more aware of how ideas and themes are explored across the world,</p> <p>Finally, we investigate our main window into today's world: the media. From journalism to social media, fake news to</p>



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<p>Year 8 (5 sessions a week)</p>	<p>The Genre Games Y8 Year 8 begin the year by exploring a range of different genres.</p> <p>We begin with Science Fiction, using the novel 'I am Number Four' as a springboard. We also read and analyse different extracts from famous authors, including HG Wells, and children are encouraged to choose and read their own science fiction novels. We look at genre-wide themes; examine techniques used by authors to build a sense of panic and tension; and delve deeper into why the world of science fiction became, and remains, so popular.</p> <p>We then become entangled in the great Gothic tradition, as we investigate and compare how a sense of fear is created in 'Jane Eyre' and 'The Woman in Black'. We develop our language analysis skills before using what we have learnt about foreshadowing and pathetic fallacy in our own writing. Finally, we immerse ourselves in the awakening of Frankenstein with the pupils producing their own monster awakening scene.</p> <p>We end the term by looking at autobiographical writing, exploring how events are structured and how language is used to engage the reader, before creating our own dramatic autobiographical encounters.</p>	<p>Prejudice and Discrimination</p> <p>The Spring term in Year 8 focuses on prejudice and discrimination and links in with their RE curriculum.</p> <p>We begin by reading 'The Boy in the Striped Pyjamas', looking at how fiction is influenced by the world around it. We look closely at how a novel is structured, examining narrative viewpoint, foreshadowing, authorial perspective and themes. We make comparisons between this story and others with similar themes and pupils are encouraged to extend their independent reading, making links and connections.</p> <p>The term continues with 'Romeo and Juliet' as we build on our Year 7 knowledge of Shakespeare and examine the play in depth, reading and understanding the language with greater independence. Themes of prejudice and discrimination are once again picked up as we look at the roles of women and the feud between the families. We investigate who was to blame for the deaths of Romeo and Juliet and use evidence from the play alongside our understanding of cultural expectations to form and justify our judgements. Once again, we make comparisons with other stories, including Malorie Blackman's 'Noughts and Crosses'.</p>	<p>You Choose</p> <p>During their final term, Y8 focus on the theme of choice, looking particularly at the impact of the choices they make.</p> <p>We begin with 'The Long Way Down', a novel written entirely in verse. Through examining the range of poetic techniques used, we begin to understand how language can be used in different ways to tell a story. The choices made by character in this poem are then compared to the novel 'The Outsiders' which allows us to explore a world which is both real and yet outside the pupils' current experience. Finally, we explore the world of slam poetry, focusing particularly on the poems of K Tempest, allowing us the opportunity to perfect our own performance skills.</p> <p>To end the year, Y8 take part in a transition project. Based on 'Room 101' we look at how Orwell uses rhetoric in extracts from 1984 and Animal Farm. Children revise their persuasive writing skills from Y7 and use these to create their own 'rant' based on something they feel strongly about. We then end the year enjoying their speeches and watching them set out to change the world!</p>