

# ATAM ACADEMY - ENGLISH OVERVIEW

English Overview	Autumn		Spring		Summer	
Nursery	1	2	1	2	1	2
<b>Talk Through Stories Texts</b>	Starting School My Body How do you feel Huge Bag of Worries I want my Mum Owl Babies Our Senses	Different types of Houses/ Homes Tiger who came to Tea The Three Little Pigs Goldilocks and the Three Bears	Story/ text related to - England India/ Pakistan Australia Europe- Moldova, Spain Africa- Ghana  Traditional world stories – fairy tales Storytelling from around the world	Jasper’s Beanstalk The Very Hungry Caterpillar Jack and the Beanstalk Titch Books on Animals, Babies etc	Books about occupations  My pet star Supertato Percy the Park Keeper Doctor Dog Mog and the Vee Ee Tee	Stories related to different animals  Pet, Farm, Zoo, wild/ jungle, animals
<b>Literacy- mark making writing opportunities</b>	Mark marking Funky fingers-fine motor activities Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: ‘That’s my mummy.’ Make marks to represent their name.	Name writing mark- first few letters of name Mark making in the natural world (paints, chalks) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.	Name writing- whole name story maps linked to core text Postcard	Name writing-whole name Labels Story maps phonics - letter formation  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name.	Name writing Story maps phonics - letter formation	Name writing phonics -letter formation Story maps and writing  Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. “this is a car”

English Overview	Autumn		Spring		Summer	
Reception	1	2	1	2	1	2
<b>Topic</b>	<b>Incredible Me!</b>	<b>Celebrations</b>	<b>Space</b>	<b>Growth: Plants and Insects</b>	<b>Amazing animals!</b>	<b>Fun at the Seaside!</b>
<b>Talk Through Stories Texts</b>	Incredible Me!  Titch	Scarecrows Wedding  We're going on a star hunt  The Jolly Christmas Postman	Whatever Next  How to catch a star?  Space - Non Fiction	The Hungry Caterpillar  The Rhyming Rabbit  Superworm	Old MacDonald had a farm  What the ladybird heard  Hatch, Egg, Hatch!- non-fiction	The Snail and the Whale  Billy's Bucket  Lost and Found  The singing Mermaid
<b>Literacy - Comprehension</b>	<p>Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print. Having a favourite story/rhyme. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book.</li> </ul>	<p>Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words</p>	<p>Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.</p>	<p>Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by</p>	<p>Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story.</p>

	<p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.</p> <p>Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>made up of known letter– sound correspondences. Enjoys an increasing range of books.</p> <p><i>Actions to retell the story.</i></p> <p><i>Story Maps.</i></p>	<p>Ensure home reading books match their phonic knowledge.</p> <p>Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>connecting ideas or events.</p> <p><i>Information leaflets about animals in the garden/plants and growing.</i></p> <p><i>World Book Day Activities.</i></p> <p><i>Timeline of how plants grow.</i></p>		<p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<b>Literacy - Word Reading</b>	<p>Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by soundblending. Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties.</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Literacy – Writing</b>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Writing Names and Labels.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds.</p> <p>Story scribing. Retelling stories in writing area.</p> <p>Sequencing the story. Practising correct letter formation.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing</p>	<p>Begin to write simple sentences. ‘Hold and write a sentence’.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p>Writing simple sentences. ‘Hold and write a sentence’.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Writing simple sentences and phrases that can be read by others.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.</p> <p>Write a character description.</p>

	<p>Writing messages. Practising correct letter formation.</p>		<p>short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
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English Overview		Autumn			Spring			Summer		
Year 1		1	2	1	2		1	2		
<b>Grammar</b> (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>• Spaces between words</li> <li>• Punctuating Sentences: Capital letter, full stop</li> <li>• Sentences</li> <li>• Capital Letters for names of people, places, days of week and pronoun I.</li> </ul>			<ul style="list-style-type: none"> <li>• Conjunctions: Join using 'and'</li> <li>• Exclamation mark</li> <li>• Capital Letters for names of people, places, days of week and pronoun I.</li> </ul>			<ul style="list-style-type: none"> <li>• Question mark</li> <li>• Singular and Plural –s, -es</li> <li>• Prefixes -un</li> <li>• Suffixes –ing, ed, er</li> <li>• Sequencing Sentences</li> </ul>		
<b>Writing</b>	<b>Text:</b>	Errol's Garden	Poetry 1	Wild	Tunnel	Poetry 2	Beegu – Alexis Deacon	Where the Wild Things Are	Poetry 3	Lila and the Secret of Rain
	<b>Writing Outcome:</b>	Errol's Garden: Labels and captions Retelling the story  Alliterative List Poems: Alphabet Poem – Michael Rosen Pineapple – Vyanne Samuel  Wild: Diary entry Non-fiction writing fact file on bears			Tunnel: Story setting Innovate a story  Simple Riddles <a href="https://poetry4kids.com/news/writing-riddles/">https://poetry4kids.com/news/writing-riddles/</a> Beegu – Alexis Deacon: Lost poster Thank You letter			Where the Wild Things Are: invitation, instruction writing  Innovate a well-known rhyme Incey Wincey Spider Hickory Dickory Dock Hey Diddle Diddle  Lila and the Secret of Rain: setting description, fact file		
<b>Guided Reading</b>		The Snail and the Whale	Mr Wolf's Pancakes		Look Up!		The Eggbox	Dragon The Lonely Beast	Performance Poetry There Was an Old Lady Who Swallowed a Fly -Voices of Water – Tony Mitton -My Colours - Colin -West Hands – Julia Donaldson -Queue for the Zoo – Clare Bevan	
<b>Spelling</b>		The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k, ch, -tch The /v/ sound at the end of words	Adding the endings –ing, –ed to verbs where no change is needed to the root word ai, oi ay, oy ow, oa, oe ee ea, ea ie		igh ar er ir, ur Adding –er and –est to adjectives where no change is needed to the root word Days of the week		Using k for the /k/ sound a–e, e–e i–e, o–e u–e oo	ue ow, ou Words ending –y (/i:/ or /ɪ/) or, ore aw, au	air, are ear ph, wh Adding the prefix –un Adding s and es to words (plural of nouns and the third person singular of verbs)	

