

Subject : ENGLISH			Year: 7/8 A, B and C groups		
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Modern Novel 'A Monster Calls' Assessment Reading <i>How does Ness present the monster in the novel?</i>	Theme/ topic: Creating Fiction Assessment Writing Writing a 500 word short story.	Theme/ topic: Shakespearean Comedy Assessment Reading <i>Analysis essay of an extract from key scene studied</i>	Theme/ topic: Intro to Rhetoric Uniform debate Assessment Writing <i>Letter to the head about uniform</i>	Theme/ topic: Poetry from Diverse Cultures Assessment Reading Analysis of a poem	Theme/ topic: Frankenstein Play C19th Gothic/Sci-fi Assessment Speaking and Listening and Drama focus
By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know
Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary prose narrative narrator protagonist antagonist	Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary exposition status quo rising Action catalyst climax	Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary playwright Elizabethan tragedy comedy history	Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary ethos logos pathos rhetorical question anecdote	Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary stanza simile metaphor personification alliteration	Students will know the spellings, meanings, usage and etymology of the following words: Tier 3 Vocabulary gothic fiction science fiction prologue monologue suspense

<p>plot setting theme hybrid allegory</p> <p>Tier 2 Vocabulary grief adversity subvert inevitability incredulous resolute duality morality didactic malevolent stoic</p> <p>Contextual and Cultural Knowledge: Patrick Ness and Siobahn Dowd – genesis of the novel and collaboration</p> <p>Pagan traditions associated with: The Yew Tree The Green Man Herne the Hunter Cernunnos</p>	<p>falling Action denouement resolution flashback dialogue</p> <p>Tier 2 Vocabulary Students to build their own list of five tier 2 words and definitions to include in their own short stories via teacher guidance and pupil research.</p> <p>Contextual and Cultural Knowledge: Various story structures – Freytag's pyramid 7 Basic Plots Vonnegut's Story Shapes? 19C Short story</p>	<p>iambic pentameter rhyming couplet soliloquy aside dramatic irony</p> <p>Tier 2 Vocabulary deceit honour infidelity gender duplicitous counterfeit duality</p> <p>Contextual and Cultural Knowledge: Shakespeare's life and times.</p> <p>The theatre in Elizabethan England.</p> <p>The meaning of comedy in Shakespearean drama</p>	<p>emotive language triadic structure anaphora hyperbole counter argument</p> <p>Tier 2 Vocabulary controversial correlation conventional democratic prevalent panacea prohibitive proponent eradicate compliance</p> <p>Contextual and Cultural Knowledge: Ancient Greece and the origins of rhetoric Aristotle's Appeals – ethos, logos, pathos The history of school uniform</p> <p>Textual Knowledge Exposure to a selection of rhetorical</p>	<p>assonance onomatopoeia sibilance enjambment caesura</p> <p>Tier 2 Vocabulary diaspora maternal optimism communal conflict freedom journey displacement home</p> <p>Contextual and Cultural Knowledge: The social context of slavery and understanding of freedom. Geographical and cultural displacement The Caribbean connections to commonwealth, Windrush generation Poverty.</p>	<p>tension comic relief pathetic fallacy atmosphere epilogue</p> <p>Tier 2 Vocabulary transgression prejudice retribution grotesque condemned benevolent relentless foreboding anguish compassion</p> <p>Contextual and Cultural knowledge: Myth of Prometheus</p> <p>Mary Shelley's Biography</p> <p>C18th scientific discoveries</p> <p>Romanticism and the sublime</p>
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<p>Romanticism, the power of nature and the sublime</p> <p>The Monster’s Tales – morality, fables, allegory.</p> <p>Jung and Dreams</p> <p>The Five Stages of Grief</p> <p>How the book has been adapted for stage and screen.</p> <p>Textual Knowledge ‘A Monster Calls’ Plot Settings Characters Themes Writer’s craft – language techniques</p> <p>SPaG Knowledge Taught through Do Nows at the start of each lesson.</p> <p>Revision of: Word classes: Nouns</p>	<p>Textual Knowledge ‘The Man with the Yellow Face’ by Anthony Horowitz ‘John Charrington’s Wedding’ by Edith Nesbit ‘The Diamond Necklace’ by Guy Du Maupassant Plot Setting Character Genre Writer’s craft - structure</p> <p>SPaG Knowledge</p> <p>Word classes: Synonyms – upgrading your vocabulary (verbs and adjectives)</p> <p>Sentence Types: Minor sentences Two- and three-word sentences Main clauses Subordinate clauses</p>	<p>The social context of Elizabethan England; position of women, views of marriage.