

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Half term 1	<p>Transition –</p> <p>‘Talk 7’ Villains unit.</p> <p>Introduction to Accelerated Reading and Language Detective work.</p> <p>Star Reader test & Accelerated Reader quiz testing</p>	<ul style="list-style-type: none"> • Is a villain born a villain? • To explore introductions to fictional villains & use as style models in their own scaffolded, then independent writing. • To develop vocabulary choices becoming more ambitious than KS2. • To understand what a ZPD is, to know how to select books that will help their reading progress, to explore a wider variety of texts in the library open to them as young adult readers. • Knowledge of etymology and how the English language has developed over time. • SPaG focus – capital letters, verb inflections, speech marks. • Flashback Friday – KS2 fiction and SPaG. • Key reading – at least 2 villains prose extracts from the booklet of 15; extracts of Old English and Middle English. • Star Reader test and Accelerated Reader quiz. 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. write an interesting and focused piece of creative description 2. use: Action, Description, Dialogue 3. link my ideas with paragraphs 4. use a variety of sentence lengths 5. use ambitious words – highlight five ambitious words 6. spell basic / more complex words correctly <p><u>Medium Term Plan skills</u></p> <ul style="list-style-type: none"> • Reading style models and justifying impressions of characters • Learning a style model • Analysing writers’ choices • Oracy skills • Developing ambitious vocabulary – adjectives to describe a character • Planning writing • Structuring and linking ideas in their narrative writing • Using ADD – Action, Description, Dialogue • Punctuating sentences / varying sentence structures • Independent writing 	<p>To establish effective transition between KS2 and 3. The ‘Talk 7’ unit was created by primary consultants to build on strategies taught at KS2.</p> <p>To ensure students are reading for pleasure and access independently chosen books at the correct book level to ensure they are appropriately challenging.</p> <p>To engage students in exploring the concept of villains which leads students into secondary literature study.</p> <p>To foreground whole school literacy Academic Word List</p> <p>ASSESSMENT Independent practice: narrative writing – introducing a villain from an image</p>

<p>Half term 2</p>	<p>Novel -</p> <p>Study of an appropriately challenging whole novel</p>	<ul style="list-style-type: none"> • How a writer develops plot and character. • To express opinion about fiction texts. • Plot, structure and characterisation in the set novel. • What a quotation is, how to choose a relevant quotation and how to use it in our writing. • Knowledge of terms used to analyse language – noun, adjective, verb, adverb and introduction to connotations and semantic field. • How to write a review. • SPaG focus – paragraphs and fronted adverbials • Flashback Friday – character and setting • Key reading – ‘The Boy in the Striped Pyjamas’ as whole class reader; model of a review. • Accelerated Reader quiz testing. 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. say what my impression (thoughts and feelings about) of a character/ relationship is 2. use adjectives to explain my impression e.g. ‘annoyed,’ ‘friendly’, ‘tense.’ 3. use quotations to support my comments 4. comment on the writer’s use of language (choice of words and phrases) 5. use language terms e.g. verb, simile 6. comment on the effect of language / how language creates my impression <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Analysing character development • Analysing plot structure • Analysing the writer’s choice of language and its effect • Use of quotation, PEA and terms. • Independent analysis. 	<p>To build on the unit on villains and explore how characters develop over a whole novel.</p> <p>To promote independent fiction reading by modelling reading a novel.</p> <p>To introduce students to quoting and language analysis skills - the basis of AO2 (and also AO3 and AO4) – in particular the concept of ‘impression’.</p> <p>ASSESSMENT EXTRACT QUESTION</p> <p>‘What impressions does the writer create of ... ?’</p>
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<p>Half Term 3</p>	<p>Journalism - Non-fiction reading</p>	<ul style="list-style-type: none"> • What is non-fiction? • To explore writers’ viewpoints and perspectives and analyse writers’ use of language. • To know how to compare texts and make links between 2 texts. • To know the different types of non-fiction writing. • To understanding the terms viewpoint and perspective. • Knowledge of terms to analyse non-fiction – e.g. repetition, emotive language. • SPaG focus – fronted adverbials, prepositions, devices that build cohesion. • Flashback Friday – Academic Word List • Key reading – to include 19th century writing and a minimum of 4 texts e.g. Teeth; Elephants; Stray Dog; Ballooning; Musicians; London Poor assessment; whole class reader. • Star Reader Test & AR quiz 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. comment on what the writer’s viewpoint /thoughts and feelings 2. use ‘I think / agree’ to evaluate – show my viewpoint / say whether I agree 3. use quotations to support my comments 4. comment on the writer’s use of language (choice of words and phrases) 5. use language terms e.g. adjective, question, fact, emotive language 6. comment on the effect of language - how it shows the writer’s viewpoint <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Analysing the writer’s choice of language and its effect • Use of quotation, PEA and terms. • Independent analysis • Comparison and summary - linking similar ideas 	<p>To build on the previous fiction unit’s introduction to quoting, language analysis skills and develop evaluation (A04).</p> <p>To promote wider non-fiction reading.</p> <p>To introduce students to the concept of viewpoint and perspective in non-fiction writing, pairs of non-fiction texts on the same topic and pre 1900 non-fiction texts.</p> <p>To introduce students to comparison.</p> <p>ASSESSMENT EXTRACT QUESTION ‘The writer thinks and feels ... How far do you agree?’</p>
