

# Curriculum Intent

## English

Subject Lead: Jessica Parr

Date of last review: July 2023

Subjects included: English Literature & Language KS1,2,3,4.

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# English Curriculum Intent

The Holden School is committed to nurturing knowledge and enabling pupils to investigate the unknown to collect the tools to be better individuals. This is done through a supportive, personalised, engaging curriculum.

The main priorities at The Holden School are to develop at each stage, through the integrated schemes of work, we provide a full cultural and complete variation of the English world. We ensure that every step taken provides a smooth transition of understanding. By having a supportive and welcoming environment we ensure that our young people accept responsibility in their actions, and make positive choices and steps to become independent, integrated members of society. All teachers at The Holden School promote the four core topics Reading, Writing, Speaking and Listening. We are committed to developing literacy in every subject and promote reading for pleasure in our daily school lives. We are focused on ensuring pupils have the tools to be thoughtful, critical, and imaginative throughout their lives.

The following is at the heart of our literary learning:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn to look at the bigger picture rather than focus on our immediate response;
- writing helps us to think openly and creatively with consistency;
- language helps us to review and re-evaluate what we know and what has been delivered.
- Challenges allow pupils to form arguments and develop their understanding, it builds on the know and creates goals for higher achievements.

## KS3 and KS4 topic rational.

### **KS4, Cycle A/B:**

#### **Language paper 1/ Language paper 2**

With use of previous non-fiction and fiction, pupils will prepare for their Language GCSE exam, they will take on different activities and text to develop an analytic ability when reviewing texts. They will review information and decipher the importance of what the text is trying to say. Using the criteria from AQA pupils will focus on context such as speaker, audience, purpose, linguistic and literary devices found in text. Possible texts used: advertisements, opinions articles, extracts from magazines, blogs, leaflets, diaries, short stories, extracts from stories etc. They will be able to compare, contrast and create using a range of literary techniques and understanding. Pupils will learn about speech making and public speaking, they will learn how to communicate within different social environments.

#### **Creative writing**

With use of previous learning, pupils will interact with various short stories, poems, pictures, and clips to engage them in creative writing tasks. Pupils will be able to use their own imagination and previous knowledge of the world and stories they have read to create their own version of a narrative. This topic links closely with the GCSE literature exams and allows for pupils to diversify their words and use creative tools to ensnare the reader.

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## **English Curriculum Intent**

- Improving literacy and learning allows pupils to take their learning in their own hands, to become thoughtful and reflective of what they want to achieve. It allows pupils to learn at speed where they feel empowered.

Every scheme of work contains specific literary and reading objectives. These are objectives will be the focus of each lesson. All pupils will be able to access the learning through differentiation, each scheme has been designed to ensure the pupils are both supported and challenged to achieve the best outcome. Each lesson has been designed to inform and integrate the cultural world they live in and are adapted to ensure relevance and purpose. All pupils will have access to literacy and reading through the use of Accelerated Reader, this ensure that outside of the classroom pupils will be able to focus on individual love of reading.

At The Holden School pupils have emotional, social, and mental health difficulties and this can lead to challenging behaviour. We ensure that all pupils who come to The Holden School leave with a passion for learning and an understanding of the world around them. We create lessons to develop pupils' ability to be openly confident about themselves, knowing their strengths are being nurtured and allowing them to become the best versions of themselves.

The English department understands that everyone is protected under the Equality Act 2010 from any form of discrimination. With this in mind, we will ensure that the nine protected characteristics (gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are embedded into all lessons appropriately. This includes promoting high standards of behaviour and conduct during social interactions, promptly and ap-

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## English Curriculum Intent

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In the teaching of literacy and reading across the curriculum, it is recognised that all pupils are different, in needs, abilities and learning styles and may develop at much slower or faster rates than others. It is our intention to:

- recognise and address individual needs in planning (considering pupils ILPs)
- provide the opportunity for all students to fulfil their potential; specifically, by providing differentiated resources and learning objectives
- take account of the long term development of each pupil throughout and into the next key stage (target setting)
- allow pupils to engage in a range of ways (engagement of learning)

We encourage the use of a wide range of resources to enrich students learning. We use a full range of literacy text, we use both visual aid

## KS3 and KS4 topic rational.

### KS4, Cycle A/B:

#### Poetry

Pupils will study around 15 poems as well as unseen poetry. Through this topic pupils will learn cultural and historical relevance found in poetry. They will learn new and recall the different literary devices that are prominent in poetry. They will also learn how a poem is structured and how that adds to the overall understanding. The key advantage of learning poetry at GCSE level allows pupils to navigate how language is used specifically to create feeling and emotions. Unseen poetry gives pupils an ability to use their tools and quick analytic abilities to find the meaning, use of language, structural, and imagery in pieces they have not seen previously. This module explores literal and inferential comprehension and allows pupils to distinguish between word choices, themes, social and historical context, and be able to have a personal response as the reader.

#### Shakespeare – Macbeth

*Macbeth* is a play that is experienced through different lenses; it focuses on topics such as gender, greed, good vs. evil, and regrets. The pupils, having a wide knowledge of Shakespeare plays, will be able to use their prior understanding to decipher hidden meaning and rhetoric's placed in this play. *Macbeth* is filled with British culture and teaches pupils of the monarchy in a new form. It's use of history entwining with fantasy allows for pupils to develop an analytic skill in finding the true meaning to the words Shakespeare has written. *Macbeth* is a key GCSE topic and with use of skills and development allows pupils to show their ability to analyse of topics previously spoken about.