</p> <p>Textual Knowledge Much Ado About Nothing Plot Settings Characters Themes Writer’s craft – dramatic techniques</p> <p>SPaG Knowledge Shakespearean punctuation, spelling and grammar?</p> <p>You/thee/thou?</p> <p>The structure of Shakespearean insults?</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words</p>	<p>extracts/texts through the ages.</p> <p>Informative text about the history of uniform in the UK.</p> <p>Two contrasting persuasive articles about uniform from The Guardian.</p> <p>Two teacher written models – for and against uniform.</p> <p>SPaG Knowledge</p> <p>Discourse Structure: Formal letter layout Appropriate salutations/sign offs</p> <p>Word Classes Non-Fiction discourse markers Pronouns Conjunctions</p> <p>Sentence Types:</p>	<p>Textual Knowledge: Students will study a range of poets from diverse and different backgrounds to their own.</p> <p>Grace Nichols ‘Island Man’ ‘Praise Song for my Mother’</p> <p>Imtiaz Dharker ‘Blessing’ ‘Living Space’</p> <p>Edward Kamu Brathwaite ‘Limbo’</p> <p>Nissim Ezekiel ‘Night of The Scorpion’</p> <p>Lawrence Ferlinghetti Two Scavengers in a Truck Two Beautiful people in a Mercedes</p> <p>SPaG Knowledge</p> <p>Discourse Structure:</p>	<p>The story behind the writing of Frankenstein</p> <p>Gothic v Sci-fi</p> <p>Tabula rasa – nature v nurture debate</p> <p>Links to The Ancient Mariner</p> <p>The monster on stage and screen.</p> <p>Textual Knowledge ‘Frankenstein Playscript’ Plot Settings Characters Themes Writer’s craft – dramatic techniques Pullman’s adaptation of Shelley’s novel.</p> <p>Key scenes from Shelley’s 1818 novel.</p> <p>Key stanzas from Coleridge’s Rime of the Ancient Mariner</p>
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<p>Adjectives Verbs Adverbs</p> <p>Sentences types: Simple Compound Complex Statement Question Imperative Exclamation</p> <p>Punctuation: Full stops Capital letters Commas Apostrophes</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words</p>	<p>Specific creative sentence types</p> <p>Punctuation: How to use commas, semi-colons and colons for effect.</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words</p>	<p>Useful spelling rules/exceptions Common affixes/root words</p>	<p>Specific non-fiction sentence types Specific rhetorical sentence structures Rhetorical questions Anaphora Tricolon</p> <p>Punctuation: The use of commas, semi-colons and colons for rhetorical effect.</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words</p>	<p>Free verse?</p> <p>Word Classes: Neologisms – ‘wombing’ Monosyllabic words</p> <p>Sentence Types: Irregular, dispersed lines Use of enjambement</p> <p>Punctuation: The impact of no punctuation in poetry</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words</p>	<p>SPaG Knowledge</p> <p>Discourse Structure: How to layout a playscript correctly.</p> <p>Word Classes: Modal verbs Pronouns</p> <p>Sentence types: Telegraphic speech Imperatives</p> <p>Punctuation: How to punctuate a playscript correctly. Using stage directions</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words</p>
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<p>Reading:</p> <p>Read a challenging contemporary novel.</p> <p>Read independently and be able to summarise what they have read.</p> <p>Read critically by studying setting, plot, characterisation and themes and their effects.</p> <p>Learn and understand new vocabulary associated with the novel.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Recognise and understand how a range of language techniques are used to</p>	<p>Reading:</p> <p>Read a selection of short stories some from the literary canon and by other students of their own age.</p> <p>Read critically by studying setting, plot, genre, characterisation, themes and their effects.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Recognise and understand how a range of language techniques are used to present meaning in a short story.</p> <p>Writing:</p> <p>Plan, draft and edit and their own short story.</p>	<p>Reading:</p> <p>Read and access Shakespeare's work.</p> <p>Respond critically to the script by studying plot, character, themes and comment upon their intended effect.</p> <p>Learn and understand new vocabulary associated with the play.</p> <p>Support their inferences and understanding of the play with evidence.</p> <p>Recognise and understand how a range of dramatic techniques are used to convey meaning to an audience.</p> <p>Writing:</p> <p>Write a summary of the play.</p>	<p>Reading:</p> <p>Read and understand persuasive non-fiction.</p> <p>Read independently and be able to summarise what they have read.</p> <p>Learn and understand new vocabulary associated with rhetoric and the topic of uniform.