<p><b>Handwriting</b></p>	<p><b>2 weeks per unit</b>  <b>Autumn 1:</b>  Unit 1: Revising letter families, Set 1a (c o a d g q )  Unit 2: Revising letter families, Set 1b ( f s e)  Unit 3: Revising letter families, Set 2a (i l t )  Set 3 sounds RWI</p>	<p><b>2 weeks per unit</b>  <b>Autumn 2:</b>  Unit 4: Practicing letter families, Set 2b ( j u y)  Unit 5: Introducing letter families, Set 3a (m n r)  Unit 6: Practicing letter families, Set 3b (b h k p )</p>	<p><b>2 weeks per unit</b>  <b>Spring 1:</b>  Unit 7: Introducing letter families, Set 4 (v w x z)  Unit 8: Practicing letter families, Set 4 (v w x z)  Unit 9: Practicing capital letters (E F H / I T L)  Set 3 sounds RWI</p>	<p><b>2 weeks per unit</b>  <b>Spring 2:</b>  Unit 10: Practicing capital letters (A K M N / V W X Y Z)  Unit 11: Practicing capital letters (C G O Q S / B D P R U J)  Unit 12: Practicing numbers (numbers and number words 1-10)  Set 3 sounds RWI</p>	<p><b>Summer Term 1 &amp; 2:</b>  Revise units 1-12 across this term, introducing the lead in and lead out to each letter.</p> <p>Practise alongside RWI phonic practice – e.g. set 2 and 3 <b>sounds/ green words / red words</b></p>
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English Overview		Autumn			Spring			Summer			
Year 2		1	2		1	2		1	2		
<b>Grammar</b> (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>Capital Letters for names of people, places, days of week and pronoun I.</li> <li>Punctuating Sentences: Capital letter, full stop, exclamation marks, question marks</li> <li>Words combine to make Sentences</li> <li>Joining words and clauses using 'and'</li> <li>Punctuating Sentences: Commas incl commas for lists</li> <li>Expanded Noun Phrases</li> <li>Co-ordination: using <i>or, and, but</i></li> <li>Subordination: using <i>when, if, that, because</i></li> <li>How the grammatical patterns in a sentence indicate its function as a question</li> <li>How the grammatical patterns in a sentence indicate its function as a command</li> </ul>			<ul style="list-style-type: none"> <li>Use of -ly in Standard English to turn adjectives into adverbs</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> <li>How the grammatical patterns in a sentence indicate its function as an exclamation</li> <li>How the grammatical patterns in a sentence indicate its function as a statement</li> <li>Present tense, Past tense incl progressive form</li> <li>Suffixes to form nouns: -ness, -er, compound words</li> <li>Suffixes to form adjectives: -ful, -less,</li> </ul>			<ul style="list-style-type: none"> <li>Use of the suffixes -er, -est in adjectives</li> <li>Assessment SATS</li> </ul> <p>Summer 2</p> <ul style="list-style-type: none"> <li>Consolidation (Key Stage 1 – coverage of Y1 and Y2)</li> </ul>			
<b>Writing</b>	<b>Text:</b>	Journey Aaron Becker	Poetry 1	The Tear Thief	Winter's Child	Poetry 2	The Lost Happy Ending		Emperor's Egg	Poetry 3	Firebird
	<b>Writing Outcome :</b>	<p>Journey: Diary Entry Retelling the story</p> <p>Acrostic Poems: Fireworks – Gervais Phinn Christmas – Gervais Phinn</p> <p>The Tear Thief: Letter writing Personal writing – superhero day (recount)</p>			<p>Writer's Child: Character Description Innovate a story</p> <p>Narrative with Rhyme: Scared – Michael Rosen The Listeners – Walter de la Mer The Sound Collector – Roger McGough</p> <p>Lost Happy Ending: setting description</p>			<p>Emperor's Egg: Non-Chronological Report Instructions - How to look after penguins</p> <p>Shape Poems: What is he? – Liz Brownlee The Shape of a poem – Chris Odgen Aaaah!!!! At last it's Spring – James Carter Family Tree – Damien Harvey Word Whirls – John Foster</p> <p>Firebird: write an adventure story in the style of firebird</p>			
<b>Guided Reading</b>		The Owl who was Afraid of the Dark	Traction Man		Complete comprehension		Complete comprehension		The Diary of a killer cat	Performance Poetry -I'm Walking with my Iguana – Brian Moses -Solo with Chorus – Rose Fyleman -The Rhythm of Life – Michael Rosen -Nut Tree – Julia Donaldson -The Dinosaur Rap – John Foster -Cats – Eleanor Farjeon -Shhhhhh! – Julia Donaldson	