## KS3 and KS4 topic rational.

### **KS4, Cycle A/B:**

#### **An Inspector Calls by**

This topic is a popular GCSE exam text and focuses on social responsibility. Throughout the KS3 curriculum pupils have been building up their understand of social constructs through English Language and Literature. It is focuses on politics and global trends. It balances between ethical and emotional engagement and refreshes pupils into understanding public examination, and nurtures social responsibility and the needs of others. The four key constructs of this topic are the individual and society, we, and they, understanding justice, and choosing to participate.

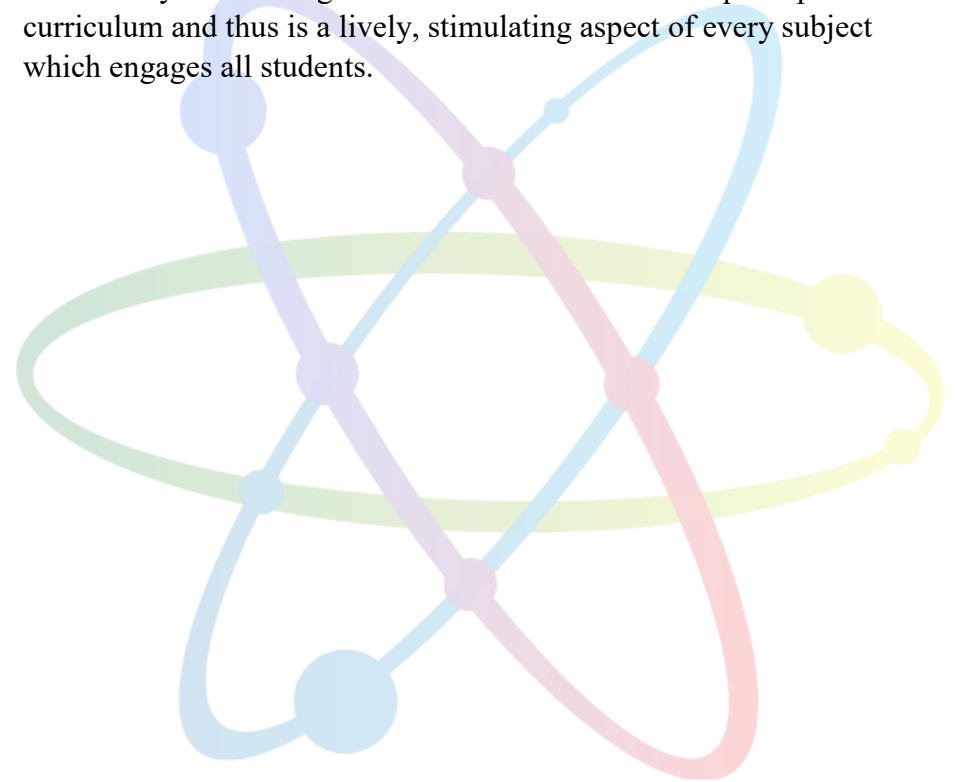
#### **A Christmas Carol**

A Christmas Carol is taught around Christmas and gets pupils into the spirit of the season and how it has impacted across generations and social environments. It is novella that includes ghosts, folklore, and satire. This is a key GCSE topic, and with the use of prior knowledge from learning about Victorian literature, *A Christmas Carol* by Charles Dickens takes that knowledge and uses it to focus on Victorian attitudes to the less fortunate and provides more information about 19<sup>th</sup> century England. The purpose of this text is that it links with the modern play *An Inspector Calls* with its focus on society conflicts. Within this topic pupils are able to use their language tools in different activities appearing throughout the topic, such as, creating arguments to and throw about character changes and choices.

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## English Curriculum Intent

such as plays and films, while also using audible aids such as music and audio books. We also consider historical context in each topic to ensure a robust curriculum for students to learn from. We try to ensure that literacy and reading across the curriculum is an explicit part of the curriculum and thus is a lively, stimulating aspect of every subject which engages all students.





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# Teaching and Learning in English

At The Holden School we believe that excellent teaching comes from excellent learning. We encourage pupils to apply their knowledge and develop emotional resilience through finding new ways to regulate their emotions. Each lesson is designed to nurture strengths, diversity, and independence. We ensure pupils' work not only independently but also collaboratively. This promotes building positive relationships and social skills. In English, we spend time discussing and debating ideas which allows pupils to communicate on a range of topics. By allowing this open communication pupils can participate in discourse and learn to respect others around them. Our focus is that pupils achieve their personal best academically, this means, we aim to prepare students for Entry Level Certificates, Functional Skills, and the English Language/Literature GCSE's. By focusing on these skills, pupils can leave the school with a range of skills to enter society.

From KS1 to 4, the curriculum has been designed to enable all pupils to access the vastness of English. With use of the National Curriculum each pupil has the material suited to their needs that motivates a love for the subject. Pupils who have significant difficulties have differentiated versions of each topic and extra support in place along with interventions in literacy.