</p> <p>Recognise and understand how a range of rhetorical techniques are used to persuade in non-fiction.</p> <p>Recognise and understand argument and counter argument.</p> <p>Writing:</p> <p>Use accurate grammar, punctuation and spelling when writing.</p>	<p>Reading:</p> <p>Read a variety of poems written in English from diverse poets and cultures.</p> <p>Make critical comparisons across and between texts.</p> <p>Learn and understand new vocabulary associated with the poems.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Recognise and understand how a range of poetic techniques are used to</p> <p>Writing:</p>	<p>Reading:</p> <p>Read a modern drama adaptation of a C19th novel.</p> <p>Read critically by studying setting, plot, characterisation and themes and their effects.</p> <p>Learn and understand new vocabulary associated with the drama.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Recognise and understand how a range of language and dramatic techniques are used to present meaning in a drama text.</p>
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<p>present meaning in a fiction text.</p> <p>Writing:</p> <p>Write a chapter summary.</p> <p>Write an imaginative response inspired by the novel.</p> <p>Write a book review.</p> <p>Write from a character's point of view.</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.</p> <p>Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p>	<p>Draw on their reading to enhance their own writing.</p> <p>Construct an accurate and fluent creative narrative</p> <p>Use vocabulary and grammatical features to create effect.</p> <p>Use the taught creative sentence types in their own work.</p> <p>Speaking & Listening:</p> <p>Present their work using Standard English confidently, reading their work to the class and in small groups.</p> <p>Use SE confidently in classroom contributions</p> <p>Build upon their own and others contributions in whole</p>	<p>Write from a character's point of view using thought bubbles and diary entries.</p> <p>Write an imaginative response inspired by the play. (Horoscopes and lonely-hearts columns)</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking & Listening:</p> <p>Take a role in the play and read fluently using appropriate intonation and tone.</p> <p>Improvise, rehearse and perform key extracts</p> <p>Use role, intonation, tone, volume, mood, silence, stillness and action to add impact when performing.</p>	<p>Draw on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing.</p> <p>Use a range of taught non-fiction discourse markers and sentence types in their writing.</p> <p>Apply their growing knowledge of vocab, grammar and structure to their writing.</p> <p>Use SE confidently in their own writing.</p> <p>Structure a formal persuasive letter effectively.</p> <p>Support ideas and arguments with factual detail if necessary.</p> <p>Consider how their writing reflects the audience and purpose for which it was intended.</p>	<p>Write a poem using a writing frame based on a studied poem.</p> <p>Write a short analytical essay about a poem in the using embedded quotation evidence to support their ideas.</p> <p>Use the Tier 2 and 3 vocabulary when writing about poems studied.</p> <p>Write summaries of the poems studied.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking and Listening:</p> <p>Improvise, rehearse and perform poetry.</p> <p>Use role, intonation, tone, volume, mood, silence, stillness and action to add impact when performing.</p>	<p>Appreciate that the work of dramatists is communicated effectively through performance.</p> <p>Explore how alternative staging allows for different interpretations of a play.</p> <p>Writing:</p> <p>Write and stage an alternative scene inspired by Pullman's play and Shelley's novel.</p> <p>Write a poem using the same stanza structure as 'The Ancient Mariner'.</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.</p>
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<p>Use SE confidently in their own writing.</p> <p>Speaking and Listening:</p> <p>Read short sections of the novel aloud fluently using appropriate intonation and tone.</p> <p>Use SE confidently to discuss the novel in the classroom.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss the text using precise linguistic and literary terminology</p>	<p>class and group discussions.</p> <p>Discuss their own and others work using linguistic terminology.</p>	<p>Use SE confidently to discuss the play in the classroom.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss the text using precise linguistic and literary terminology</p>	<p>Speaking and Listening:</p> <p>Give short speeches and presentations, expressing their own ideas.</p> <p>Use SE confidently to discuss the novel in the classroom.