

## St Peter's CE Middle School Curriculum Overview

### Subject: English

Year 5					
Autumn 1 Topic: To the Stars	Autumn 2 Topic: Ancient Greeks	Spring 1 Topic: Folklore	Spring 2 Topic: Folklore	Summer 1 Topic: Journeys	Summer 2 Topic: Journeys
<p>The Moon Landing Clip</p> <p>Pandora Media Text</p>	<p>Greek Myths</p> <p>A Midsummer Night's Dream</p>	<p>The Highwayman by Alfred Noyes</p>	<p>Outlaw by Michael Morpurgo</p>	<p>Skysteppers by Katherine Rundell</p>	<p>Skysteppers by Katherine Rundell Continued</p> <p>The Majestic Plastic Bag Media Text</p>
Concept:	Concept:	Concept:	Concept:	Concept:	Concept:
<p><u>Newspaper Report</u> Purpose: To inform Audience: The general public Form: Reporting Tone: Formal</p> <p><u>Film Narration</u> Purpose: To inform Audience: Scientists</p>	<p><u>Speech</u> Purpose: To persuade Audience: The people of Crete Form: A speech Tone: Formal/Galvanising</p> <p><u>Greek Myth Viewpoint</u> Purpose: To entertain Audience: A child Form: A story extract in first person</p>	<p><u>Chapter Story</u> Purpose: To entertain Audience: Fans of adventure stories Form: Narrative Tone: Formal with informal dialogue</p>	<p><u>TV News Report</u> Purpose: To inform Audience: The people of Nottingham Form: Reporting Tone: Formal</p>	<p><u>Balanced argument</u> P: To inform and give opinion A: Court of jurors F: A written argument T: Formal and impersonal</p> <p><u>Quest narrative</u> P: To entertain A: Fans of quest stories</p>	<p><u>Quest narrative</u> P: To entertain A: Fans of quest stories F: Narrative T: Formal with informal dialogue.</p> <p><u>First Person Narrative</u> P: To entertain A: TV viewers</p>

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<p>Form: Narration Tone: Formal/Scientific/Expert</p>	<p>Tone: Informal/exciting</p> <p><u>Greek Myth Battle Scene</u> Purpose: To entertain Audience: A child Form: A story extract Tone: Formal</p> <p><u>Play Script</u> Purpose: To entertain Audience: A theatre Audience Form: A script Tone: Informal/Humorous</p>			<p>F: Narrative T: Formal with informal dialogue.</p>	<p>F: A commentary in first person T: Informal</p>
<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>
<p>To write a newspaper report about the moon landing</p> <p>To write a non-chronological report about an imaginary world</p>	<p>To write a speech in role</p> <p>To write a section of a myth from a different viewpoint</p> <p>To write a battle scene, using original ideas for a myth</p>	<p>To write a chapter story based on the Highwayman</p>	<p>To write a TV news report based on one of the stories in Outlaw</p>	<p>To write a balanced argument on whether Danglars or the evictees deserve the Monte Cristo treasure</p> <p>To write a description of a descent from the rooftops</p>	<p>To write a quest in the style of Skysteppers involving a quest through Windsor and the local area.</p> <p>To write a first-person narrative</p>

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	To write a playscript for a new scene in A Midsummer Night's Dream				based on a media text
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
<p><b>Writing skills</b></p> <p><b>Review:</b> Inverted commas</p> <p>Word class revision</p> <p>Bullet points</p> <p>Expanded noun phrases</p> <p>paragraphing</p> <p><b>Teach:</b> Simple past and simple present Perfect form verbs to mark relationships of time and cause</p> <p>Embedded clause with an –ing verb</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Simple past and simple present</p> <p>Perfect form verbs to mark relationships of time and cause</p> <p>Figurative Language (similes, alliteration, metaphors and personification)</p> <p><b>Teach:</b> Modal verbs or adverbs to indicate degrees of possibility Paragraphs – links and cohesion</p> <p>Grammatical connections between paragraphs (tense choice/adverbials)</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Sentence Structure</p> <p>Apostrophes for omission and possession</p> <p>Commas to link clauses within sentences</p> <p>Direct speech</p> <p>Brackets and dashes for parenthesis</p> <p>Relative clauses to add extra information</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Sentence Structure</p> <p>Apostrophes for omission and possession</p> <p>Commas to link clauses within sentences</p> <p>Direct speech</p> <p>Brackets and dashes for parenthesis</p> <p>Relative clauses to add extra information</p> <p>Prepositional phrases used as adverbials</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Metaphors and personification</p> <p>Relative pronouns</p> <p>Prepositional starters</p> <p>Relative Clauses to add detail</p> <p>Fronted adverbials</p> <p>Direct speech</p> <p>Maintaining consistency of tense use and writing in the same person throughout.</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Subject verb agreement</p> <p>Choice of tenses – present or past</p> <p>Paragraphing</p> <p>Cohesion using adverbs and adverbials second person impersonal pronoun – it indefinite pronouns – something, someone etc.</p> <p><b>Teach:</b> Commas to mark clauses</p>

