| **Year 5** | | | | | |
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| **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** |
| The Moon Landing Clip  Pandora Media Text | Greek Myths  A Midsummer Night’s Dream | The Highwayman by Alfred Noyes | Outlaw by Michael Morpurgo | Skysteppers by Katherine Rundell | Skysteppers by Katherine Rundell Continued  The Majestic Plastic Bag Media Text |
| **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** |
| Newspaper Report  Purpose: To inform  Audience: The general public  Form: Reporting  Tone: Formal  Film Narration  Purpose: To inform  Audience: Scientists  Form: Narration  Tone: Formal/Scientific/Expert | Speech  Purpose: To persuade  Audience: The people of Crete  Form: A speech  Tone: Formal/Galvanising  Greek Myth Viewpoint  Purpose: To entertain  Audience: A child  Form: A story extract in first person  Tone: Informal/exciting  Greek Myth Battle Scene  Purpose: To entertain  Audience: A child  Form: A story extract  Tone: Formal  Play Script  Purpose: To entertain  Audience: A theatre Audience  Form: A script  Tone: Informal/ Humorous | Chapter Story  Purpose: To entertain  Audience: Fans of adventure stories  Form: Narrative  Tone: Formal with informal dialogue | TV News Report  Purpose: To inform  Audience: The people of Nottingham  Form: Reporting  Tone: Formal | Balanced argument  P: To inform and give opinion  A: Court of jurors  F: A written argument  T: Formal and impersonal  Quest narrative  P: To entertain  A: Fans of quest stories  F: Narrative  T: Formal with informal dialogue. | Quest narrative  P: To entertain  A: Fans of quest stories  F: Narrative  T: Formal with informal dialogue.  First Person Narrative  P: To entertain  A: TV viewers  F: A commentary in first person  T: Informal |
| **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** |
| To write a newspaper report about the moon landing  To write a non-chronological report about an imaginary world | To write a speech in role  To write a section of a myth from a different viewpoint  To write a battle scene, using original ideas for a myth  To write a playscript for a new scene in A Midsummer Night’s Dream | To write a chapter story based on the Highwayman | To write a TV news report based on one of the stories in Outlaw | To write a balanced argument on whether Danglars or the evictees deserve the Monte Cristo treasure  To write a description of a descent from the rooftops | To write a quest in the style of Skysteppers involving a quest through Windsor and the local area.  To write a first-person narrative based on a media text |
| **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** |
| **Writing skills**  **Review:**  Inverted commas  Word class revision  Bullet points  Expanded noun phrases  paragraphing  **Teach:**  Simple past and simple present  Perfect form verbs to mark relationships of time and cause  Embedded clause with an –ing verb  Extending sentences- compound and complex sentences  Conjunctions to build cohesion  Relative pronouns and clauses  Technical vocabulary | **Writing skills**  **Review:**  Simple past and simple present  Perfect form verbs to mark relationships of time and cause  Figurative Language (similes, alliteration, metaphors and personification)  **Teach:**  Modal verbs or adverbs to indicate degrees of possibility  Paragraphs – links and cohesion  Grammatical connections between paragraphs (tense choice/adverbials)  Use of a colon for introducing lists and within a play script | **Writing skills**  **Review:**  Sentence Structure  Apostrophes for omission and possession  Commas to link clauses within sentences  Direct speech  Brackets and dashes for parenthesis  Relative clauses to add extra information  Prepositional phrases used as adverbials  **Teach:**  Using poetic devices in prose  Fronted prepositional phrases  Commas for parenthesis  Commas to clarify meaning or to avoid ambiguity  Reported speech  Use of colons to start lists  Creating imagery and atmosphere | **Writing skills**  **Review:**  Sentence Structure  Apostrophes for omission and possession  Commas to link clauses within sentences  Direct speech  Brackets and dashes for parenthesis  Relative clauses to add extra information  Prepositional phrases used as adverbials  Using poetic devices in prose  **Teach:**  Commas for parenthesis  Commas to clarify meaning or to avoid ambiguity  Reported speech  Use of colons to start lists  Creating imagery and atmosphere | **Writing skills**  **Review**:  Metaphors and personification  Relative pronouns  Prepositional starters  Relative Clauses to add detail  Fronted adverbials  Direct speech  Maintaining consistency of tense use and writing in the same person throughout.  **Teach**:  Commas, dashes and revisit brackets for parenthesis  Editing – especially to precis longer passages  Causal adverbials and conjunctions  Imperative verbs  Commas to clarify meaning | **Writing skills**  **Review:**  Subject verb agreement  Choice of tenses – present or past  Paragraphing  Cohesion using adverbs and adverbials  second person  impersonal pronoun – it  indefinite pronouns – something, someone etc.  **Teach:**  Commas to mark clauses  Using semi colons to join two main clauses  Use of commas to clarify meaning or avoid ambiguity  Adverbs to create contrast, to add information and manner  Colons to start a list  Indirect speech  Perform his/her own compositions, using appropriate intonation, volume and movement  so that meaning is clear |