<p><b>Spelling</b></p>	<p>Speed Sounds chart The sound 'n'-words beginning with 'kn' and 'gn' words with 'wr' at the beginning. The sound 'c'- in words before the letters 'e, i and y' words with the sound 'j', using the suffix 'dge' and 'ge' The sound 'g'- in words before 'e, i and 'y' The sound 'j'- in words before 'a, o and u' Y2 Statutory words - CEW</p>	<p>words with the sound 'l' spelt with 'le' at the end The sound 'el'- in the end of the words The sound 'l'-words ending with 'il' and 'al' The sound 'y'- in the end of the words Adding 'ies'-words ending with 'y' Y2 Statutory words- CEW</p>	<p>The sound 'er' and 'est'-words ending with 'y' The sound 'ing'- at the end of the words Adding the 'ing', 'ed', 'er', 'est' and 'y' to word endings Adding the 'ing', 'ed', 'er', 'est' and 'y' to cvc words (doubling the consonant) The sound 'or' spelt 'a' before 'll' Y2 Statutory words- CEW</p>	<p>Using 'o' for the /u/ sound The sound 'ey'- in the end of the words words with the 'o' sound spelt with 'a' after 'w' and 'qu' words with the sound 'or' and 'ar' the sound 'zh' spelt 's' Y2 Statutory words- CEW</p>	<p>Words with suffix 'ment', 'ness' and 'ful' The sound 'less' and 'ly'- at the end of the words words with the suffix 'tion' The sound of 'contractions' in words. The possessive apostrophe 's' Y2 Statutory words- CEW</p>	<p>Homophones Months of the Year Time words Y2 Statutory words- CEW</p>
<p><b>Handwriting</b></p>	<p><b>1 week per unit</b> <b>Autumn 1:</b> Unit 1: Introducing diagonal join to ascender: joining at, all  Unit 2: Practising diagonal join to ascender: joining th, ch, cl  Unit 3: Introducing diagonal join, no ascender: joining in, im, cr, tr, dr  Unit 4: Practising diagonal join, no ascender: joining lp, mp, ee  Unit 5: Practising diagonal join, no ascender: joining ai, ay, ime, ine, op, oy  Unit 6: Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig, nd, ld, ng</p>	<p><b>1 week per unit</b> <b>Autumn 2:</b> Unit 7: Diagonal join to ascender in words: -eel / -eet / -eek / -ilk  Unit 8: Practising diagonal join, no ascender, in words: a_e (same)  Unit 9: Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride)  Unit 10: Practising horizontal join, no ascender, in words: -ow, ou, oi, oy  Unit 11: Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode  Unit 12: Practising horizontal join, to ascender ole, obe, ook, ool</p>	<p><b>1 week per unit</b> <b>Spring 1:</b> Unit 1: Practising diagonal join to r: ir, ur, er  Unit 2: Practising horizontal join to r: or, oor  Unit 3: Introducing horizontal join from r to ascender: irl, url, irt  Unit 4: Introducing horizontal join from r to an anticlockwise letter: ere, rs, ra, rg, rd, rc  Unit 5: Practising joining to and from r: air</p>	<p><b>1 week per unit</b> <b>Spring 2:</b> Unit 6: Introducing diagonal join to s: dis, as, es, us,  Unit 7: Introducing horizontal join to s: ws, rs, os,  Unit 8: Introducing diagonal join from s to ascender: sh sl, sk, etc  Unit 9: Introducing diagonal join from s, no ascender: si, su, se, sp, sm,  Unit 10: Practising joining to and from s: ese, ase, etc</p>	<p><b>1 week per unit</b> <b>Summer 1:</b> Unit 1: Practising diagonal join to an anticlockwise letter: ea, ear  Unit 2: Introducing horizontal join to and from f to ascender: ft, fl  Unit 3: Introducing diagonal join from f, no ascender: fu, fr  Unit 4: Introducing (diagonal join from descender, no ascender) pa, ye, qu, ge,  Unit 5: Introducing (diagonal join from descender to ascender) pl, gl, ph, gh,  Unit 6: Introducing (diagonal join, no ascender, to an anticlockwise letter) os, oa, og, od, oc</p>	<p><b>1 week per unit</b> <b>Summer 2:</b> Unit 7: Introducing (horizontal join to ascender) eg il, al, ed, ab  Unit 8: Capital letter practice: height of ascenders and capitals  Unit 9-12: Handwriting sessions should now be focussed around practising joining spellings / common exception words.  <b>Assessment – focus intervention groups based on specific joins/ numbers/capitals.</b></p>



English Overview		Autumn			Spring			Summer		
Year 3		1	2		1	2		1	2	
<b>Grammar</b> (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• How the grammatical patterns in a sentence indicate its function as a question</li> <li>• How the grammatical patterns in a sentence indicate its function as a command</li> <li>• How the grammatical patterns in a sentence indicate its function as a exclamation</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement</li> <li>• Determiners - a, an</li> <li>• Conjunctions - including: when, if, because, although Using conjunctions to express time and cause</li> <li>• Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> <li>• Main clause</li> <li>• Subordinate clause</li> </ul>			<ul style="list-style-type: none"> <li>• Using adverbs to express time and cause Express time, place and cause using adverbs Using prepositions to express time and cause</li> <li>• Express time, place and cause using prepositions</li> <li>• Preposition</li> <li>• Introduction to inverted commas to punctuate direct speech</li> <li>• Tenses Use of the present perfect form of verbs</li> </ul>			<ul style="list-style-type: none"> <li>• Nouns - types of nouns including abstract nouns.</li> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and subheadings to aid presentation</li> <li>• Word Families</li> <li>• Prefixes - Formation of nouns using a range of prefixes</li> </ul>		
<b>Writing</b>	<b>Text:</b>	The Promise	Poetry 1: Narrative with Rhyme	Fly Eagle Fly	The Iron Man	Poetry 2: Question & Answer poem	The Tin Forest	The Kapok Tree	Poetry 3: Haiku & Tankas	Charlotte's Web
	<b>Writing Outcome:</b>	The Promise: Diary Entry Sequel  Scared – Michael Rosen The Listeners – Walter de la Mer The Sound Collector – Roger McGough  Fly Eagles Fly: Non- fiction writing: fact- file on Eagles Persuasive writing			The Iron Man: Recount writing (focusing on direct speech) Formal letter  Registration – Alan Ahlberg Cool School – Michael Rosen What is Pink – Christina Rossetti  The Tin Forest : Newspaper report Diary Entry Setting Description			The Kapok Tree: Persuasive letter  Tanka Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger Haiku Seaview Haiku – John Foster Windy Day – John Foster Haiky Riddle – Celia Warren  Charlotte's Web: Diary		
<b>Guided Reading</b>		Varjak Paw		KindleKax	Complete comprehension	Complete comprehension	Matilda	Performance Poetry -Life doesn't Frighten me at all – Mya Angelou -The Sound Collector – Roger Mc Gough -Twenty Four Hours – Charles Causley -Instructions for Giants – John Rice		

