



## English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 5 (6 hours a week)</b></p>	<p><b>The Lion, the Witch and the Wardrobe</b> We start the year off with a fantastic classic novel, studying 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 diaries and letters as if we are the characters, using paragraphs and different sentences accurately.</p>	<p><b>Play scripts and Poetry</b> The Mystery of Flannan Isle is our inspiration and we have to develop a theory of how 3 lighthouse keepers disappeared. We then create a play script, learning about direct speech and how to properly format a play. Our play script then re-enacts the story, using the correct layout and punctuation.</p>	<p><b>The White Giraffe</b> 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><b>Myths and legends</b> 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><b>Travel and Tourism Narrative writing</b> In this unit, pupils learn about the features of persuasive writing, producing a persuasive guide to the island of St Lucia, learning how to put their opinions across in a clear way. Children then look further into the topic by exploring the impact of tourism on the Caribbean, and build an argument, developing their skills by arguing with a point of view in mind.</p>	<p><b>Performance poetry</b> During the final summer term year 5 look at a variety of poetry forms, before finally settling on the dramatic narrative poem, The Highwayman. The pupils create an exciting narrative poem, focusing on the Highwayman for inspiration, learning it off by heart and creating a performance. At the end of the term, year 5 have a class final and pick the best poems to be put through to the school poetry finals.</p>



<p><b>Year 6 (6 hours a week)</b></p>	<p><b>Narrative writing</b> <b>Jane Eyre and The Water tower</b></p> <p>Tense stories provide year 6 with an exciting start to the term. Year 6 learn how to create a tense atmosphere and drip feed information to the reader to create a ghost story that packs a punch. During this 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><b>Quest and Adventure Stories</b></p> <p>Year 6 dive into the world of adventure inspired by extracts, such as the hobbit, that we study in class. Children experiment with descriptive language, creating an exciting atmosphere and a believable fantasy story. Year 6 also learn how to naturally incorporate speech into a narrative text, learn how to use commas correctly and explore noun phrases, clauses and fronted adverbials.</p>	<p><b>Travel writing.</b></p> <p>During this time, the students learn complex aspects of grammar and work on explaining different elements of writing such as the structure of a poem. Year 6 also travel the globe, seeking out the sun-drenched island of Maui. We look at how to create a guide to an island, much like the work of travel writers such as Bill Bryson. In this unit we apply our prior learning on description, persuasion, punctuation and structure and create a website-worthy article.</p>	<p><b>Crime</b></p> <p>The second half of spring term year 6 discover that a crime has been committed! Year 6 become investigators as they write police reports, record a mysterious telephone conversation and write a newspaper article about their shocking crime. During this term year 6 also investigate how to use direct and reported speech, using the passive tense, and complex aspects of grammar such as determiners and different types of conjunctions.</p>	<p><b>Revision for SATs</b></p> <p>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, complaining to a particularly awful restaurant, 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><b>Performance poetry</b></p> <p>Year 6 focus on poetic language in this term by studying the poem, The River's Story. Year 6 study different types of poetic devices and include them in their own poem about an environmental cause that they are passionate about. We then choose a poem to perform and learn about tone and volume to make sure the poem's meaning and relevance is clearly understandable to the audience.</p>
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<p><b>Year 7 (5 hours a week)</b></p>	<p><b>Introduction to Shakespeare – Macbeth</b> This shocking story is the perfect introduction to KS3 at CMS. During this unit we start to investigate what techniques Shakespeare uses to enthral and excite his audience, as well as discovering how directors and actors can interpret a script in different ways. Year 7 then build on their knowledge of newspaper features from year 6 by studying the language and tone used in a newspaper report and applying it to cover one of the major events in the plot of Macbeth.</p>	<p><b>Charity speech competition. Persuasive writing.</b> AT CMS every year, the whole school work together to raise money for one charity; this charity is chosen by Year 7 during this unit. The students build on their knowledge from Year 5 and 6 by using language techniques learned from famous speakers and building them into a speech. This persuades the students and staff to pick their charity as the fundraising focus for the year. Children also learn spoken techniques including clarity, tone and emphasis, to ensure their performance really matches the emotion of their speech.