| **Reading Skills:**  Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.  Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.  Retrieve, record and present information from non-fiction.  Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. | **Reading Skills:**  Identify and discuss themes and conventions in a wide range of writinge.g**.**‘heroism’ or ‘loss’.  Predict what might happen from details stated and implied.  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Identify how language, structure and presentation contribute to meaning.  Show understanding through intonation, tone and volume so that meaning is clear to an audience. | **Reading Skills:**  Identifying themes that run through a text  Make connections with other texts and life experiences.  Identifying poetic devices.  Identifying viewpoint  Understanding folklore and the implications of oral retelling.  Compare versions of the same story  Identify language used to create imagery and atmosphere.  Understanding author’s choice of language  Begin to identify archaic language.  Investigate common themes in English literature.  Reading poetry aloud.  Discussion and debate around themes. | **Reading Skills:**  Identifying themes that run through a text  Make connections with other texts and life experiences.  Identifying poetic devices.    Identifying viewpoint  Understanding folklore and the implications of oral retelling.  Compare versions of the same story  Identify language used to create imagery and atmosphere.  Understanding author’s choice of language  Begin to identify archaic language.  Investigate common themes in English literature.  Reading poetry aloud.  Discussion and debate around themes. | **Reading skills:**  Predict what might happen from pictures and details stated and implied.  Make connections with other texts and the world around us, both globally and in the locality.  Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.  Identifying viewpoint and bias.  Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Skimming and scanning to identify unknown words and looking them up in dictionaries and thesauruses to clarify understanding.  Reading aloud.  Performing balanced argument. | **Reading Skills:**  City Jungle by Pie Corbett.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Identify the author’s choice of language  Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions  in writing.  Second hand Planet  Haikus  Maintain positive attitudes to reading and understanding of what he/she reads by 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. |

| **Year 6** | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic:**  Le Chaperon Rouge – **(writing focus)**  Hansel and Gretel by  Neil Gamain – (**reading focus)**  Poetry– volcanoes (link to geography) **(reading and writing)**  **Science write-ups, including explanations**  **Spoken Language**  To prepare a presentation on something that is important to them. | **Topic:**  Biography – Sky High film (extract/ assorted film clips) Superhero **(writing focus)**  Non-chronological report – volcanoes (cross-curricular link with geography) – **reading and writing**  **Persuasive letter – audience of pupil’s choice (writing)**  **Reading** – focus on answering the 7 NC reading domains | **Topic:**  **Holes by Louis Sachar** (reading and writing focus)  Short writes and one extended piece of writing (witness statement) | **Topic:**  **Lighthouse narrative** (measure of progress from Le Chaperon Rouge) | **Topic:**  **Use of extract from ‘The Woman in White’ –** reading and writing focus  **WW2 narrative (historical setting – linked to history)**  **(writing focus)**  **SATS** | **Topic:**  **Complete narrative**  **Discussion texts** Writing abalanced argument with points for and against with a view to having debates in class.  **Transition** |
| **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** |