<p><b>Spelling</b></p>	<p>Sound Chart words with the long /et/ sound spelt with ey words with the long /et/ sound spelt with ei words with /er/ sound spelt with 'ear' homophones words with the long /a/ sound spelt with ay, a-e and ai 10 statutory words</p>	<p>creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix-ly (root words end in 'y' with more than one syllable) creating adverbs using the suffix -ly (root word ends in 'le') creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') creating adverbs using the suffix -ly (exceptions to the rules) 10 statutory words</p>	<p>words with short /i/ sound spelt with 'y' Add suffix -ing, er, en, ed to words with a stressed last syllable - double the final consonant prefix mis- words using prefix dis- words with a /k/ sound spelt 'ch' 10 statutory words</p>	<p>homophones and near homophones adding the prefix bi- (meaning 2 or 'twice') and the prefix -re words ending in the 'g'sound spelt 'gue' and the 'k' sound spelt 'que' words with a /k/ sound spelt 'sh/ sound spelt with 'ch' 10 statutory words</p>	<p>words ending in 'ary' words with a short /u/ sound spelt with 'o' words with a short /u/ sound spelt with 'ou' word families based on root words (common words) – scope, spect word families based on common words (root words) - press, vent 10 statutory words</p>	<p>words ending in the suffix 'al' words ending with an /zher/ sound spelt with 'sure' words ending with a /cher/ sound spelt with 'ture' words ending with a /cher/ sound spelt with 'ture silent letters revision silent letters revision statutory words learnt so far</p>
<p><b>Handwriting</b></p>	<p><b>Autumn 1:</b> 1. Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc)  2. Revising joins in a word: le  3. Revising joins in a word: ing  4. Revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks.</p>	<p><b>Autumn 2:</b> 1. Revising joins in a word: new vocabulary  2. Revising joins in a word: un, de  3. Revising joins to and from s: dis  4. Revising joins to and from r: re, pre  5. Revising joins to and from f and ff  6. Revising joins: qu</p>	<p><b>Spring 1:</b> 1. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu  2. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po  3. Practising joining b and p: diagonal join to ascender, bl, ph  4. Relative sizes of letters: silent letters  5. Parallel ascenders: high frequency words  6. Parallel ascenders: adding y to words</p>	<p><b>Spring 2:</b> 7. Relative size and consistency: -ly, - less, -ful  8. Relative size and consistency: capitals  9. Speed and fluency - practice: -er, -est  10. Speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc)  High frequency wordlist – year 3</p>	<p><b>Summer Term:</b> <b><u>Assessment and Revision</u></b> E.g – joining with f / ff joining with j joining with k Joining words with break letter x Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line. Practice joins through spelling practice of high frequency wordlist for Year 3</p>	

English Overview		Autumn			Spring			Summer		
Year 4		1		2	1	2		1	2	
<b>Grammar</b> (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>Use the forms a or an</li> <li>Use a wider range of conjunctions, including: when, if, because, although</li> <li>Express time, place and cause using conjunctions [eg, when, before, after, while ,so ,because]</li> <li>Express time, place and cause using adverbs [eg then, next, soon, therefore]</li> <li>Express time, place and cause using prepositions [eg before, after, during, in, because of]</li> <li>Introduction to inverted commas to punctuate direct speech</li> <li>Use of the present perfect form of verbs instead of the simple past [eg , He has gone out to play contrasted with He went out to play]</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials</li> </ul>			<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s</li> <li>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul>			<ul style="list-style-type: none"> <li>Standard English - Standard English forms for verb inflections instead of local spoken forms [eg, we were instead of we was, or I did instead of I done]</li> <li>Paragraphs - Use of paragraphs to organise ideas around a theme</li> <li>Spell using the suffix –ation</li> <li>Spell using the suffix –ly</li> <li>Spell using the suffix –ous</li> <li>Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</li> </ul>		
<b>Writing</b>	<b>Text:</b>	Groosham Grange	Poetry 1. Monologue – one voice poem:	The Girl who Stole an Elephant	The Fastest Boy in the world	Poetry 2: Limericks, Free verse poetry	The Amazing Adventures of Edward Tulane	Wonder - R. J. Palacio	Poetry 3: Metaphor poem	The Lion, the Witch and the Wardrobe
	<b>Writing Outcome:</b>	Groosham Grange: diary, newspaper report  Monologue – one voice poem Team Talk – Alan Ahlberg There's an Alien in the Classroom – Gervais Phinn  The Girl who Stole an Elephant : descriptive setting, formal letter			The Fastest Boy in the world; parallel narrative, formal report  Limericks, Free verse poetry Werewolf cub (book) – Joseph Coelho  The Amazing Adventures of Edward Tulane: instruction writing, narrative			Wonder: monologue, persuasive speech  Metaphor poem The Sun – Wes Magee Don't be scared – Caroll Ann Duffy  The Lion, the Witch and the Wardrobe: character description, instructions		
<b>Guided Reading</b>		Groosham Grange		The Girl who Stole an Elephant	Complete comprehension	Complete comprehension	Wonder - R. J. Palacio	Performance Poetry Macavity by T.S Eliot -The Treasures – Clare Bevan -Today, I feel – Gervais Phinn -The Trouble with My Brother – Brian Patten -You Can't Stop me – Miriam Moss		