For the best outcome of every pupil, we at The Holden School have a singled-out time for reading and interventions to take place daily. This addresses gaps in knowledge and is part of a whole school approach. We ensure clear, precise Standard English is always used. This helps pupils focus on their choice of vocabulary and allows them to develop further and discuss various topics with high levels of confidence. For every pupil to access the curriculum and achieve their highest potential it has been designed to be adapted and personalised when needed.

## KS3 and KS4 topic rational.

### KS3, Cycle C:

#### Introduction to plays – **Blood Brothers**

*Blood Brothers* by Willy Russell introduces pupils to modern day plays. It introduces pupils into not just reading about a story but also gives them visual aid to understand social and cultural issues. *Blood Brothers* is based during 80s focusing on class systems. It breaks down the problems faced in our society and system. The topic allows pupils to understand the culture of money and suspicion that surrounds people when making immoral decisions. The play also focuses on how writers use foreshadowing in not only prose but also plays. The pupils will get to engage with music, dramatics, and the written word.

#### Utopia Vs. Dystopia

Looking at utopia and dystopia is part of seeing society from various stand points and will help build up individual ideas of what they want a society to look like and what they might want out of the society that they live in. Within this, pupils will look at different pieces of literature, two famous ones, *The Hunger Games* by Suzanne Collins which looks at a dystopian society and a sense of sacrificing as a society and *The Giver* by Lois Lowry, which looks at what a utopian society could look like. By identifying the similarities and differences between the two societies, pupils can create their own arguments and stand points on what society looks like and how fantasy can play a part in young pupils lives and future lives to help guide them to be the best version of themselves.

## KS3 and KS4 topic rational.

### **KS3, Cycle C:**

#### **Poetry**

As part of our curriculum, we introduce AQA power and Conflict, this is one cluster of past and present poems that thematically link with one another. This allows pupils to begin analysing key elements found in poetry and also allow pupils to begin understanding how to analyse a piece of work. As one cluster covers 15 poems, within the topic the pupils will be able to look at individual poems and also compare and contrast between multiple. In this topic, pupils will begin to learn and use key vocabulary and techniques that will reinforce the use of different ideas when analysing poetry. By introducing this topic at this level, it gives pupils the chance to reflect on their own views of poetry and how it might impact themselves and others.

#### **Detective Fiction – Sherlock**

Pupils will learn from different short stories written by Arthur Conan-Doyle. This topic allows for further development in the interest in literature. It focuses on mystery, action, and suspense in stories. Detective fiction targets language and explores more on social and cultural issues that are faced in our ever-present world. Many pupils will find the focus of mystery an active part of their learning and can encourage a diverse range of interactions. It also can use historical and political ideas to engage the pupils.

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## **Teaching and Learning in English**

In KS1/2 we have a curriculum that allows for students begin their English studies correctly. Allowing individuals to take time in collecting tools that will help them later in education. We ensure that the tools pupils are given are useful and through repetition and recall, we build up the confidence of each pupil in writing and reading. At the Holden School we focus on individual needs and have differentiation in place for each and every learner. Pupils finishing KS1/2 will have confidence in an array of topic and will have foundational understanding that will encourage them in their daily life. We focus on the use of standard English in order for each pupil to verbalise their thoughts and ideas, we also instil abilities such as transference in order for young pupils to write their responses and feel confident in doing so.

From KS3, each topic has been planned out to ensure that all pupils are able to revisit past knowledge and reflect at every stage. By making our curriculum this way it ensures that the children are at the heart of every lesson. Each topic has two assessments, and the pupils are given time to prepare and feel supported to achieve the progress that they want. Through self-assessment, peer- assessment, and teacher assessment, the pupils can revisit learning and begin to challenge what they know. The schemes of work focus on the different elements that make up the national curriculum, preparing pupils to access their skills for the GCSE specification.

At The Holden School, we offer GCSEs in AQA English Literature and English Language, Level 1,2, and 3 Functional Skills Qualifications under the Pearson's Edexcel exam board. Students read are encouraged to read a range of texts and develop their English skills by analysing and focusing on the key events by using point, evidence, explain, zoom, in all their analysis'. In KS4 these skills lend themselves to both the functional exams and the AQA exams in order to prepare themselves for tasks outside of the school.

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# Teaching and Learning in English

The GCSE specification enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, linguistic conventions for reading, writing and spoken language In addition, it enables learners to:
- listen to and understand spoken language, and use spoken Standard English effectively.

As well as reading and writing, students also submit a speaking and listening component. This aims for all students to express ideas, information and feelings using a range of complex and advanced vocabulary. Students are provided with a detailed lesson plan that encourages learning to take place in different ways. Challenges are set and differentiation is provided for those who require support. In having activities in class time, allows and encourages students to self/peer assess their work and others. In KS4, students are given past papers to reflect on what they do know and encourage them to be vocal about what they do not know.

## KS3 and KS4 topic rational.

### **KS3, Cycle C:**

#### **Shakespeare – Romeo and Juliet**

*Romeo and Juliet* by William Shakespeare cover hard and complex language and challenges pupils to read past the first line. This text engages pupils to think at a higher level. This topic reinforces the idea that it is acceptable to be young and struggle. It allows pupils to read about problems that teenagers go through and allows them effectively ask questions and analyse actions that the characters take. *Romeo & Juliet* allows for pupils to interact with different adaptations of the play and can create their own ideas on the plotline, characters, and social constructs.