| **Narrative** writing to create tension.  Different versions of familiar stories – focus on discussion of texts.  Alternative/fairy tales  **Poetry** – comparing texts and asking questions to ensure understanding | Reading range of **biographies** to identify features of effective ones before looking at similarities between existing superhero backstories to create own superhero back story.  Looking at **persuasive** devices – how/why they work and how to include in own writing  Using retrieval skills to make notes to research facts/detail  Organise notes using paragraphs  Autobiographies/diaries/ memoires | Letter to Stanley’s Mom  P: To inform but comfort  A: Stanley’s mother  F: Letter  T: Informal and personal  Diary entry  P: To reflect and record  A: X-Ray and possible future readers  F: Diary entry  T: Informal  Witness statement  P: To provide evidence  A: Judge and jury  F: Written statements  T: Formal and technical  Product advertisement  P: To sell and persuade  A: Consumers  F: TV script  T: Informal | **Narrative** The most effective ways to build suspense. Investigate techniques for building suspense, “Show, don’t tell” Explore vocabulary: nouns, verbs, adjective and adverbs and the best combinations to help with building suspense. How to add a backstory to heighten tension. | **Reading and writing** - **The Woman in White (extract)** 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).  **WW2 narrative** (historical setting – linked to history)  (writing focus – writing for purpose/audience/effect-lively – to draw reader into exciting plot and use historical facts for setting-s/characters and action  **Reading**  Reading SATS preparation, inference and 3-mark questions. | **Complete narrative**  **Discussion texts** with the purpose of researching topics familiar and unfamiliar in order to be able to see issues from multiple points of view. |
| **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** |
| 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 –  1st to introduce a character unexpectedly.  2nd to use dialogue to develop the characters and the narrative. | 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. |
| **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** |
| **Writing**  **Review:**  1st and 3rd person  Personification, simile  Repetition,  Onomatopoeia  Alliteration, complex, compound and simple sentences, conjunctions,  past tense, relative clauses, planning/ drafting and editing  **Teach:**  Cohesion, perfect tenses (past), colons and semi-colons for joining clauses | **Writing**  **Review:**  3rd 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  **Teach:**  Active/passive verbs  Subjunctive form  Formal/informal writing | **Writing**  **Review:**  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)  **Teach**:  Comma use to avoid ambiguity.  Writing informally in the voice of a character, using language specific to them.  Technical vocabulary specific to purpose. | **Writing:**  **Review:**  Skills taught previously with focus on:  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  **Reading and writing**  Studying then using complex sentences/ varying sentence structures to create mystery and to improve descriptions  Careful vocabulary choice to portray characters’ personality  Use of dialogue (verbs for said and what characters say) to develop characters  Use of dialogue to develop plot | **Writing:**  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. | **Writing:**  Causal conjunctions (adverbials, subordinating and coordinating conjunctions) used effectively to link and switch ideas. Full range of punctuation and writing features. Drafting and editing. |
| **Reading:**  Through discussion: share opinions on a text    Justify responses  discuss characters’ relationships/motivation  Discuss author choices  make predictions | **Reading:**  Explicit teaching of comprehension skills for each reading domain. Also, a focus on reading fluency and stamina. | **Reading:**  Predict what might happen from pictures and details stated and implied.  Making connections between text and film and identifying differences and similarities.  Using text evidence to make inferences.  Summarise chapters and give them titles based on their contents.  Understanding plot and subplot.  Investigate how author’s use subplots to enhance main plot.  Make connections between characters and events across different subplots. | **Reading:**  Building stamina and fluency | **Reading:**    Practise skills, skim and scan, find evidence in text, clarify question. Point, evidence, explain**.**  Accumulate new vocabulary and use dictionary and thesaurus.  focus on answering the 7 NC reading domains within the context of the text When Hitler Stole Pink Rabbit  Continue to build stamina, fluency and be able to retell succinctly to demonstrate understanding | **Reading:**  Reading for pleasure and research, making effective notes.  Transition, enhanced reading skills. |

| **Year 7** | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic:**  Non-fiction Writing:  Whodunnit? | **Topic:**  Poetry through the Ages | **Topic:**  Introduction to Shakespeare’s World and Plays | **Topics:**  The Gothic:  Extracts from 19th Century Gothic Fiction | **Topic:**  Drama:  Frankenstein adapted by Phillip Pullman | **Topic:**  Lord of the Flies by William Golding |
| **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** | **Concept:** |