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss texts using precise linguistic and literary terminology</p>	<p>Use SE confidently in whole class and small group work.</p> <p>Develop and extend their own and others' contributions.</p> <p>Discuss their own and others work using poetic devices</p> <p>Express their ideas and opinions succinctly.</p>	<p>Write notes and scripts for talks and presentations.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Use SE confidently in their own writing.</p> <p>Speaking and Listening:</p> <p>Take a role in the play and read fluently using appropriate intonation and tone.</p> <p>Improvise, rehearse and perform play scripts.</p> <p>Use role, intonation, tone, volume, mood, silence, stillness and action to add impact when performing.</p> <p>Use SE confidently to discuss the novel in the classroom.</p>
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<p>This unit will act as a transition unit for the Year 7 students and their various experiences of whole novel study at KS2.</p> <p>For Year 8, this novel study will build on their previous experience of studying 'Boy' by Roald Dahl and extracts of fiction about school in Year 7.</p>	<p>This unit will form part of the transition work for Year 7 students and will build upon the various writing schemes followed in our feeder schools.</p> <p>For Year 8 students this builds upon the story writing they undertook in Year 7 where they created their own Nightmare world piece.</p>	<p>Students will focus on one Shakespearean play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16th C drama, building upon previous introduction to Shakespeare in KS2.</p>	<p>For Year 7, this unit will build on persuasive and argumentative writing produced at KS2</p>	<p>Students will study a range of poets and styles of poetry. This work will build upon the work students in Year 7 will have undertaken in KS2 reading a range of poems and performing them.</p> <p>For students in Year 8 this will build upon their previous study of British poets and explorations of how poetry is connected to the poet's culture and background.</p>	<p>This unit will build on the knowledge about drama texts in the Shakespearean Comedy unit.</p> <p>It also thematically links back to the exploration of monsters, Romanticism, nature and the sublime in 'A Monster Calls'.</p>
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Subject : ENGLISH			Year: Foundation group		
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Theme/Topic/Text:</p> <p>Autobiography Roald Dahl's Boy</p> <p>Assessment Reading</p> <p><i>Annotation of several of extracts from novels and stories read</i></p> <p><i>Own autobiographical writing</i></p>	<p>Theme/Topic/Text:</p> <p>Autobiography Roald Dahl's Boy continued plus other short autobiographical stories from diverse cultures</p> <p>Assessment Writing</p> <p><i>Letter</i> <i>Advert</i> <i>Discursive/persuasive</i></p>	<p>Theme/Topic/Text:</p> <p>Shakespeare's "Romeo and Juliet"</p> <p>with a focus on:</p> <ol style="list-style-type: none"> 1. the prologue 2. the opening scene of conflict between the families 3. Juliet's relationship with her parents <p>Assessment Reading</p> <p><i>Annotation of several extracts from the play</i></p>	<p>Theme/Topic/Text:</p> <p>Shakespeare's "Romeo and Juliet" (continued)</p> <p>with a focus on:</p> <ol style="list-style-type: none"> 3. Romeo and Juliet's first meeting 4. the key events which lead to their tragic deaths <p>Assessment Writing and Speaking</p> <p><i>Diary entries</i></p> <p><i>Discussion about whether Romeo's and Juliet's tragic deaths could have been avoided and record of key points</i></p>	<p>Theme/Topic/Text:</p> <p>War: Poetry and Non-Fiction Texts</p> <p>Assessment Reading and Writing</p> <p><i>Article on whether it was good and glorious to die for your country in the early 20th century with reference to texts studied</i></p>	<p>Theme/Topic/Text:</p> <p>Swindell's "Stone Cold" and issue of homelessness</p> <p>Assessment Reading, Writing and Speaking</p> <p><i>Character studies of Link and Shelter</i></p> <p><i>Discussion about causes of homelessness</i></p> <p><i>Letter to the government about homelessness</i></p>

By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know