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<p>Extending sentences- compound and complex sentences</p> <p>Conjunctions to build cohesion</p> <p>Relative pronouns and clauses</p> <p>Technical vocabulary</p>	<p>Use of a colon for introducing lists and within a play script</p>	<p>Prepositional phrases used as adverbials</p> <p><b>Teach:</b> Using poetic devices in prose</p> <p>Fronted prepositional phrases</p> <p>Commas for parenthesis</p> <p>Commas to clarify meaning or to avoid ambiguity</p> <p>Reported speech</p> <p>Use of colons to start lists</p> <p>Creating imagery and atmosphere</p>	<p>Using poetic devices in prose</p> <p><b>Teach:</b> Commas for parenthesis</p> <p>Commas to clarify meaning or to avoid ambiguity</p> <p>Reported speech</p> <p>Use of colons to start lists</p> <p>Creating imagery and atmosphere</p>	<p><b>Teach:</b> Commas, dashes and revisit brackets for parenthesis</p> <p>Editing – especially to precis longer passages</p> <p>Causal adverbials and conjunctions Imperative verbs</p> <p>Commas to clarify meaning</p>	<p>Using semi colons to join two main clauses</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Adverbs to create contrast, to add information and manner</p> <p>Colons to start a list</p> <p>Indirect speech</p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
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<p><b>Reading Skills:</b> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.</p>	<p><b>Reading Skills:</b> Identify and discuss themes and conventions in a wide range of writing <u>e.g.</u> 'heroism' or 'loss'.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p><b>Reading Skills:</b> Identifying themes that run through a text</p> <p>Make connections with other texts and life experiences.</p> <p>Identifying poetic devices.</p> <p>Identifying viewpoint</p> <p>Understanding folklore and the implications of oral retelling.</p> <p>Compare versions of the same story</p> <p>Identify language used to create imagery and atmosphere.</p>	<p><b>Reading Skills:</b> Identifying themes that run through a text</p> <p>Make connections with other texts and life experiences.</p> <p>Identifying poetic devices.</p> <p>Identifying viewpoint</p> <p>Understanding folklore and the implications of oral retelling.</p> <p>Compare versions of the same story</p> <p>Identify language used to create imagery and atmosphere.</p> <p>Understanding author's choice of language</p>	<p><b>Reading skills:</b> Predict what might happen from pictures and details stated and implied.</p> <p>Make connections with other texts and the world around us, both globally and in the locality.</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Identifying viewpoint and bias.</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.</p>	<p><b>Reading Skills:</b> City Jungle by Pie Corbett.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify the author's choice of language</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Second hand Planet</p> <p>Haikus</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by</p>
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		<p>Understanding author's choice of language</p> <p>Begin to identify archaic language.</p> <p>Investigate common themes in English literature.</p> <p>Reading poetry aloud.</p> <p>Discussion and debate around themes.</p>	<p>Begin to identify archaic language.</p> <p>Investigate common themes in English literature.</p> <p>Reading poetry aloud.</p> <p>Discussion and debate around themes.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Skimming and scanning to identify unknown words and looking them up in dictionaries and thesauruses to clarify understanding.</p> <p>Reading aloud.</p> <p>Performing balanced argument.</p>	<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
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### Subject: English