<p><b>Spelling</b></p>	<p>words with /aw/ spelt 'augh' and 'au'          adding the prefix im- (before a root word starting with 'm' or 'p')          adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')          homophones          10 statutory words</p>	<p>words with a 'shun' sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>words with a 'shun' sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>words with a 'shun' sound, spelt with 'tion' (if root word ends in 'te' or 't' or has no definite root)</p> <p>words with a 'shun' sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>words with 'ough' to make a long 'o', 'oo' or 'or' sound          10 statutory words</p>	<p>Homophones          Homophones          nouns ending in the suffix -ation          adding the prefix sub- (meaning 'under') and 'super' (meaning 'above')          plural possessive          apostrophes with plural words          10 statutory words</p>	<p>words with the /s/ sound spelt with 'sc'          words with a 'soft c' spelt with 'ce'          words with a 'soft c' spelt with 'ci'          Word families          Word families          10 statutory words</p>	<p>Words with the prefix 'inter'          words with the prefix 'auto'          words with the prefix 'ex'          words with the prefix 'non'          words ending with 'er'          10 statutory words</p>	<p>words with the suffix 'ous'          words with the suffix 'ous'          Adverbials of frequency and possibility          Statutory words learnt so far</p>
<p><b>Handwriting</b></p>	<p><b>Autumn Term:</b>          Practise all joins in line with Spelling lessons</p> <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Prefixes</li> <li>• High Frequency words - Practise / revise all Year 3 wordlist words using joins</li> </ul>	<p><b>Autumn Term:</b>          Practise all joins in line with Spelling lessons</p> <ul style="list-style-type: none"> <li>• words spelt with 'sion'</li> <li>• words spelt with 'ssion'</li> <li>• words spelt with 'tion'</li> <li>• words spelt with 'cian'</li> <li>• words with 'ough'</li> <li>• 10 statutory words</li> </ul>	<p><b>Spring Term:</b>          Practise all joins in line with Spelling lessons</p> <ul style="list-style-type: none"> <li>• suffix -ation</li> <li>• prefix sub-, super-</li> <li>• apostrophes with plural words</li> </ul> <p>High Frequency words from Year 4 wordlists using joins</p>	<p><b>Spring Term:</b>          Practise all joins in line with Spelling lessons</p> <ul style="list-style-type: none"> <li>• words spelt with 'sc'</li> <li>• words spelt with 'ce'</li> <li>• words spelt with 'ci'</li> </ul> <ul style="list-style-type: none"> <li>• Word families</li> <li>• 10 statutory words</li> </ul>	<p><b>Summer Term:</b>          Practise all joins in line with Spelling lessons</p> <p>Words with the prefix 'inter'          words with the prefix 'auto'          words with the prefix 'ex'          words with the prefix 'non'          words ending with 'er'          10 statutory words</p>	<p><b>Summer Term:</b>          Practise all joins in line with Spelling lessons</p> <ul style="list-style-type: none"> <li>• words with the suffix 'ous'</li> <li>• words with the suffix 'ous'</li> <li>• Adverbials of frequency and possibility</li> <li>• Statutory words learnt so far</li> </ul>

English Overview		Autumn		Spring			Summer		
Year 5		1	2	1	2	1	2		
<b>Grammar</b> (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Using commas after fronted adverbials</li> <li>The grammatical difference between plural and possessive -s</li> <li>Use of inverted commas and other punctuation to indicate direct speech [eg , a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted)</li> <li>Using modal verbs to indicate degrees of possibility [eg , might, should, will, must]</li> <li>Adverbs - Indicating degrees of possibility using adverbs [eg , perhaps, surely]</li> </ul>		<ul style="list-style-type: none"> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> </ul>			<ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in Writing</li> <li>Devices to build cohesion within a paragraph [eg, then, after that, this, firstly]</li> <li>Link ideas across paragraphs using adverbials of time [eg , later], place [eg , nearby] and number [eg , secondly] or tense choices [eg , he had seen her before]</li> <li>Verb prefixes [eg , dis-, de-, mis-, over- and re-]</li> <li>Converting nouns or adjectives into verbs using suffixes [eg , - ate; -ise; - ify]</li> </ul>		
<b>Writing</b>	<b>Text:</b>	Pax	Poetry 1: Cinquin	Beowulf	The Boy in the Girls' Bathroom	Poetry <sub>2</sub> : simile and metaphor poems	Skellig	Carrie's War	Tom's Midnight Garden
	<b>Writing Outcome:</b>	Pax: persuasive letter and character description.  November Night- Adelaide Crapsey Snow – Adelaide Crapsey Winter - Adelaide Crapsey Blackbird – John Foster At the Gate – John Foster The Wood in late Autumn – John Foster Mirror – John Foster How to Write Cinquains? – John Foster  Beowulf: Setting description, Anglo Saxon legend		The Boy in the Girls' Bathroom: Informal Letter Balanced argument  The Night Will Never Stay – Eleanor Farjeon Bluebottle – Judith Nichols Windrush child by John Agard  Skellig: write a chapter in the style of the author monologue			Carrie's War: Diary Entry Balanced Argument  Winter - Olivia Kooker Snow and Snow - Ted Hughes It's Spring – John Foster Jack Frost – C.E Pike  Tom's Midnight Garden: Persuasive letter Adventure story		
<b>Guided Reading</b>		Beowulf	Complete comprehension	Complete comprehension	Complete comprehension	Complete comprehension	Carrie's War	-Give and Take – Roger Mc Gough -From a Railway Carriage – R.L Stevenson	