<p>Students will know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 Vocabulary prose narrative narrator protagonist antagonist plot setting theme</p> <p>Tier 2 Vocabulary grief adversity subvert inevitability incredulous resolute duality morality didactic malevolent stoic</p>	<p>See previous half term plus extra vocabulary will be added based on the short stories</p>	<p>Students will know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 Vocabulary playwright (plus other words ending in wright and origin – a skilled worker) Elizabethan prologue chorus audience preview trailer tragedy sonnet ambivalent dramatic irony iambic pentameter rhyming couplet soliloquy aside comedy pun/play on words</p> <p>Tier 2 Vocabulary fair</p>	<p>Students will know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 Vocabulary See previous half term</p> <p>Tier 2 Vocabulary moping lovesick infatuation profane unworthy sinful shrine faith devotion saint pilgrim/palmer unfortunate misunderstandings passion</p> <p>Contextual and Cultural Knowledge: See previous half term</p>	<p>Students will know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 Vocabulary recruitment propaganda emotional blackmail trenches court martial pacifist conscientious objector</p> <p>stanza rhyme rhythm syllables enjambment caesura imagery emotive language simile metaphor personification onomatopoeia sibilance alliteration satire</p>	<p>Students will know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 Vocabulary author epigraph ambivalent title genre realist novel murder mystery horror protagonist antagonist sympathetic and unsympathetic characters villain irony (eg of name, Shelter)</p> <p>Tier 2 Vocabulary homeless street homelessness rough sleeping hidden homeless</p>

<p>Contextual and Cultural Knowledge: Dahl (1916-1990) Successful and popular children’s novelist. Name and family – Norwegian in origin. The Five Stages of Grief Boarding schools and related vocabulary eg boazer</p> <p>Textual Knowledge “Boy” Plot Settings Characters Themes Writer’s craft – language techniques</p> <p>SPaG Knowledge . Revision of: Word classes: Nouns Adjectives Verbs Adverbs</p> <p>Sentences types: Simple</p>		<p>ancient grudge resentment mutiny conflict civil feud strife foe fatal fated destined reconciliation strut swagger brag jest sexual innuendo crude prowess</p> <p>Contextual and Cultural Knowledge: Shakespeare’s life and times inc. what considered rude eg. biting your thumb at someone, role of women and arranged marriages in wealthy families Background to play - written in 1590s -- about archetypal lovers - play plagiarized from Brooke’s 1562 poem - based on French translation of an Italian story from 13th/14th century</p>	<p>Textual Knowledge</p> <p>See previous half term</p> <p>SPaG Knowledge</p> <p>See previous half term</p>	<p>Tier 2 Vocabulary paternal protective patriotic patriotism loyalty heroic heroism glory glorious</p> <p>Contextual and Cultural Knowledge: Causes of the First World War – using mnemonic - 5 As: assassination, alliances, armies, Africa, aggression Details about Owen and Sassoon – court martialled for criticism of war Craiglockart</p> <p>Textual Knowledge A selection of writings related to the First World War -recruitment posters, propagandist songs eg.Jessie Pope’s “The Call”, poems by Owen (Dulce et Decorum Est, The Send Off, Futility) and Sassoon (The General), and</p>	<p>sofa surfing stepfather abuse nicknames/aliases ex-soldier mission purge (the streets) dossers sinister suspicious abducts/abducted perpetrator victim streetwise conscience (and lack of) investigative and undercover journalist deceives</p> <p>Contextual and Cultural Knowledge: Author won Carnegie Prize for best children’s book 1993 when published Swindell a strong concern about injustice in the world - reflected in his novels and in epigraph (quote at start) from Bible - Matthew 25.40 about compassion</p>
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<p>Compound Complex Statement Question Imperative Exclamation</p> <p>Punctuation: Full stops Capital letters Commas Apostrophes</p> <p>Spelling: Syllables and Sounds Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words Words in vocabulary list</p>		<p>-Shakespeare anglicized characters' names The theatre in Elizabethan England - how theatre audiences often illiterate and rowdy and threw rotten fruit and veg at actors if disliked the play What meant by tragedy and comedy</p> <p>Textual Knowledge Romeo and Juliet Plot Settings Characters Themes Writer's craft – dramatic techniques Use of sonnet</p> <p>SPaG Knowledge Shakespearean punctuation, spelling and grammar eg. you/thee/thou</p> <p>Spelling: Syllables and Sounds</p>		<p>information on pacifists'/ conscientious objectors' -reasons for not fighting and the causes of the First World War</p> <p>SPaG Knowledge . Word classes: Synonyms Semantic fields</p> <p>Sentence Types: Irregular, dispersed lines Use of enjambment</p> <p>Punctuation: The impact of use of caesura and no punctuation in poetry</p> <p>Spelling: As for autumn term plus words in vocabulary list</p>	<p>Implications of the title – freezing, cold-hearted, dead Theme homelessness – in early 1990s 150.000 - had nearly tripled in the UK in 10 years. Now about 2.500 (men to women 6:1) with average age of death 50 and significantly higher chance of being murdered, despite being about 6th richest country in the world and govt. spending to alleviate considerably reduced, Campaigning and fundraising charities – Shelter, Crisis, Salvation Army, Big Issue 200 year old Vagrancy Act making homelessness illegal only recently repealed</p> <p>Textual Knowledge Stone Cold novel</p>