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic:</b> Le Chaperone Rouge – <b>(writing focus)</b></p> <p>Hansel and Gretel by Neil Gamain – <b>(reading focus)</b></p> <p>Poetry – volcanoes (link to geography) <b>(reading and writing)</b></p> <p><b>Science write-ups, including explanations</b></p> <p><b>Spoken Language</b></p> <p>To prepare a presentation on something that is important to them.</p>	<p><b>Topic:</b> Biography – Sky High film (extract/ assorted film clips) Superhero <b>(writing focus)</b></p> <p>Non-chronological report – volcanoes (cross-curricular link with geography) – <b>reading and writing</b></p> <p><b>Persuasive letter – audience of pupil's choice (writing)</b></p> <p><b>Reading</b> – focus on answering the 7 NC reading domains</p>	<p><b>Topic:</b> <b>Holes by Louis Sachar</b></p>	<p><b>Topic:</b> <b>Lighthouse narrative</b> (measure of progress from le Chaperone Rouge and measure of progress of explanation by writing a piece on how a lighthouse works)</p> <p><b>Use of extract from 'The Woman in White'</b> – reading and writing focus</p>	<p><b>Topic:</b> <b>Instructions on... (Gruesome Recipes)</b> Write instructions for recipes</p> <p><b>WW2 narrative (historical setting – linked to history) (writing focus)</b></p> <p><b>Reading</b> WW2 text When Hitler stole Pink Rabbit</p> <p><b>SATS</b></p>	<p><b>Topic:</b> <b>Complete narrative</b></p> <p><b>Discussion texts</b> Writing a balanced argument with points for and against with a view to having debates in class.</p> <p><b>Transition</b></p>

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Concept:	Concept:	Concept:	Concept:	Concept:	Concept:
<p><b>Narrative</b> writing to create tension.</p> <p>Different versions of familiar stories – focus on discussion of texts.</p> <p>Alternative/fairy tales</p> <p><b>Poetry</b> – comparing texts and asking questions to ensure understanding</p>	<p>Reading range of <b>biographies</b> to identify features of effective ones before looking at similarities between existing superhero backstories to create own superhero back story.</p> <p>Looking at <b>persuasive</b> devices – how/why they work and how to include in own writing</p> <p>Using retrieval skills to make notes to research facts/detail</p> <p>Organise notes using paragraphs</p> <p>Autobiographies/diaries/ memoirs</p>	<p><u>Letter to Stanley's Mom</u></p> <p>P: To inform but comfort</p> <p>A: Stanley's mother</p> <p>F: Letter</p> <p>T: Informal and personal</p> <p><u>Diary entry</u></p> <p>P: To reflect and record</p> <p>A: X-Ray and possible future readers</p> <p>F: Diary entry</p> <p>T: Informal</p> <p><u>Witness statement</u></p> <p>P: To provide evidence</p> <p>A: Judge and jury</p> <p>F: Written statements</p> <p>T: Formal and technical</p>	<p><b>Narrative</b> The most effective ways to build suspense. Investigate techniques for building suspense, "Show, don't tell"</p> <p>Explore vocabulary: nouns, verbs, adjective and adverbs and the best combinations to help with building suspense. How to add a backstory to heighten tension.</p> <p><b>Reading and writing - The Woman in White (extract)</b></p> <p>Using given text to explore and then use to scaffold own writing (focus was on descriptions of setting and character and dialogue to develop characters and move plot on).</p>	<p><b>Instructions</b> Focus on use of imperatives. Techniques to engage the reader, using questions and humour. Use of colons and semi-colons for complex lists.</p> <p><b>WW2 narrative</b> (historical setting – linked to history) (writing focus – writing for purpose/audience/effectively – to draw reader into exciting plot and use historical facts for setting-s/characters and action</p> <p><b>Reading</b> WW2 text When Hitler stole Pink Rabbit</p> <p>Reading SATS preparation,</p>	<p><b>Complete narrative</b></p> <p><b>Discussion texts</b> with the purpose of researching topics familiar and unfamiliar in order to be able to see issues from multiple points of view.</p>