						-Conversation Piece – Gareth Owen -Football Mad – Benjamin Zephaniah -Rum Tum Tiger – T.S Eliot
<b>Spelling</b>	Sound Chart words with the suffix 'cious' Words ending with-ious or fious' words with the short vowel sound /i/ spelt with 'y' homophones 10 statutory words	Silent letters Silent letters modal verb words words with the suffix 'ment' adverbs 10 statutory words	creating nouns using 'ity' suffix Creating words using- 'ness' –suffix creating nouns using- 'ship'- suffix Homophones and near homophones Homophones 10 statutory words	words with the 'au' sound words with the suffix 'ate' words with the suffix 'ise' words with the suffix 'ify' words with the suffix 'en' 10 statutory words	words containing letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place words with an/ear/sound spelt 'ere' 10 statutory words	words with the prefix 'de' and 're' words with the prefix 'over' words with the suffix 'ful' words with the suffix 'ive' words with the suffix 'al' 10 statutory words: identity to mischievous All statutory words learnt so far
<b>Handwriting</b>	<b>Autumn Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• words with the suffix 'cious'</li> <li>• Words ending with-ious or fious'</li> <li>• words with 'y'</li> <li>• homophones</li> <li>• 10 statutory words</li> </ul>	<b>Autumn Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• Silent letters, kn, gn, mb</li> <li>• modal verb words</li> <li>• words with the suffix 'ment'</li> <li>• adverbs</li> <li>• 10 statutory words</li> </ul>	<b>Spring Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• nouns using 'ity' suffix</li> <li>• words using- 'ness' –suffix</li> <li>• nouns using- 'ship'- suffix</li> <li>• Homophones and near homophones</li> <li>• Homophones</li> <li>• 10 statutory words</li> </ul>	<b>Spring Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• words with the 'au' sound</li> <li>• words with the suffix 'ate'</li> <li>• words with the suffix 'ise'</li> <li>• words with the suffix 'ify'</li> <li>• words with the suffix 'en'</li> <li>• 10 statutory words</li> </ul>	<b>Summer Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• words containing letter string 'ough'</li> <li>• Words containing the letter string 'ough'</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• words spelt 'ere'</li> <li>• 10 statutory words</li> </ul>	<b>Summer Term:</b> Practise all joins in line with Spelling lessons  <ul style="list-style-type: none"> <li>• words with the prefix 'de' and 're'</li> <li>• words with the prefix 'over'</li> <li>• words with the suffix 'ful'</li> <li>• words with the suffix 'ive'</li> <li>• words with the suffix 'al'</li> <li>• 10 statutory words: identity to mischievous</li> <li>• All statutory words learnt so far</li> </ul>

English Overview		Autumn			Spring			Summer		
Year 6		1	2		1	2		1	2	
Grammar (taken from Classroomsecrets.com)		<ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>(Using expanded noun phrases to convey complicated information concisely</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Synonyms and Antonyms- How words are related by meaning as synonyms and antonyms</li> <li>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in</li> <li>Recognising subjunctive forms</li> </ul>			<ul style="list-style-type: none"> <li>Use of the colon to introduce a list</li> <li>Use of semicolons within lists</li> <li>Punctuation of bullet points to list information</li> <li>Active and Passive – Using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> <li>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>Use of the colon to mark the boundary between independent clauses</li> <li>Use of the dash to mark the boundary between independent clauses</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>			<ul style="list-style-type: none"> <li>Cohesion - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,</li> <li>Grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]</li> <li>Ellipsis</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>		
Writing	Text:	The Highway Man King Kong	Poetry 1; Narrative/classic	Goodnight Mr Tom	Holes	Poetry2: Sonnets (classics)	Rooftoppers /SATS PREP	Rooftoppers/SATS	Poetry 3: Blank verse (classics)	Picture prompts Revisit edit earlier writing pieces
	Writing Outcome :	<p>The Highway Man ; Persuasive argument Short story narrative Diary entry</p> <p>The Owl and the Pussycat – Edward Lear The Listeners by Walter De La Mare The Pied Piper by Robert Browning Matilda by Hillaire Belloc The Tyger by William Blake The Jabberwocky by Lewis Carroll The Pillow book by Sei Shonagon The Sick Rose by William Blake</p> <p>Goodnight Mr Tom : Informal letter/postcard/chapter in style of the author</p>			<p>Rooftoppers: Prequel King Kong: monologue, newspaper</p> <p>Compare 2 classic sonnets for content, use of language and rhyme pattern. E.g. Summer-water Sonnet Gillian Clarke Lines Upon Westminster Bridge by William Wordsworth</p> <p>Holes: Setting description Diary Non-chronological report</p>			<p>Rooftoppers : Opening of the story (prequel chapter) Explanation Text</p> <p>Mercutio's Queen Mab Monologue in Romeo and Juliet by William Shakespeare The Mending Wall by Robert Frost To be or not to be from Hamlet by William Shakespeare Tintern Abbey by William Wordsworth The Princess by Alfred Lord Tennyson</p>		