#### **Functional Skills, Level 2/3**

Functional Skills level 2 and 3 encourage a range of skills, including reading comprehension, writing ability. It builds confidence to work independently and confidently. The topic guides pupils to take on basic tasks such as spelling, punctuation, and grammar. It focuses on developing strategies that support pupils outside of the school. It also teaches pupils to gain confidence in speaking and listening to others.



## KS3 and KS4 topic rational.

### **KS3, Cycle B:**

#### **Creative Writing - Bridge to Terabithia**

Creative writing is very important in the progress of pupils educational and personal life. It allows pupils to think outside of the box and use creative solutions when looking at personal growth. *Bridge to Terabithia* by Katherine Paterson focuses on the importance fears and real life issues that pupils will go through within their life or will have been through. It allows pupils to feel connected to the outer world but also allows pupils to bridge their love of reading. By analysing characters motives and interest allows for pupils to create their own ideas and begin using new vocabulary to build on their prior creative knowledge.

#### **Introduction to Functional skills**

Functional skills allow for improvement in English Language and allows for pupils who do not have all the tools to complete a GCSE to strive for having an equivalent. This topic also allows for pupils to recap on learning and to branch out on information already taught. It is an in-depth course that focuses heavily on skills that pupils will need when they reach the end of their secondary school.

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## **How is reading encouraged?**

Reading is promoted across the entire school, this is done by having reading promoted on display boards, a book corner in every room, and to further developed reading throughout the school students are timetabled to read at specific times each day. Students are also encouraged to use Accelerated reader and Myon, by allowing access to these sites, it allows students to interact with their own learning and take control of their personal development.

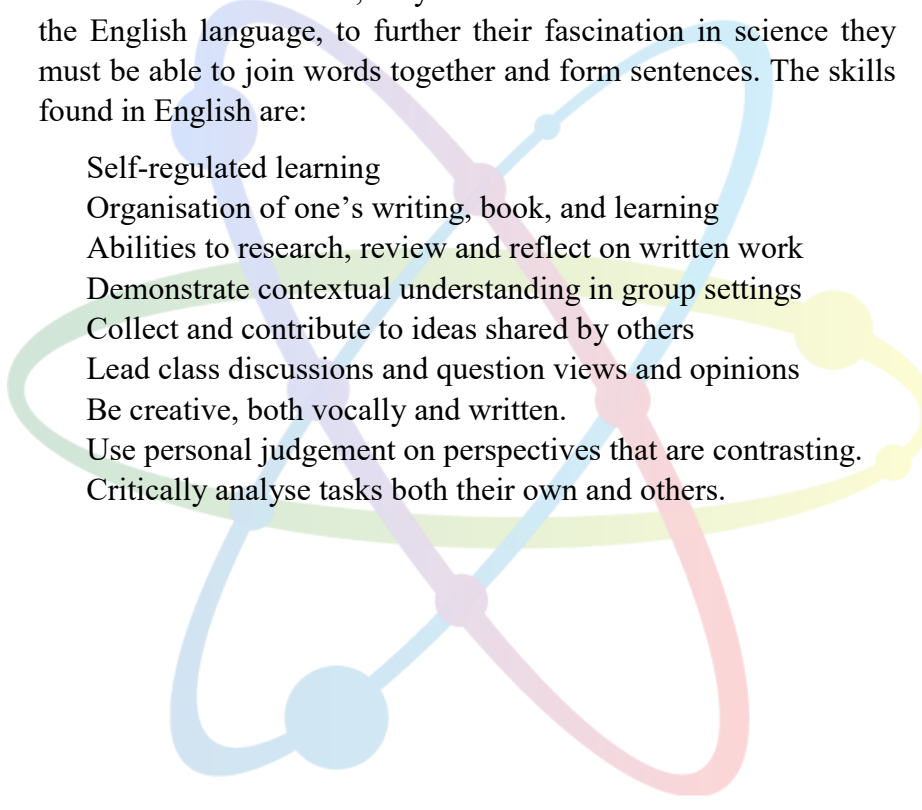
Allowing pupils to pick their own books rather than having a collective reading session increasing the chances of pupils engaging and enjoying the act of reading. This allows for pupils to use a range of resources that can be accessed at any given time.

During English students are given set text to read that range from short poems to longer novels. This layout is provided from the national curriculum; by having a range of text: novellas, poetry, plays, etc. ensures that students are able to access a range of text later in life with prior understanding to how and what word are used within different contexts.

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## What skills do student learn to prepare for careers?

English is the foundations of any subject across curriculum; in order to understand maths, they must first understand the basics of the English language, to further their fascination in science they must be able to join words together and form sentences. The skills found in English are:



- Self-regulated learning
- Organisation of one's writing, book, and learning
- Abilities to research, review and reflect on written work
- Demonstrate contextual understanding in group settings
- Collect and contribute to ideas shared by others
- Lead class discussions and question views and opinions
- Be creative, both vocally and written.
- Use personal judgement on perspectives that are contrasting.
- Critically analyse tasks both their own and others.

## KS3 and KS4 topic rational.

### **KS3, Cycle B:**

#### **Shakespeare – Julius Caesar**

Julius Caesar explores the use and abuse of power, who should have it, who should not. Julius Caesar explores justice, morality, power, and leadership. It focuses on exploring social responsibility. It allows pupils to use their foundational knowledge and tools to adapt and understand the beginning of modern language in more depth. It also is set in during the end of the Caesar dynasty and so plays an important role in growing pupils' historical knowledge, especially regarding a part of history that has such an impact on our language and society in modern day.