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		<u>Product advertisement</u> P: To sell and persuade A: Consumers F: TV script T: Informal		inference and 3-mark questions.	
<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>
To write a narrative that creates tension.  To write a poem that uses figurative language to give a personality to a volcano.  To confidently discuss and share opinions on a variety of texts and to be able to justify their opinions.  To confidently present to the class.	To write a biography for pupil's imaginary superhero.  To write non-fiction text comparing volcanoes.  To write a letter to persuade their audience to see their point of view.  To be able to identify and answer questions from the 7 NC reading domains.	To write a letter home to Stanley's mother in role detailing his first few experiences at camp.  To write a diary entry in role about the day the metal tube was found.  To write a witness statement of Stanley's escape.  To write a script for a TV advertisement for their own product like 'Sploosh'.	To be confident going into SATs that students can read, understand and answer questions of all types using real texts.  To write the narrative for a section of the short Film "The Lighthouse" with backstory and suspense.  To write two short pieces of narrative using Collins structures as scaffold –	To write a recipe on how to trap a creature that engages the reader.  To build skills and confidence for SATS  To write a historical narrative using facts effectively to create excitement and action.  Final preparations for SATS	To complete the Lighthouse narrative.  To research an issue and accumulate points for and against.  To write a discussion text that is appropriately structured with opening, for and against and a reasoned conclusion.  To have a debate based on the written argument.

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			<p>1<sup>st</sup> to introduce a character unexpectedly.</p> <p>2<sup>nd</sup> to use dialogue to develop the characters and the narrative.</p>		
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
<p><b>Writing</b></p> <p><b>Review:</b></p> <p>1<sup>st</sup> and 3<sup>rd</sup> person                      Personification, simile                      Repetition,                      Onomatopoeia                      Alliteration, complex, compound and simple sentences, conjunctions,                      past tense, relative clauses, planning/ drafting and editing</p> <p><b>Teach:</b></p> <p>Cohesion, perfect tenses (past), colons and semi-colons for joining clauses</p>	<p><b>Writing</b></p> <p><b>Review:</b></p> <p>3<sup>rd</sup> person, complex, compound and simple sentences, past tense conjunctions, relative clauses, cohesion, time prepositions, paragraphs, colons/ semi-colons, heads/sub-headings, modal verbs author choices of layout, planning/ drafting and editing</p> <p><b>Teach:</b></p> <p>Active/passive verbs                      Subjunctive form                      Formal/informal writing</p>	<p><b>Writing</b></p> <p><b>Review:</b></p> <p>Relative pronouns                      Relative Clauses to add detail                      Fronted adverbials                      Direct speech                      Commas, dashes and revisit brackets for parenthesis                      Editing – especially to precis longer passages                      Grammatical connections between paragraphs (use of adverbials of time to write chronologically)</p> <p><b>Teach:</b></p> <p>Comma use to avoid ambiguity.</p>	<p><b>Writing:</b></p> <p><b>Review:</b></p> <p>Skills taught previously with focus on:</p> <p>Past tense, prepositions/conjunctions (time and causal), precise vocabulary choices, complex sentences, noun/adjective use                      Commas for lists                      Colons and semi colons for clauses                      Progressive verbs                      Dialogue to</p> <p><b>Reading and writing</b></p>	<p><b>Writing:</b></p> <p>Expanded noun phrases, complex lists using colons and semi colons, effective vocabulary choices, dialogue, imperative verbs, complex sentences, contractions, commas for clarity.                      Drafting and editing.</p>	<p><b>Writing:</b></p> <p>Causal conjunctions (adverbials, subordinating and coordinating conjunctions) used effectively to link and switch ideas. Full range of punctuation and writing features.                      Drafting and editing.</p>

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		<p>Writing informally in the voice of a character, using language specific to them.</p> <p>Technical vocabulary specific to purpose.</p>	<p>Studying then using complex sentences/ varying sentence structures to create mystery and to improve descriptions</p> <p>Careful vocabulary choice to portray characters' personality</p> <p>Use of dialogue (verbs for said and what characters say) to develop characters</p> <p>Use of dialogue to develop plot</p>		
<p><b>Reading:</b></p> <p>Through discussion: share opinions on a text</p> <p>Justify responses discuss characters' relationships/motivati on</p>	<p><b>Reading:</b></p> <p>Explicit teaching of comprehension skills for each reading domain. Also, a focus on reading fluency and stamina.</p>	<p><b>Reading:</b></p> <p>Predict what might happen from pictures and details stated and implied.</p> <p>Making connections between text and film and identifying differences and similarities.</p>	<p><b>Reading:</b></p> <p>Building stamina and fluency</p>	<p><b>Reading:</b></p> <p>Practise skills, skim and scan, find evidence in text, clarify question. Point, evidence, explain.</p> <p>Accumulate new vocabulary and use dictionary and thesaurus.</p>	<p><b>Reading:</b></p> <p>Reading for pleasure and research, making effective notes.</p> <p>Transition, enhanced reading skills.</p>