<b>Guided Reading</b>	Beetle Boy	CGP/Goodnight Mr Tom	Complete comprehension	Complete comprehension/SATS Prep	Holes/SATS	The Visitor - Ian Serrailler -Cargoes - John Masefield -The Lion and Albert - Marriot Edgar -If - Rudyard Kipling -The Jumblies - Edward Lear -What I Love About School – Roger Mc Gough Sonnets -Mermaid – Susan Rogerson -Who Can Know? – Susan Cartwright Smith -The bottom of the Jar – Susan Cartwright Smith
<b>Spelling</b>	Sound Chart Synonyms words that end in -ce/ -cy and words that end in -se/-sy turning –ant adjectives in to ance/ancy nouns turning –ent adjectives in to -ence/-ency nouns hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel 10 Statutory words: muscle to physical	words with the suffix 'able' words with the suffix 'ably' word families based on common words, showing how words are related in form and meaning word families based on common words, showing how words are related in form and meaning Synonyms 10 Statutory Words: prejudice to restaurant	Cial words with endings which sound like /shuhl/ after a vowel. Tial words with endings which sound like /shuhl/ after a constant. words that have a 'soft c' spelt /ce/. word families based on common words, showing how words which are related in form and meaning word families based on common words, showing how words which are related in form and meaning 10 Statutory Words: rhyme to sufficient	Synonyms Synonyms and Antonyms 10 Statutory Words: Suggest to Yacht Consolidation/SATS Prep		
<b>Handwriting</b>	<b>Autumn Term:</b> Practise all joins in line with Spelling lessons <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• words that end in -ce/ -cy and words that end in -se/-sy</li> <li>• ance/ancy nouns</li> <li>• ence/-ency nouns</li> <li>• hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel</li> <li>• 10 Statutory words: muscle to physical</li> </ul>	<b>Autumn Term:</b> Practise all joins in line with Spelling lessons <ul style="list-style-type: none"> <li>• words with the suffix 'able'</li> <li>• words with the suffix 'ably'</li> <li>• word families based on common words,</li> <li>• Synonyms</li> <li>• 10 Statutory Words: prejudice to restaurant</li> </ul>	<b>Spring Term:</b> Practise all joins in line with Spelling lessons <ul style="list-style-type: none"> <li>• Cial words</li> <li>• Tial words</li> <li>• words that have a 'soft c' spelt /ce/.</li> <li>• word families based on common words,</li> <li>• 10 Statutory Words: rhyme to sufficient</li> </ul>	<b>Spring Term:</b> Practise all joins in line with Spelling lessons <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Synonyms and Antonyms</li> <li>• 10 Statutory Words: Suggest to Yacht</li> <li>• Consolidation/SATS Prep</li> </ul>	<b>Summer Term;</b>	Dictation practice to encourage speed of writing in readiness for Year 7.