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<p>Half Term 4</p>	<p>Journalism - Non-fiction writing</p>	<ul style="list-style-type: none"> • To use the non-fiction extracts from the previous half term unit as style models • To express a viewpoint / perspective in their own scaffolded then independent non-fiction writing. • To understand the conventions of letter and article writing. • To revise review writing. • To express a viewpoint / perspective orally in a presentation. • SPaG focus – statement, question, exclamation, command, expressing time and place, apostrophes of contraction. • Flashback Friday – Narrative writing • Key reading – to read a model of a formal letter and an article; whole class reader. • Accelerated Reader quiz testing. 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. plan my ideas 2. write an interesting and focused article 3. use linguistic devices such as: a headline, speech from someone who has been interviewed, emotive language 4. link my ideas with paragraphs 5. use a variety of sentence lengths 6. use ambitious words – highlight five ambitious words 7. spell basic / more complex words correctly <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Spoken language – increased confidence in more formal spoken language settings. • Planning and structuring transactional writing. • Linking ideas and use of connectives. • Developing increasingly ambitious vocabulary. • Developing punctuating sentences / varying sentence structures. 	<p>To build on the previous non-fiction unit and use these extracts as style models.</p> <p>To build on earlier narrative writing skills and develop students’ ability to express a viewpoint.</p> <p>To develop structuring writing, linking and using paragraphs.</p> <p>To introduce students to more formal spoken language tasks.</p> <p>ASSESSMENT Independent Practice: Writing an article (AO5 and AO6)</p>
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<p>Half Term 5</p>	<p>Poetry -</p> <p>Nature poetry anthology 4 weeks</p> <p>Revision of narrative writing 2 weeks</p>	<ul style="list-style-type: none"> • Interleaving. To revise narrative writing knowledge taught in half term 1. • What is a poem? • Why do poets write about nature? • To explore a range of poetry including pre 1914 and seminal world literature. • Exploring poetry using unseen poetry knowledge and skills. • Poets’ ideas – what and why they are writing? • Poets’ methods – how they are writing? Analysis of writers’ choice of language, form and structure. • SPaG focus – parenthesis and commas to clarify meaning • Flashback Friday – Non-fiction reading & articles • Key reading – to read a minimum of 5 poems from our Nature Anthology to include ‘Nettles’ and ‘Daffodils.’ • Accelerated Reader quiz testing. 	<p><u>Pupils’ skill list for the assessment in Narrative writing (matches half term 1 as we want students to recall the skills)</u></p> <p><u>I know how to ...</u></p> <ol style="list-style-type: none"> 1. plan my writing and have a clear beginning, middle and ending 2. write an interesting and focused piece of creative writing 3. use: Action, Description, Dialogue 4. link my ideas with paragraphs 5. use a variety of sentence lengths 6. use ambitious words – highlight five ambitious words 7. spell basic / more complex words correctly <p><u>Medium Term Plan</u></p> <ul style="list-style-type: none"> • Revision skills – narrative writing. • Independent assessed narrative writing from an image. • Using quotations to support opinions. • Analysis of language, form and structure. 	<p>To build on KS2 poetry study and explore a range of poems including pre1914 and seminal world literature.</p> <p>To build on language analysis work and explore poetic techniques.</p> <p>To promote independent revision and application of narrative writing knowledge and skills.</p> <p>Formal assessment: Narrative / Recount writing (AO5 and AO6)</p>
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<p>Half Term 6</p>	<p>Shakespeare - Study of either: ‘The Tempest’ ‘Twelfth Night’ ‘A Midsummer Night’s Dream’ or ‘Much Ado About Nothing’</p>	<ul style="list-style-type: none"> • Who was Shakespeare and what did he write? • Shakespearean context – Elizabethan/ Jacobean England, theatre. • To explore a Shakespeare comedy. • Exploring: Comedy / tragedy • Play structure – acts, scenes, soliloquy and asides. • Characterisation. • Plot development. • Language analysis. • SPaG focus – consolidation and testing of the year’s foci. • Flashback Friday – Poetry • Key reading – study of one comedy from ‘The Tempest’; ‘Twelfth Night’; ‘A Midsummer Night’s Dream’; ‘Much Ado About Nothing’ • Star Reader test and Accelerated Reader quiz testing 	<p>Medium Term Plan</p> <ul style="list-style-type: none"> • Consideration of Shakespearean context. • Familiarity with the concept of comedy and characterisation. • Annotation of an extract. • Supporting opinions with specific examples from a play. 	<p>To build on KS2 Shakespeare study and explore a play.</p> <p>To introduce students to relevant Shakespearean historical and literary context.</p> <p>To increase students’ familiarity with and confidence with Shakespearean language.</p> <p>To introduce the skill of learning quotations.</p>
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