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		Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words Words in vocabulary list			BBC 2 1997 adaptation (if available) Plot Settings Characters Themes Writer's craft – structure and other techniques SPaG Knowledge . Continued reinforcement of Word classes: As for autumn term Sentences types: As for autumn term Punctuation: As for autumn term Spelling: As for autumn term plus words in vocabulary list
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They will understand	They will understand	They will understand	They will understand	They will understand	They will understand
<p>Students will understand:</p> <p>The difference between first and third person</p> <p>The difference between past and present tense and when to use each</p> <p>How characters develop through the course of a narrative.</p> <p>How the themes of joy, grief, bereavement, anger and bullying are explored in the novel.</p> <p>How the writer crafts his story via structure and language to make it effective.</p> <p>The key features of different types of writing – letters, adverts and discursive/persuasive writing</p>	<p>See previous half term</p>	<p>Students will understand:</p> <p>The generic conventions of a tragedy.</p> <p>How the themes of conflict, love and gender roles are explored in the play.</p> <p>How Shakespeare crafts the play to make the plot effective and entertaining to an audience.</p>	<p>See previous half term</p>	<p>Students will understand:</p> <p>The various generic conventions of poetry.</p> <p>The use of techniques to create meaning and impact in writing.</p> <p>How the theme of war is explored in the various texts</p> <p>How context effects writing; there's a connection between history and literature eg. how a poet's background and experience can influence their poems</p> <p>How writing can have a clear purpose and be persuasive</p>	<p>Students will understand:</p> <p>The generic conventions of murder mystery and horror</p> <p>How the themes of broken homes, abuse, loss, poverty and violence are explored in the novel</p> <p>How Swindell crafts the novel to make the plot effective and engaging – use of alternating perspectives – both 1st person - diary style – Shelter – military style Daily Routine Orders – both doubtful reliability although Link more plausible</p> <p>Symbolism of Link not using his name – homeless lose identity,</p>

					invisible, insignificant, forgotten Issues related to being homeless
They will know how to	They will know how to	They will know how to	They will know how to	They will know how to	They will know how to
<p>Students will know how to:</p> <p>Reading:</p> <p>Read increasingly independently</p> <p>Be able to summarise what they have read.</p> <p>Learn and understand new vocabulary associated with the novel.</p> <p>Select and retrieve information about events and characters</p> <p>Comment on setting, plot, characterisation and themes and their effects.</p> <p>Make inferences and refer to evidence in the</p>	<p>See previous half term and in addition:</p> <p>Writing:</p> <p>The following types of writing will be undertaken when studying "Boy":</p> <ul style="list-style-type: none"> - a letter - an advert - a discursive and persuasive piece on uniform and/or corporal punishment - a blurb or book review <p>Students will use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.</p>	<p>Students will know how to:</p> <p>Reading:</p> <p>Read and access Shakespeare's work.</p> <p>Respond critically to the script by studying plot, character, themes and comment upon their intended effect.</p> <p>Learn and understand new vocabulary associated with the play.</p> <p>Support their inferences and understanding of the play with evidence.</p> <p>Recognise and understand how a</p>	<p>Students will know how to:</p> <p>Reading:</p> <p>See previous half term</p> <p>Writing:</p> <p>See previous half term</p> <p>Speaking & Listening:</p> <p>Take a role in the play and read fluently using appropriate intonation and tone.</p> <p>Improvise, rehearse and perform key extracts</p> <p>Use role, intonation, tone, volume, mood, silence, stillness and</p>	<p>Students will know how to:</p> <p>Reading:</p> <p>Read a variety of texts on the theme of war</p> <p>Make critical comparisons across and between texts.</p> <p>Learn and understand new vocabulary associated with the poems.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use evidence including quotation to support their ideas about the text.</p>	<p>Students will know how to:</p> <p>Reading:</p> <p>Read increasingly independently</p> <p>Be able to summarise what they have read.</p> <p>Learn and understand new vocabulary associated with the novel.</p> <p>Select and retrieve information about events and characters</p> <p>Comment on setting, plot, characterisation and themes and their effects.</p> <p>Make inferences and refer to evidence in</p>