# ATAM Academy

## Secondary English Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
7	<b>Gothic Short Stories</b> <ul style="list-style-type: none"> <li>● Introduction to the convention</li> <li>● Inference and deduction</li> <li>● Comprehension</li> <li>● Read aloud with expression and intonation</li> <li>● Dramatisation of short texts</li> <li>● PEEL paragraphs</li> </ul>	<b>Novel Study: A Monster Calls</b> <ul style="list-style-type: none"> <li>● Recap the Gothic conventions</li> <li>● Character analysis</li> <li>● Theme of family, friendship and loneliness examined</li> <li>● Class discussions</li> <li>● Developing analytical paragraphs</li> <li>● Social and emotional awareness through reading</li> </ul>	<b>Identity Poetry</b> <ul style="list-style-type: none"> <li>● Exploration of poetry as a medium for expression</li> <li>● Reading poetry aloud</li> <li>● Identifying poetic devices</li> <li>● Understanding how meaning is related through poetic devices</li> <li>● Students' identities explored through collages, drama and poetry</li> </ul>	<b>The Apprentice Challenge</b> <ul style="list-style-type: none"> <li>● Study of non-fiction</li> <li>● Advertisements examined and interpreted</li> <li>● Brands, logos and pitches taught through a class project</li> <li>● Group presentations</li> <li>● Evaluations written with self-assessment</li> </ul>	<b>Shakespeare's Soliloquies</b> <ul style="list-style-type: none"> <li>● Introduction to Shakespeare</li> <li>● Exploration of soliloquies</li> <li>● Mental state of various characters explored</li> <li>● Film and video clips used to explore character</li> <li>● Analytical paragraphs developed through watching plays and films</li> <li>● Dramatisation of soliloquies</li> <li>● Developing spoken language skills</li> <li>● Plot, character and themes explored</li> </ul>		
8	<b>Dystopian Fiction</b> <ul style="list-style-type: none"> <li>● Introduction to the convention</li> <li>● Short extracts studied with emphasis on dystopian worlds</li> <li>● Characters analysed with links to convention</li> <li>● Students create their own narrative with dystopian conventions</li> <li>● Using film, drama and short video clips to explore the world of dystopia</li> </ul>	<b>Novel Study: Noughts and Crosses</b> <ul style="list-style-type: none"> <li>● Recap of dystopian conventions in a long-form novel study</li> <li>● Race, discrimination and privilege explored through reading, speaking and class discussion</li> <li>● Analysis of characters and themes</li> <li>● Ethical and moral dilemmas explored</li> </ul>	<b>Stolen History</b> <ul style="list-style-type: none"> <li>● Project study of colonialism and imperialism</li> <li>● Links to Sikh and British identity</li> <li>● Exploration of British history</li> <li>● Links to slavery and subjugation</li> <li>● Understanding the role of Queen Victoria and East Indian Company</li> </ul>	<b>Persuasive Writing</b> <ul style="list-style-type: none"> <li>● Rhetoric: writing for an audience</li> <li>● Famous speeches read and examined</li> <li>● Analysis of persuasive devices and their effects on the audience</li> <li>● Presentation of speeches with rhetoric and persuasive devices</li> <li>● Evaluation of speeches</li> </ul>	<b>Romeo and Juliet</b> <ul style="list-style-type: none"> <li>● Study of play with drama</li> <li>● Social and historical context of 16<sup>th</sup> Century England</li> <li>● Characters explored and analysed with links to the play</li> <li>● Film and video clips to aid with understanding the plot</li> <li>● Inspired stories explored</li> </ul>	<b>Media Unit: Newspapers, Blogs and Film</b> <ul style="list-style-type: none"> <li>● Media introduced through newspaper types – tabloids and broadsheets.</li> <li>● Conventions explored and modelled</li> <li>● Blog posts read, written and assessed</li> <li>● Films reviewed using conventions</li> <li>● Media literacy</li> <li>● Images and photography analysis</li> </ul>	
9	<b>Academic Writing: Animal Farm</b> <ul style="list-style-type: none"> <li>● Study of social and historical context</li> <li>● Writing with a clear purpose and direct address</li> <li>● Concise evidence selected</li> <li>● Identifying writer's methods with an appreciation for language and structure</li> <li>● Essay writing introduction</li> <li>● Writer's purpose examined</li> <li>● Character, plot, themes and motifs</li> </ul>		<b>Contemporary Poetry</b> <ul style="list-style-type: none"> <li>● Links to Sikh and Indian diaspora</li> <li>● Poetic devices examined with links to themes of identity, society and religion</li> <li>● Meaning and methods considered through poetry</li> </ul>	<b>Transactional Writing</b> <ul style="list-style-type: none"> <li>● Recap of newspapers, articles, blogposts, letter writing and speeches</li> <li>● Conventions of transactional writing revised</li> <li>● Writing for a purpose, audience and form</li> </ul>	<b>Shakespeare: Hamlet</b> <ul style="list-style-type: none"> <li>● Study of a tragedy</li> <li>● Plot, characters, themes and motifs</li> <li>● Social, historical and religious context</li> <li>● Conventions of a play studied</li> <li>● Dramatisation of scenes</li> <li>● Analytical essays on character and themes</li> </ul>		
10	<b>English Literature: Power and Conflict Anthology</b> <ul style="list-style-type: none"> <li>● Introduction to GCSE Literature</li> <li>● Reading, analysing and examining poems linked to the theme of power and conflict</li> <li>● Study of <i>Ozymandias</i>, <i>London</i>, <i>Storm on the Island</i>, <i>Extract from, The Prelude</i>, <i>My Last Duchess</i>, <i>Checking Out Me History</i>, <i>The Émigrée</i> and <i>Tissue</i>.</li> <li>● Comparative writing skills</li> </ul>	<b>English Literature: A Christmas Carol</b> <ul style="list-style-type: none"> <li>● Social and historical context of 19<sup>th</sup> Century England</li> <li>● Author study of Charles Dickens</li> <li>● Plot, character, theme, symbolism, structure and motifs</li> <li>● Examination of writer's purpose and political ideas</li> <li>● Essay writing skills</li> </ul>	<b>Spoken Language Endorsement Piece</b> <ul style="list-style-type: none"> <li>● Presentation of student-chosen topic</li> <li>● Speaking with a purpose to persuade</li> <li>● Writing, drafting and presenting skills</li> </ul>	<b>English Literature: An Inspector Calls</b> <ul style="list-style-type: none"> <li>● Conventions of a play</li> <li>● Author study of J.B Priestley</li> <li>● Political, social, historical and economical context of 20<sup>th</sup> Century England</li> <li>● Morality and ethics explored through plot, character, themes and structure</li> </ul>	<b>English Language Paper 1: Explorations in creative reading and writing</b> <ul style="list-style-type: none"> <li>● Introduction to GCSE Language</li> <li>● Identify and interpret explicit and implicit information and ideas.</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>● Evaluate texts critically with appropriate textual references.</li> </ul>	<b>Pr e- P u b l i c E x a m i n a t i o n s</b>	<b>English Literature: Power and Conflict Anthology</b> <ul style="list-style-type: none"> <li>● Completion of poetry anthology</li> <li>● Study of poems linked to the theme of war, internal conflict and violence</li> <li>● Study of <i>Bayonet Charge</i>, <i>Exposure</i>, <i>Kamikaze</i>, <i>War Photographer</i>, <i>Remains</i> and <i>Poppies</i>.</li> </ul>

<p>11</p>	<p><b>English Language Paper 2: Writers' Viewpoints and Perspectives</b></p> <p>Identify and interpret explicit and implicit information and ideas.</p> <p>Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>Pre-Public Examinations</b></p>	<p><b>English Literature: Unseen Poetry</b></p> <p>Read, understand and respond to unseen texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>English Literature: Macbeth</b></p> <p>Conventions of a tragedy recap</p> <p>Author study of William Shakespeare</p> <p>Social, historical and religious context studied</p> <p>Plot, character and themes</p> <p>Study of Great Chain of Being</p>	<p><b>Pre-Public Examinations</b></p>	<p><b>Revision</b></p> <p>Preparation for upcoming GCSE examinations using the marks from the previous PPE exams to support students through class re-teaching, small-group interventions, booster classes and after school revision sessions.</p> <p>Keynote Education [external] sessions will be held for the topics where students have achieved the least marks.</p> <p>All revision in school will be under guidance from both class teacher and examiner reports generated after the examinations.</p> <p>Use of past papers, teacher-created assessments and exam-style questions will be used to prepare students to be exam-ready. Timed activities and walking, talking mocks will also be used to ensure all skills are covered.</p>	<p><b>GCSE examinations</b></p>
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