| Analyse texts’ **purpose, audience** and **format** to support comprehension.  **Create** texts which are suitable for **purpose, audience** and **format**.  Explore **persuasive** writing and be able to apply **persuasive devices** to own writing. | **Context** in poetry and how this can affect understanding of a poem.  **Themes** in a range of ballads and love poetry from across the centuries.  Understanding **language,** **form and structure** in poems.  Explore **informative writing** to be able to apply **informative devices** in writing. | Learn about the relevant **literary context** and how this affects a writer’s purpose.  Discover **characters** and **themes** in Shakespeare’s plays.  Explore Shakespeare’s **histories, comedies and tragedies** and their **characteristics.**  Analyse Shakespeare’s use of **language** and **structure** in various extracts from his plays. | Explore the Gothic **genre**.  Learn about the relevant **literary context** and how this affects a writer’s purpose.  Develop **inference** skills through analysis and evaluation of language and structure in gothic texts.  Use **images** as stimuli for **descriptive** and **narrative** writing.  Discover how **spoken language** can differ from person to person and how this can influence our **understanding** of texts. | Explore **themes** of friendship, relationships, difference, discrimination and prejudice, ethics and morality.  Learn about the relevant **literary context** and how this affects a writer’s purpose.  Develop **inference** skills.  **Read** and **perform** scenes from a play together as a class. | **Read** a novel together as a class.  Explore the **themes** in the novel: friendship, conflict and power.  Learn about the relevant **literary context** and how this affects a writer’s purpose.  Develop **inference** skills through analysis and evaluation of language and structure.  **Create** texts which are suitable for **purpose, audience** and **format**. |
| **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** | **Outcome:** |
| **Reading:**  Analyse the use of language for effect in an extract from a text.  **Writing:**  Write a persuasive speech. | **Reading:**  Compare how The Highwayman and Tim the Ostler are presented through the poet’s use of language.  **Writing:**  Write a story based on a poem. | **Reading:**  Analyse the use of dramatic irony in a scene from A Midsummer Night’s Dream (Titania falls in love with Bottom).  **Writing:**  Write a diary entry about a day in the life of a theatre-goer in Shakespeare’s London. | **Reading:**  Evaluate the use of structure and language in an extract from a gothic novel.  **Writing:**  Write a description in the style of the Gothic. | **Reading:**  Analyse how context affects meaning audience interpretations of the play.  **Writing:**  Write a newspaper article based on the events in the play. | **Reading:**  **EOY Exam**  **Writing:**  **EOY Exam** |
| **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** | **Skills:** |
| **Writing:**  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).  Select the appropriate form for writing.  Enhance the impact of writing by using language devices and vocabulary. | **Writing:**  Use a full range of punctuation accurately, including commas, semicolons and colons.  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).  Enhance the impact of writing by using language devices and vocabulary. | **Writing:**  Use varied sentences and linked paragraphs to make writing cohesive.  Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.  Use a full range of punctuation and sentence structures accurately to enhance the impact of writing. | **Writing:**  Produce interesting texts suited to purpose and audience.    Develop use of accurate paragraphing to link ideas coherently and for effect.  Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.  Use varied and ambitious vocabulary for effect. | **Writing:**  Develop use of accurate paragraphing to link ideas coherently and for effect.  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).  Use a full range of punctuation accurately, including parenthetic devices (brackets and dashes) and punctuation for effect (exclamation marks, question marks and ellipses).  Use varied and ambitious vocabulary for effect.  Enhance the impact of writing by using language devices and vocabulary. | **Writing:**  Produce interesting texts suited to purpose and audience.    Develop use of accurate paragraphing to link ideas coherently and for effect.  Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.  Use varied and ambitious vocabulary for effect. |
