



## English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 5 (8 sessions a week)</b></p>	<p><b>The Secret Garden and The Lion, the Witch and the Wardrobe</b></p> <p>We start the year off with two fantastic classic novels: a short unit on The Secret Garden followed by a reading of the full novel of The Lion, The Witch and the Wardrobe. 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 diaries and letters as if we are the characters, using paragraphs and different sentences accurately.</p>	<p><b>Play scripts</b></p> <p>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></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><b>Myths and legends</b></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><b>Travel and Tourism Narrative writing</b></p> <p>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></p> <p>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 (8 sessions a week)</b></p>	<p><b>Alice in Wonderland</b> 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><b>Journey to the Centre of the Earth, and Poetry</b> 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><b>Range of non-fiction texts</b> 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><b>Narrative writing</b> 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><b>Revision for SATs</b> 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><b>Performance poetry</b> 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 (6 sessions a week)</b></p>	<p><b>Charity speech competition.</b> <b>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>Introduction to Shakespeare – Macbeth</b> During this unit we start to investigate what techniques Shakespeare uses to enthrall 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>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 relationships and characters change in the book and learn how to analyse and explain the techniques used to show these developments. We also investigate characters through a range of written pieces, including diaries and letters. Pupils then compare the fictional representation of the First World War, with other non-fiction accounts, and poems, investigating narrative viewpoints and context for writing.</p>	<p><b>Multicultural short stories and poetry</b> Pupils study a range of stories by established authors from around the world. Part of their focus is on India, exploring stories and poetry that then inspires their own poetry writing to perform as part of the whole year group India Day. Comparisons between the different stories are made, and different techniques are explored in pupils' own writing.</p>	<p><b>Detective and crime stories</b> 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>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 (6 sessions a week)</b></p>	<p><b>I am Number Four.</b> During this unit we study many elements of 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 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 used to build a sense of panic and tension as we create our own legacies and describe our own 'moonseeds'.</p>	<p><b>The Power of Nature</b> Nature's true powers are discovered through a range of non-fiction and poetry texts. We examine how feelings change and develop during one man's dramatic encounter with a wave; discover how people go to dramatic lengths to escape death; and explore the techniques writers use to create these effects. During this unit, we also look at how similar themes are portrayed through poetry and begin to experiment with these ideas in our own non-fiction writing.</p>	<p><b>Gothic Tales</b> Year 8 become entangled in the Great Gothic tradition, as they investigate and compare how a sense of fear is created in Jayne Eyre and The Woman in Black. We then explore the context of gothic literature and examine why it was, and has remained, so popular, before immersing ourselves in the awakening of Frankenstein with the pupils producing their monster awakening scene, in written then dramatic form, complete with horrifying costumes. We end the unit looking at Dracula and the subtleties of creating an effective character.</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>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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