#### **The world in words—poetry from other cultures**

This topic focuses on the creativity of poetry from across the world and through different cultures. Pupils will be looking at singular words and the meaning behind them and how they impact on the greater meanings. A key component within this is to help pupils understand the impact of words that can seep into social media and future aspirations. Learning poetry allows pupils to look at the big picture and narrow it down to help understanding of different perspectives. The final area of impact this topic has is on creating an environment of respect and diversity through the different poets and poems.

## KS3 and KS4 topic rational.

### KS3, Cycle B:

#### **Gothic Fiction – Frankenstein**

Gothic Fiction has become an important and influential genre. The narratives in this genre have employed conventions that have been consistently used in a range of genres. This topic focuses on characters who have conflict within themselves and the social order in which they are part of. The relevance for pupils is to find the source of the problem between individual and social order and understand how to respond. *Frankenstein* is recognised to be the first novel to introduce Science Fiction as a genre. It is a Gothic horror with a tragic romance. As it is written by a female author, it also introduces pupils to the female writer and feminism within literature.

#### **Victorian literature—Great Expectations**

Reading and learning about Victorian literatures introduces a new understanding of the continuity of human experience over time. It allows for pupils to foster historical empathy and understanding and demonstrates the differences between the then and now. It also allows pupils to understand the cause and effects that literature had on the past and how heavily it impacts the present. Within this topic pupils will be reviewing different authors, the main author and novel studied will be *Great Expectations* by Charles Dickens. By looking at Dickens, this allows for foundational knowledge that help pupils understand life in Victorian England and also how the creative process is shaped for different authors across time.

## **How are Social, Moral, Spiritual, and Cultural (SMSC) and British values promoted in English?**

Through different topics the pupils will be able to grow in self-belief, that they have all the ingredients they need to feel they are okay to be themselves. Each topic is designed for the pupils to feel like they are at the heart, the curriculum has been designed for them to grow as individuals but also to show that they can be better than they thought possible. Through use of language topics, building on their knowledge of the English language, not only to be able to speak it, but also their understanding of it. This allows them to feel nurtured and focuses on their strengths rather than the weaknesses that might have been placed on them. The curriculum allows for emotions to play an important role, through creative writing they get to pour their imagination into creating new worlds. Through analysis they are able develop emotional resilience and regulate themselves by arguing through each point made.

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## How are Social, Moral, Spiritual, and Cultural (SMSC) and British values promoted in English?

### Social

The curriculum is designed for pupils to interact with different societies across the history of literature. The intent of this is to develop and emphasise on how society has changed and continues to do so with the use of literature. By using various texts ranging from literature and language, students will be able to discuss social topics and analyse issues. They will be taught how to develop their own views and the different views of others. While encouraging students to use their voices, students will also be taught the skill of listening and adapting their knowledge based on information provided.

### Moral

Each topic takes on different moral dilemmas for the students to engage in and question. The importance of this aspect can be found in each topic. Students will focus on the morality of storylines, historical events (fiction and non-fiction), characters. Through the use of Victorian topics, students are able to question right from wrong and also acknowledge the time in which these events took place. They will also be encouraged to respond to the events with acknowledgment of their own morals.

## KS3 and KS4 topic rational.

### KS3, Cycle A:

#### **Introduction to Shakespeare – The Tempest**

Introducing Shakespeare to pupils allows for pupils to understand human nature through characters Shakespeare has created. Shakespeare is the first modern writer that led way to modern day characters and storylines. His plays introduce many words/phrases commonly used in our every day. *The Tempest* shows good vs evil, justice, and mercy. It also focuses on imperialism during the 17<sup>th</sup> century. It explores new lands and utopianism and explores different ways people treat others. The play is the first introduction to dramatized effects and allows for pupils to visualise dances, music, and theatrics whilst also exploring how modern English first began.

#### **Creative Writing – Harry Potter**

There are two areas in which *Harry Potter* is relevant to pupils. The first it influenced British culture through the later periods of 1990s and continues to do so today. It had a massive impact on children during the release years and people have embodied aspects of the characters and houses in which were created. The first book (*Philosopher stone*) focuses heavily on the form of friendship, good triumphing evil, and overcoming situations. Within this topic pupils learn to create their own fantastical stories and characters and will begin to build on vocabulary that will help reflect and adapt what they have learnt in order to create individual pieces of work.



## KS3 and KS4 topic rational.

### **KS3, Cycle A:**

#### **Transactional writing**

Transactional writing covers a range of non-fiction elements, and it allows for pupils to understand and communicate ideas through information provided in news articles, social media, and speeches. Transactional writing expects pupils to define what is persuasive, argumentative, advisory, and informative. The topic provides an ability to build on the tools that pupils must confidently approach any piece of transactional writing. It also allows for pupils to examine the genre using specific criteria.

#### **Medieval Literature—Beowulf & Canterbury Tales**

The Middle Ages (1066 – 1485) marks an important moment in history. Teaching this history in English is important because pupils can understand how English transformed from Old English to Modern English. It allows for pupils to interact with phrases and ideas that they use in everyday situations. Through this topic pupil can gain an idea on how a plotline can build a piece of epic fiction. With use of information, pupils can find parallels between the then and now in language, literature, legal systems etc.