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<p>Discuss author choices make predictions</p>		<p>Using text evidence to make inferences.</p> <p>Summarise chapters and give them titles based on their contents.</p> <p>Understanding plot and subplot. Investigate how author's use subplots to enhance main plot.</p> <p>Make connections between characters and events across different subplots.</p>		<p>focus on answering the 7 NC reading domains within the context of the text When Hitler Stole Pink Rabbit</p> <p>Continue to build stamina, fluency and be able to retell succinctly to demonstrate understanding</p>	
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Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b> Writing Unit: Non-fiction – Whodunnit?	<b>Topic:</b> Poetry: Poetry through the Ages	<b>Topic:</b> Shakespeare: Introduction to Shakespeare's World and Plays	<b>Topic:</b> The Novel: Lord of the Flies	<b>Topic:</b> The Gothic: Extracts from 19 <sup>th</sup> Century Gothic Fiction	<b>Topic:</b> Writing Unit: Fiction – Short Stories
<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>
Analyse texts' <b>purpose, audience</b> and <b>format</b> to support comprehension.  <b>Create</b> texts which are suitable for <b>purpose, audience</b> and <b>format</b> .  Explore <b>persuasive</b> writing and be able to apply <b>persuasive devices</b> to own writing.	<b>Context</b> in poetry and how this can affect understanding of a poem.  <b>Themes</b> in a range of ballads and love poetry from across the centuries.  Understanding <b>language, form and structure</b> in poems.  Explore <b>informative writing</b> to be able to	Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.  Discover <b>characters</b> and <b>themes</b> in Shakespeare's plays.  Explore Shakespeare's <b>histories, comedies and tragedies</b> and their <b>characteristics</b> .	<b>Read</b> a novel together as a class.  Explore the <b>themes</b> in the novel: friendship, conflict and power.  Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.  Develop <b>inference</b> skills through analysis and	Explore the Gothic <b>genre</b> .  Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.  Develop <b>inference</b> skills through analysis and evaluation of language and structure in gothic texts.	Explore texts' <b>purpose, audience</b> and <b>format</b> .  Explore types of <b>narrative</b> , and <b>descriptive writing</b> (including <i>Lamb to the Slaughter</i> by Roald Dahl)  <b>Create</b> texts which are suitable for <b>purpose, audience</b> and <b>format</b> .

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	apply <b>informative devices</b> in writing.	Analyse Shakespeare's use of <b>language</b> and <b>structure</b> in various extracts from his plays.	evaluation of language and structure.  <b>Create</b> texts which are suitable for <b>purpose, audience</b> and <b>format</b> .	Use <b>images</b> as stimuli for <b>descriptive</b> and <b>narrative</b> writing.	Use <b>images</b> as stimuli for creative writing.
<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>
<b>Reading:</b> Analyse the use of language for effect in an extract from a text.  <b>Writing:</b> Write a persuasive speech.	<b>Reading:</b> Compare how The Highwayman and Tim the Ostler are presented through the poet's use of language.  <b>Writing:</b> Write a story based on a poem.	<b>Reading:</b> Analyse the use of dramatic irony in a scene from A Midsummer Night's Dream (Titania falls in love with Bottom).  <b>Writing:</b> Write a diary entry about a day in the life of a theatre-goer in Shakespeare's London.	<b>Reading:</b> Analyse the use of structure in an extract from Lord of the Flies.  <b>Writing:</b> Write a tabloid newspaper article based on the events in the novel.	<b>Reading:</b> Evaluate the use of structure and language in an extract from Frankenstein.  <b>Writing:</b> Write a description in the style of the gothic.	<b>Reading:</b> <b>EOY Exam</b>  <b>Writing:</b> <b>EOY Exam</b>
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
<b>Writing:</b> <b>Focus - Sentence Structures</b>	<b>Writing:</b> <b>Focus - Punctuation</b>	<b>Writing:</b> <b>Focus - Paragraphing</b>	<b>Writing:</b> Produce interesting texts suited to	<b>Writing:</b> Produce interesting texts suited to	<b>Writing:</b> Produce interesting texts suited to