</p>	<p><b>Private Peaceful</b> Pupils read Morpurgo’s emotive novel and begin to peel away layers of meaning to try and discover the message within the novel. We build on our previous knowledge by examining how the character of Molly changes within the book and learn how to analyse and explain the techniques used to show this development. During their reading lessons this term, Year 7 focus on the way Michael Morpurgo uses figurative language. Pupils also compare the fictional representation of the First World War, with other non-fiction accounts, examining the different viewpoints that the reader receives.</p>	<p><b>Multicultural study of India. Detective short stories</b> During their cross-curricular India unit, we look at India through a literary light, learning about the country through a variety of Indian poetry. Surrounded by an air of mystery, Year 7 then study the famous story, the specked band. We learn how to structure a short story, focusing on how to excite and interest the reader in a concise and clear way. We learn how to leave clues in our writing, turning our readers into detectives themselves and leading them down an exciting and mysterious path. Year 7 then create a detective character and write a complete short story.</p>	<p><b>The Other Side of Truth/Journey to Jo’Burg</b> Year 7 enrich their cultural knowledge by studying novels based in Africa: The Other Side of Truth and Journey to Jo’burg. During our study of the novel we analyse why each text has been written, as well as learning about the country that the novel come from. Year 7 learn about how the author structures the stories to have deep emotional impact, and how the authors use punctuation and sentence structure to add to the meaning of the text. We then compose a variety of pieces of writing, based on the techniques we have learnt through reading.</p>	<p><b>Performance poetry</b> Year 7 build on the 2 previous years of performance poetry by studying how the poem <i>Invictus</i> uses punctuation to add interest and meaning. Year 7 write their own poems with the theme of courage, constructing the poem in a way that interests and excites the listener and adds to the meaning of the poem. Year 7 apply the Year 5 and 6 learning to create a confident and emotive performance to inspire and amaze the rest of the school during the final.</p>
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<p><b>Year 8 (5 hours a week)</b></p>	<p><b>Mary Celeste Mystery Extreme Sport</b> The mystery of the Mary Celeste is an intriguing one. We study how to construct a complex and varied narrative while applying some more sophisticated elements of plot structure and figurative language. The learning then culminates in creating a narrative message in a bottle. We then move on to non-fiction, and experiment with different types of non-fiction recounts, varying the tone depending on the style and formality of the report.</p>	<p><b>I am Number Four.</b> During this unit we study many elements of Science Fiction, a novel study and extracts from famous works. We look at the introduction of genre-wide themes, as well as recurring themes in the book, 'I am Number Four' and the series by Pittacus Lore. We also examine techniques to create convincing characters, a skill which we then apply in a diary entry. Finally, we consider the transfer of stories through media, the pros and cons of books into films and examine the text in an analytical way, deciding on its effect and purpose</p>	<p><b>Shakespeare study – Romeo and Juliet.</b> Tragedy strikes as we study Shakespeare's famous love story. We build on the Year 7 knowledge of Shakespeare and examine the play in depth, reading and understanding the language with greater independence. During this time we also begin to examine the structure and style of an English literature essay, applying argument and persuasion techniques to this new form, and answer the question: "Who was to blame for the deaths of Romeo and Juliet?"</p>	<p><b>Gothic Tales</b> Year 8 become entangled in the Great Gothic tradition, as they investigate the awakening of Frankenstein and the discovery of the 'Red Room'. We also examine the varied and imaginative language choices in Antony Horowitz's story "Bath Night" compared with an extract of Angela Carter's work, looking at the application of traditional gothic in modern gothic stories. The pupils then produce their own monster awakening scene, in written then dramatic form, complete with horrifying costumes.</p>	<p><b>The Boy in the Striped Pyjamas.</b> During this unit Year 8 link together their learning in RE to see how fiction is influenced by the world around it. Refining viewpoints, we create a reasoned and concise argument, weighing up the positive and negative elements of this text in a review. Year 8 produce a variety of texts to showcase their skills, which have been refined and built throughout the years at CMS; these include letters, dairy entries.</p>	<p><b>Performance poetry.</b> During the final term at CMS, Year 8 study the poem <i>Caged Bird</i> by Maya Angelou. Year 8 investigate the language, poetic devices, punctuation, form and structure of the poem whilst and investigating the history and message behind this wonderful work. When they create a performance, children not only apply the skills from previous years but experiment with moments of silence, stillness and action to give real impact and meaning to the performance.</p>
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