<p>text using PEE (point – evidence- explain)</p> <p>Use quotation evidence to support their views about the text.</p> <p>Begin to recognise and understand how a range of language techniques are used to present meaning in a fiction text.</p> <p>Writing:</p> <p>Write a summary of an event in the novel.</p> <p>Write their own series of autobiographical pieces on themes which appear in the novel using the key features of autobiography</p> <p>Write a short biography of a relation or friend.</p> <p>Write a short analytical essay about a character in the novel giving evidence to support</p>	<p>Use</p> <ul style="list-style-type: none"> - accurate grammar (simple, compound and some complex sentences eg.starting with When, After, Before Whilst) and sequencing connectives -accurate punctuation – full stops, capitals and commas in speech punctuation. lists and beginning to in complex sentences - increasingly accurate spelling -emotive language and imagery related to the senses, as well as synonyms, similes and metaphors and the comparative and superlative <p>Speaking and Listening:</p> <p>Read short sections of the novel and short stories aloud fluently</p>	<p>range of dramatic techniques are used to convey meaning to an audience.</p> <p>Writing:</p> <p>Write a summary of the play.</p> <p>Complete cloze exercises on closely studied scenes</p> <p>Write from a character's point of view using thought bubbles and diary entries.</p> <p>Write an imaginative response inspired by the play. eg. horoscopes and lonely-hearts columns</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking & Listening:</p>	<p>action to add impact when performing.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss the text using precise linguistic and literary terminology</p>	<p>Recognise and understand how a range of poetic techniques are used to add impact</p> <p>Writing:</p> <p>Write summaries of the poems studied.</p> <p>Write a short analysis of</p> <ol style="list-style-type: none"> one or more recruitment posters/songs a poem using embedded quotation to support their ideas. <p>Write an article on whether war was good and glorious</p> <p>Use the Tier 2 and 3 vocabulary in their writing.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p>	<p>the text using PEE (point –evidence- explain)</p> <p>Use quotation evidence to support their views about the text.</p> <p>Be increasingly confident in recognising and understanding how a range of techniques are used to present meaning in a fiction text</p> <p>Show through annotation of extracts from the text</p> <p>Writing:</p> <p>Write a letter to the government about homelessness</p> <p>Use accurate grammar, punctuation and spelling when writing.</p>
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<p>their ideas using embedded quotation.</p> <p>Speaking and Listening:</p> <p>See next half term</p>	<p>using appropriate intonation and tone.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss the text using precise linguistic and literary terminology</p>	<p>See next half term</p>		<p>Speaking and Listening:</p> <p>.Discuss what was good and bad about the First World War</p> <p>Develop and extend their own and others' contributions.</p> <p>Express their ideas and opinions succinctly.</p>	<p>Speaking & Listening:</p> <p>Discussion about whether the homeless are themselves to blame for being so, with reference to what the novel implies</p>
Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:
<p>This unit revises skills and forms of writing already introduced at KS2 and uses an author who is familiar and a text which is age appropriate whilst also having some challenge in the vocabulary and tasks set</p>	<p>See previous half term</p>	<p>This unit focuses on one Shakespearean play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16th century drama, building upon previous introduction to Shakespeare in KS2.</p>	<p>See previous half term</p>	<p>This unit builds upon the work students have undertaken in KS2 on poetry and non-fiction</p>	<p>This unit revisits and develops skills explored in term 1.</p>