| **Reading:**  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Explore similarities and differences between texts, and explain how they are influenced by purpose, audience and context. | **Reading:**  Recognise poetic conventions.  Explore how texts are affected by literary and historical context.  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Provide an analysis of language, using subject terminology.  Evaluate how structural devices convey the writer’s viewpoints. | **Reading:**  Explore how texts are affected by literary and historical context.  Show understanding of how the dramatist’s ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language, using subject terminology.  Evaluate how structural devices convey the writer’s viewpoints. | **Reading:**  Explore how texts are affected by literary and historical context.  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Compare conventions of texts from different periods and cultures. | **Reading:**  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language and structure, using subject terminology.  Evaluate how structural and language devices convey the writer’s viewpoints. | **Reading:**  Explore how texts are affected by literary and historical context.  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language, using subject terminology.  Evaluate how structural devices convey the writer’s viewpoints. |
| **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.    Giving short speeches and presentations, expressing their own ideas and keeping to the point.  Participating in formal debates and structured discussions, summarising and/or building on what has been said. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Participating in formal debates and structured discussions, summarising and/or building on what has been said.  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. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  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. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  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. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.    Giving short speeches and presentations, expressing their own ideas and keeping to the point.  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. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Giving short speeches and presentations, expressing their own ideas and keeping to the point. |

| **Year 8** | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic:**  Much Ado About Nothing by William Shakespeare | **Topic:**  19th Century Fiction: Great Expectations by Charles Dickens | **Topic:**  Reading Questions and Creative Writing  **Year 8 Exam preparation** | **Topic:**  Creative Writing  **Year 8 Exam preparation** | **Topic:**  The Writer’s Craft:  Exploring Language in Literature | **Topic:**  Poetry:  Identity and Culture |
| **Concept:** | **Concept:** | **Concept:** |  | **Concept:** | **Concept:** |
| Learn about the relevant **literary context** and how this affects a writer’s purpose.  Explore **comedy: comic relief**, **dramatic irony**.  **Themes** in Much Ado About Nothing – gender representation and roles, discrimination, jealousy, power, love.  Explore **characters** and their personalities and how the way Shakespeare 5presents them links to **historical context**. | Victorian Literature, the **features and language** of Victorian writing, Dickens and Dickens’ London.  Develop **inference** skills.  Develop writing skills through using **varied sentence structures** for effect.    Revise **persuasive writing** to be able to apply **persuasive devices** in writing. | Explore types of descriptive and narrative writing as they appear on transition exam  Explore figurative and sensory language and how applied to descriptive and narrative writing.  Apply advanced punctuation and sentence structure to descriptive and narrative writing.  Explore four reading questions structures for transition exam. Analyse language and structure for transition exam. | Explore extracts from: *The War of the Worlds, 1984, Holiday Memory* by Dylan Thomas*, The Book Thief, and more…*  Extract information from extracts using **comprehension skills**.  Analyse the writers’ use of **language** to present a theme or character in a section of an extract.  Analyse the writers’ use of **structure** to interest the reader across the whole extract.  **Evaluate** how the writer engages the reader through their use of **language and structure** in a section of an extract. | Explore texts’ **purpose, audience** and **format**.  **Create** texts which are suitable for **purpose, audience** and **format**.  Revise **descriptive writing** to be able to apply **descriptive devices** in writing.  Use **images** as stimuli for writing. | **Context** in poetry and how this can affect understanding of a poem.  **Themes** in a range of poetry linked to themes identity and culture.  Develop **inference** skills.  Understanding **form and structure** in poems.  **Create** own poetry. |
| **Outcome:** | **Outcome:** | **Outcome:** |  | **Outcome:** | **Outcome:** |