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<p>Use a range of sentence structures clearly (e.g. simple, compound and complex) and regularly use conjunctions in writing (although, on the other hand, and meanwhile).</p> <p>Select the appropriate form for writing.</p> <p>Enhance the impact of writing by using language devices and vocabulary.</p>	<p>Use a full range of punctuation accurately, including commas, semicolons and colons.</p> <p>Use a range of sentence structures clearly (e.g. simple, compound and complex) and regularly use conjunctions in writing (although, on the other hand, and meanwhile).</p> <p>Enhance the impact of writing by using language devices and vocabulary.</p>	<p>Use varied sentences and linked paragraphs to make writing cohesive.</p> <p>Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.</p> <p>Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.</p>	<p>purpose and audience.</p> <p>Develop use of accurate paragraphing to link ideas coherently and for effect.</p> <p>Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.</p> <p>Use varied and ambitious vocabulary for effect.</p>	<p>purpose and audience.</p> <p>Develop use of accurate paragraphing to link ideas coherently and for effect.</p> <p>Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.</p> <p>Use varied and ambitious vocabulary for effect.</p>	<p>purpose and audience.</p> <p>Develop use of accurate paragraphing to link ideas coherently and for effect.</p> <p>Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.</p> <p>Use varied and ambitious vocabulary for effect.</p>
<p><b>Reading:</b></p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p>	<p><b>Reading:</b></p> <p>Recognise poetic conventions.</p> <p>Explore how texts are affected by</p>	<p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Show understanding of how the</p>	<p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Show understanding of how writers' ideas</p>	<p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Show understanding of how writers' ideas</p>	<p><b>Reading:</b></p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p>

## St Peter's CE Middle School Curriculum Overview

### Subject: English

<p>Explore similarities and differences between texts, and explain how they are influenced by purpose, audience and context.</p>	<p>literary and historical context.</p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p>dramatist's ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p>and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p>and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Compare conventions of texts from different periods and cultures.</p>	<p>Provide an analysis of language and structure, using subject terminology.</p>
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<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>Giving short speeches and presentations, expressing their own ideas and keeping to the point.</p> <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said.</p>	<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said.</p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>Giving short speeches and presentations, expressing their own ideas and keeping to the point.</p>	<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>Spoken English:</b></p> <p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p>
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Year 8					
Autumn 1	Autumn 2	Spring 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic:</b> The Novel: Noughts and Crosses	<b>Topic:</b> Shakespeare: Much Ado About Nothing	<b>Topic:</b> 19 <sup>th</sup> Century Fiction: Great Expectations	<b>Topic:</b> Writing Unit: Narrative and Descriptive	<b>Topic:</b> Reading Unit: 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> Century Extracts	<b>Topic:</b> Poetry: Power and Emotion
<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>	<b>Concept:</b>
<p>Explore <b>themes</b> of friendship, relationships, difference, discrimination, racism and prejudice, conflict and resolution.</p> <p>Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.</p> <p>Develop <b>inference</b> skills.</p>	<p>Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.</p> <p>Explore <b>comedy: comic relief, dramatic irony.</b></p> <p><b>Themes</b> in Much Ado About Nothing – gender representation and roles, discrimination, jealousy, power, love.</p>	<p>Victorian Literature, the <b>features and language</b> of Victorian writing, Dickens and Dickens' London.</p> <p>Develop <b>inference</b> skills.</p> <p>Develop writing skills through using <b>varied sentence structures</b> for effect.</p> <p>Revise <b>persuasive writing</b> to be able to apply <b>persuasive devices</b> in writing.</p>	<p>Explore texts' <b>purpose, audience and format.</b></p> <p><b>Create</b> texts which are suitable for <b>purpose, audience and format.</b></p> <p>Revise <b>descriptive writing</b> to be able to apply <b>descriptive devices</b> in writing.</p> <p>Use <b>images</b> as stimuli for writing.</p>	<p><i>The War of the Worlds, 1984, Holiday Memory</i> by Dylan Thomas, <i>The Book Thief.</i></p> <p>Extract information from extracts using <b>comprehension skills.</b></p> <p>Analyse the writers' use of <b>language</b> to present a theme or character in a section of an extract.</p> <p>Analyse the writers' use of <b>structure</b> to</p>	<p><b>Context</b> in poetry and how this can affect understanding of a poem.</p> <p><b>Themes</b> in a range of poetry linked to themes of power and emotion.</p> <p>Develop <b>inference</b> skills.</p> <p>Understanding <b>form and structure</b> in poems.</p> <p><b>Create</b> own poetry.</p>