## **How are Social, Moral, Spiritual, and Cultural (SMSC) and British values promoted in English?**

### Spiritual

Students will have the opportunity to learn about different spiritual beliefs and about text that focus on religious and non-religious beliefs. By using antiquity throughout the curriculum, students will be able to engage in the understanding of personal beliefs that dictate outward actions. Students will also be able to begin and develop their understanding of good Vs. evil, as well as supernatural beliefs across Shakespearean England to the Victorian Era.

### Cultural

By look at different cultures ancient and modern, students can build an understanding on how culture has changes through time, and how society acknowledges these changes. Students will look at British history and begin to point out the changes that have taken place and build on their empathy for events that caused or were created through cultural development. Students will be able to use their voices and share their opinions in a safe environment and will be able to challenge one another on views whilst also respecting each other.



## Skills and Progression.

At The Holden School we ensure to create the foundations of the future are set in stone for our students.

In English, the students have access to a wide variety of literature and language that have been hand picked and are supported by the National Curriculum.

Students that enter at the beginning of KS3 all the way through to the end of KS4 and KS5 are taught about English Literature and English Language through the decades.

We ensure that every topic, lesson, and activity is based on a skill that students will use in their everyday life when they leave school.

We enter our students in for foundational English Level 1, 2, and 3. We also enter our students in GCSE English Literature and Language exams. We have students personal progression at the heart of everything we do.

By having a vigorous and enlightening curriculum, we can ensure that students leave school with knowledge that will guide them to achieve their dreams and aspirations.

With access to SOLAR as a daily assessment, we can focus the learning and standards to suit the needs of each and every child. We also have reflective lessons on learning that allow students to voice their knowledge and understanding.

We ensure that all students gain daily skills, work based skills, and progress to become outstanding individuals. Our aims at The Holden School ensure that the students have the highest expectations of themselves as well as the curriculum.

## KS3 and KS4 topic rational.

### **KS3, Cycle A:**

#### **Fairy tales - Twisted tales, The Brothers Grimm**

Fairy tales focus on methods of interpretation and can demonstrate use of understanding basic plotlines that can be used in future topics. Many pupils are interested in the fantastical elements of literature, and with use of the familiar fairy tales they can consciously find the meaning in children. Using common fairy tales and less widely read folk lore allows pupils to read and understand the popularity of retellings. This module creates a creative and interactive foundation to learning new vocabulary and be able to use them in their everyday vocabulary.

#### **Greek Mythology - Theseus and the Minotaur and Shadow of the Minotaur**

Myths have plots that fascinate pupils, interesting them in moral dilemmas. It focuses on flawed characters and asks the reader to respond. Greek mythology focuses on philosophical beliefs; pupils will engage in the thought processes of characters and events, and be able to create their own reflective practice. This topic also allows for pupils to engage in moral and individual beliefs and can challenge what is already known. Ancient Greek literature allows for pupils to learn the abilities to respond and understand a range of moral and human dilemmas in regard to choices and relationships.

## Skills and Progression.

UKS2 Cycle B	Skills and Progression:
Term/Topic:	
Summer 1 Exploration and Discovery.	Students will be able to understand what is the following and will be able create: Non-chronological reports – retelling, character descriptions, book reviews. Imagined land narratives – character descriptions, informative posters, persuasive leaflets, log books. Sequels (mystery narratives) – setting descriptions, narrative retellings, non-chronological reports, letters (informal). Newspaper reports – Packing lists (justifications), letters (formal and informal), interviews, diaries.
Summer 2 Fantasy worlds.	Students will be able to understand what is the following and will be able create: Own version narratives (set in other worlds) – poems eyewitness reports, an imaginary conversation, writing in role. Nonsense poems – performance poetry, explanatory descriptions. Own version narratives—though bubbles, missing scenes, diaries.

## Skills and Progression.

KS1 - Cycle A Topics/ Term:	Skills and Progression:
Autumn Term 1: Destruction and preservation.	Students will be able to understand what is the following and will be able create: Narrative retellings – labels, captions, informal letters. Own adventure stories - diaries, chronological reports. Persuasive techniques - posters, short stories, information reports.
Autumn Term 2: Space and Our World.	Students will be able to understand what is the following and will be able create: Environmental campaign – descriptive non-fiction, life cycles, character descriptions. Fact files – writing in role, commands, 'how to' guides. Own version fantasy world narrative – found posters, diary entries, speech bubbles, note of advice, space log, invitations, fantasy setting descriptions.
Spring Term 1: Similarities and Differences.	Students will be able to understand what is the following and will be able create: Own version narratives – simple explanations, speech and thought bubbles, setting descriptions extended explanation. Fact file – This is me! posters, letter of advice, factual descriptions, logbooks, scripts.
Spring Term 2: Change and Relationship.	Students will be able to understand what is the following and will be able create: Environmental campaign – descriptive non-fiction, life cycles, character description. Fact file – Writing in role, commands, 'how to' guides. Own version fantasy world narrative – found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions.