| **Reading:**  Analyse the writer’s use of language to present how a character in the play.  **Writing:**  Explain how the roles of men and women differed during Shakespeare’s time to how they do now, and how this is reflected in the play. | **Reading:**  Evaluate the writer’s use of language and structure in an extract from the novel.  **Writing:**  Write a persuasive piece of writing advertising the sale of Satis House. | **Reading:**  Analyse the writer’s use of language and structure for questions 1-4 of transition exam.  **Writing:**  Write descriptive and narrative pieces for question 5 of transition exam. | **Reading:**  Analyse a writer’s use of language in an extract.  Analyse a writer’s use of structure in an extract.  Evaluate a writer’s use of language and structure in an extract  **Writing:**  Write a story/description based on a brief instruction. | **Reading:**  Analyse a writer’s use of language in an extract.  Analyse a writer’s use of structure in an extract.  Evaluate a writer’s use of language and structure in an extract  **Writing:**  Write a story/description based on a brief instruction.  **Year 8 Exam** | **Reading:**  Analyse a poet’s use of language, form and structure to present themes and ideas in a poem.  **Writing:**  Write your own poem. |
| **Skills:** | **Skills:** | **Skills:** |  | **Skills:** | **Skills:** |
| **Writing:**  Use a full range of punctuation accurately, including commas, semicolons and colons.  Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.  Use a range of vocabulary. | **Writing:**  Use varied sentences and linked paragraphs to make writing cohesive.  Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.  Use a full range of punctuation accurately. | **Writing:**  Produce interesting texts suited to purpose and audience.    Develop use of accurate paragraphing to link ideas coherently and for effect.  Use a full range of punctuation and sentence structures accurately to enhance the impact of writing.  Use varied and ambitious vocabulary for effect. | **Writing:**  Use a full range of punctuation accurately, including parenthetic devices (brackets and dashes) and punctuation for effect (exclamation marks, question marks and ellipses).  Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices. | **Writing:**  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).  Create dramatic effect using language devices.  Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.  Use a range of vocabulary. | **Writing:**  Use varied sentences and linked paragraphs to make writing cohesive.  Develop use of paragraphing for effect.  Use conjunctions in writing (although, on the other hand, and meanwhile) to link ideas.  Use a full range of punctuation accurately.  Evaluate how structural devices convey the writer’s viewpoints. |
| **Reading:**  Explore how texts are affected by literary and historical context.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language, using subject terminology.  Show understanding of how the dramatist’s ideas and viewpoints are shown across texts to influence the reader. | **Reading:**  Explore how texts are affected by literary and historical context.  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Provide an analysis of language, using subject terminology.  Evaluate how structural devices convey the writer’s viewpoints. | **Reading:**  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language and structure, using subject terminology. | **Reading:**  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language and structure, using subject terminology.  Evaluate how structural and language devices convey the writer’s viewpoints. | **Reading:**  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Explore similarities and differences between two texts, and explain how they are influenced by context. | **Reading:**  Show understanding of how writers’ ideas and viewpoints are shown across texts to influence the reader.  Summarise ideas from across a text, inferring and evaluating layers of meaning.  Provide an analysis of language and structure, using subject terminology. |
| **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Participating in formal debates and structured discussions, summarising and/or building on what has been said.  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. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Giving short speeches and presentations, expressing their own ideas and keeping to the point.  Participating in formal debates and structured discussions, summarising and/or building on what has been said. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Giving short speeches and presentations, expressing their own ideas and keeping to the point. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. | **Spoken English:**  Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.  Giving short speeches and presentations, expressing their own ideas and keeping to the point.  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. |