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<p><b>Read</b> a novel together as a class.</p>	<p>Explore <b>characters</b> and their personalities and how the way Shakespeare presents them links to <b>historical context</b>.</p>			<p>interest the reader across the whole extract.</p> <p><b>Evaluate</b> how the writer engages the reader through their use of <b>language and structure</b> in a section of an extract.</p>	
<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>
<p><b>Reading:</b> Analyse the writer's use of language in an extract from the novel.</p> <p><b>Writing:</b> Write a newspaper article using an incident in the novel as the main focus.</p>	<p><b>Reading:</b> Analyse the writer's use of structure to present how a character in the play.</p> <p><b>Writing:</b> Write a description based on an image related to the play.</p>	<p><b>Reading:</b> Evaluate the writer's use of language and structure in an extract from the novel.</p> <p><b>Writing:</b> Write a persuasive piece of writing advertising the sale of Satis House.</p>	<p><b>Year 8 Mock Transition Exam</b></p> <p><b>Reading:</b> Analyse a writer's use of language in an extract.</p> <p>Analyse a writer's use of structure in an extract.</p> <p>Evaluate a writer's use of language and structure in an extract</p> <p><b>Writing:</b> Write a story/description</p>	<p><b>Year 8 Transition Exam</b></p> <p><b>Reading:</b> Analyse a writer's use of language in an extract.</p> <p>Analyse a writer's use of structure in an extract.</p> <p>Evaluate a writer's use of language and structure in an extract</p> <p><b>Writing:</b> Write a story/description</p>	<p><b>Reading:</b> Analyse a poet's use of language, form and structure to present themes and ideas in a poem.</p> <p><b>Writing:</b> Write your own poem.</p>

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### Subject: English

			based on a brief instruction.	based on a brief instruction.	
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
<p><b>Writing:</b> <b>Focus - Sentence Structures</b></p> <p>Use a range of sentence structures clearly (e.g. simple, compound and complex) and use conjunctions in writing (although, on the other hand, and meanwhile).</p>	<p><b>Writing:</b> <b>Focus - Punctuation</b></p> <p>Use a full range of punctuation accurately, including commas, semicolons and colons.</p> <p>Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.</p> <p>Use a range of vocabulary.</p>	<p><b>Writing:</b> <b>Focus - Paragraphing</b></p> <p>Use varied sentences and linked paragraphs to make writing cohesive.</p> <p>Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.</p> <p>Use a full range of punctuation accurately.</p>	<p><b>Writing:</b> <b>Focus - Sentence Structures</b></p> <p>Use a range of sentence structures clearly (e.g. simple, compound and complex) and regularly use conjunctions in writing (although, on the other hand, and meanwhile).</p> <p>Create dramatic effect using language devices.</p> <p>Show a developed understanding of the purpose and audience of writing, drawing upon a</p>	<p><b>Writing:</b> <b>Focus - Punctuation</b></p> <p>Use a full range of punctuation accurately, including parenthetical devices (brackets and dashes) and punctuation for effect (exclamation marks, question marks and ellipses).</p> <p>Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.</p>	<p><b>Writing:</b> <b>Focus - Paragraphing</b></p> <p>Use varied sentences and linked paragraphs to make writing cohesive.</p> <p>Develop use of paragraphing for effect.</p> <p>Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.</p> <p>Use a full range of punctuation accurately.</p>

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### Subject: English

			<p>range of stylistic devices.</p> <p>Use a range of vocabulary.</p>		Evaluate how structural devices convey the writer's viewpoints.
<p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Show understanding of how the dramatist's ideas and viewpoints are shown across texts to influence the reader.</p>	<p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Explore similarities and differences between two texts, and explain how they are influenced by context.</p>	<p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language and structure, using subject terminology.</p> <p>Evaluate how structural and language devices convey the writer's viewpoints.</p>	<p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language and structure, using subject terminology.</p>

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