## Skills and Progression.

KS1 - Cycle A Topics/Term:	Skills and Progression:
Summer Term 1: Fantasy journeys.	Students will be able to understand what is the following and will be able create: Own version 'losing/hiding' narratives – character descriptions, retelling. Own version fantasy world narratives – writing in role, commands, 'how to' guides. Own version fantasy stories – setting descriptions, additional scenes, description of magical piece of furniture, lists.
Summer Term 2: Structures and Materials.	Students will be able to understand what is the following and will be able create: Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates. Fact file – labels, captions, character comparison, thoughts, and speech bubbles. Leaflets for local landmark – short explanation, writing in role, reports, adverts.

## Skills and Progression.

UKS2 Cycle B: Term and Topic:	Skills and Progression: Students will be able to understand what is the following and will be able create:
Autumn 1 Imagination and Freedom.	Own version playscripts—Character descriptions, formal letters, book reviews, dialogue (direct speech), retellings. Explanations—descriptive comparisons, retellings, setting descriptions, poetry. Own historical narratives—character descriptions, diaries, recounts.
Autumn 2 Invention and Transformation.	Persuasive information leaflets—persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions. Two explanation texts—formal and informal—letters, short explanatory paragraphs. Mystery narratives—character descriptions, short news reports, letters of advice, descriptive devices, poetry.
Spring 1 Leaders and Followers.	Own version myths/legend – writing in role, information reports, adverts, formal letters. Own version narratives about kindness – letters, first person recounts, diaries, letters, posters, reports. Own version mythical tales – diaries, informal letters, dialogue, adverts, limericks and other poetic forms.
Spring 2 Taking Courage.	Own version 'suspense' narrative—postcards, dialogue, retellings. Retellings—alternative perspectives – narrative recounts, character and setting descriptions, letters, short explanation. Biography – Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file.

## Skills and Progression.

UKS2 Cycle A Term/Topic:	Skills and Progression: Students will be able to understand what is the following and will be able create:
Spring 2 From Mystery to discovery	Non-Chronological reports—descriptions, ‘how to’ guides, instructions, letters, discussions. Own historical narrative—letters, dairies, character setting descriptions, non-chronological reports. Own version narratives—descriptive passages, ho to guides, letters, discussions, non-chronological reports. Own traditional tales—short news reports, dia-ries, character descriptions, adverts.
Summer 1 Lessons from History.	New Chapters—journalistic writing, recounts, dis-cussion texts.  Non-chronological reports—informal letters, dia-ries, survival guides, eyewitness reports, story summaries.  Newspaper articles—letters, diary entries, obituar-ies, opinion pieces.  Historical Narratives—character descriptions, missing scenes, newspaper articles.
Summer 2 Solving Mysteries.	Extended stories—character & setting descrip-tions, police & newspaper report, dialogue, per-suasive letters.  Discussion text—instructions, persuasion, diaries.  Expanded explanations—NASA proposals, infor-mation labels, sort explanations, NASA logs, news reports.  Own version narratives—Diaries, explanations (science experiment), dialogue, non-chronological reports.

## Skills and Progression.

KS1: Cycle B Topics/ Term:	Skills and Progression:
Autumn Term 1 Heroes and Villains.	Students will be able to understand what is the following and will be able create: Own versions ‘defeat a monster’ narratives – wanted posters, summaries, emails, character descriptions, recipes. Non-chronological leaflets – captions, information writing, char-acters, comparisons. Own version superhero narrative – wanted posters, letters, speech bubbles, diaries, emails, character descriptions.
Autumn Term 2 Creation and Conservation.	Students will be able to understand what is the following and will be able create: Own version narratives – writing in role, notes of advice, missing posters, diary entries, letters of thanks. Sequel stories - narrative retellings (including dialogue), thought bubble, informal letters. Sequel stories – wanted posters, letters, retelling from another point of view, lists of rules, character descriptions.
Spring Term 1 Storybook bears.	Students will be able to understand what is the following and will be able create: Information texts – letters, retellings, own versions narratives. Own version narratives about bravery – letters of advice, short news reports, writing in role, retellings, information posters. questions, speech bubbles, letters, list.
Spring Term 2 Beasts and Monsters.	Students will be able to understand what is the following and will be able create: Pamphlets – letters, setting descriptions, instructions, narrative retellings, pamphlets, posters. Own version adventure narratives – danger posters, setting de-scriptions, character descriptions, information reports, postcards. Own version dragon stories – Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters.

## Skills and Progression.

KS1: Cycle B Term/ Topic:	Skills and Progression:
Summer Term 1 Fictional Worlds.	Students will be able to understand what is the following and will be able create: Own version narrative about unlikely friendships – list of rules, letters, postcard, character descriptions. 'How to' guides – character comparisons, fact sheets, shared poetry, own version narrative. Three-verse poems – instructions, writing in role, advertisements.
Summer Term 2 Urban and rural adventures.	Students will be able to understand what is the following and will be able create: own version narratives – retellings, descriptions News reports – Descriptive non-fiction, life-cycle, instructions for speed packets. A Walk in...' guidebooks – Recounts of a trip around the local area, statements of information.

## Skills and Progression.

UKS2 Cycle A Term/Topic:	Skills and Progression:
Autumn 1 Crime and Punishment.	Students will be able to understand what is the following and will be able create: News reports, persuasive speeches, interview scripts, diaries, debates, narratives.  Biographies – Wikipedia pages, letters of advice, interviews, news report, persuasive speeches.  Sequel to Continue the cyclical story – Experimentation with figurative language, reports.  Sequel – Welcome guide, description, letter of advice, diary entry in role imagined conversation.
Autumn 2 Sprites and Spirits	Students will be able to understand what is the following and will be able create: Analytical essays about The Maya – instructions, posters, missing scenes, diaries, newspapers, debates.  Playscripts – Setting descriptions, character descriptions, diaries, dialogue.  Mythical narratives – odes, soliloquies, setting descriptions, additional chapters, reports.
Spring 1 Affirmation and Equality.	Students will be able to understand what is the following and will be able create: Own version fantasy narratives—diaries, formal letters, adverts, character and setting descriptions, non-chronological reports.  Own version adventure narratives—character analysis, opposing diary entries, informal letters, own chapters.  Biographies—Writing in role, thought bubbles, dialogue, postcards recounts, poems.



## Skills and Progression.

LKS2 Cycle B Term/Topic:	Skills and Progression:
Summer Term 1 Exploration and Discovery.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Non-chronological reports – retelling, character descriptions, book reviews.</p> <p>Imagined land narratives – character descriptions, informative posters, persuasive leaflets, log books.</p> <p>Sequels (mystery narratives) – setting descriptions, narrative retellings, non-chronological reports, letters (informal).</p> <p>Newspaper reports – Packing lists (justifications), letters (formal and informal), interviews, diaries.</p>
Summer Term 2 Fantasy Worlds.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version narratives (set in other worlds) – poems eyewitness reports, an imaginary conversation, writing in role.</p> <p>Nonsense poems – performance poetry, explanatory descriptions.</p> <p>Own version narratives – thought bubbles, missing scenes, diaries.</p>

## Skills and Progression.

LKS2 Cycle A Term/Topic:	Skills and Progression:
Autumn Term 1 Magic and Mystery.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version fantasy narratives – Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue.</p> <p>Own version ‘dilemma’ narratives – character descriptions, narrative retellings.</p> <p>Own version legends – information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue.</p>
Autumn Term 2 Dreams and Desires.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version fantasy narratives – recount (diary entry), character descriptions, wanted posters, new chapters, instructions.</p> <p>Letter of explanation – shared poems, persuasive posters, discussions.</p> <p>Sequel stories – retellings, recounts (postcards), setting descriptions diary entries, instructions.</p>
Spring Term 1 Hope and Healing.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Fantasy story sequels – postcards (recount), dialogue, setting descriptions as letters, retellings.</p> <p>Newspaper reports – setting descriptions, diaries, letters, thought bubbles.</p> <p>Own version extended narrative – setting descriptions, advertisement/poster, retelling, instructional flyer, social media, updates, dialogue.</p>
Spring Term 2 Overcoming adversity	<p>Students will be able to understand what is the following and will be able create:</p> <p>Non-chronological reports – descriptions, ‘how to’ guides, (instructions), letters, discussions.</p> <p>Own historical narrative – letters, dairies character and setting descriptions, non-chronological reports.</p> <p>Own version narratives – descriptive passages, how to guides, letters, discussions, non-chronological reports.</p> <p>Own traditional tales – Short news reports, diaries, character Descriptions, adverts.</p>

## Skills and Progression.

LKS2 Cycle A Term/Topic:	Skills and Progression:
Summer Term 1 From mystery to discovery.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version mystery narratives – diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles.</p> <p>prequels – lost posters, letter of warnings, character and setting descriptions, instructions.</p> <p>Tutankhamun Biographies – reports, instructions, character descriptions, diaries, newspaper, posters.</p>
Summer Term 2 Pride and Down-fall.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Narrative poems – warning posters, alternative endings, performance poetry. Letter of apology.</p> <p>Biographies of Harvey Milk – thought bubbles, speeches, simple leaflets.</p> <p>Further adventure narratives – birth certificates, letters, books of tricks, newspapers, advert, diaries, leaflets, telegrams, booklets, goodbye notes.</p>

## Skills and Progression.

LKS2 Cycle B Term/Topic:	Skills and Progression:
Autumn Term 1 Imagination and Freedom,	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version playscripts – character descriptions, formal letters, book reviews, dialogue (direct speech), retellings.</p> <p>Explanations – descriptive comparisons, retellings, setting descriptions, poetry.</p> <p>Own historical narratives – character descriptions, diaries, re-counts.</p>
Autumn Term 2 Invention and Transformation.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Persuasive information leaflets – persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions.</p> <p>Two explanation texts – formal and informal – letters, short explanatory paragraphs.</p> <p>Mystery narratives – character descriptions, short news reports, letter of advice, menus (using descriptive devices), poetry.</p>
Spring Term 1 Leaders and Followers.	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version myths/legend – writing in role, information reports, adverts, formal letters.</p> <p>Own version narratives about kindness – letters, first person re-counts, diaries, letters, posters, reports.</p> <p>Own version mythical tales – diaries, informal letters, dialogue, adverts, limericks and other poetic forms.</p>
Spring Term 2 Taking Courage	<p>Students will be able to understand what is the following and will be able create:</p> <p>Own version ‘suspense’ narratives – postcards, dialogue, retellings, descriptions.</p> <p>Retelling – alternative perspectives – narrative recounts, character and setting descriptions, letters, short explanation.</p> <p>Biography – Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file.</p>