**English Curriculum Snapshot 2024-2025**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS2A** | The Bog Baby by Jeanne Willis  Write a prediction by exploring a bog habitat.  To read the narrative and analyse the descriptive techniques used by the author.  Write a description poem.  Show the formation of adjectives using suffixes e.g. – ful, -less.  Use co-ordinating conjunctions and expanded noun phrases.  Identify where to use capital letters, full stops, and question marks.  Write a story using these techniques for the 500 words competition. | The Rhythm of the Rain by Grahame Baker-Smith  Use fronted adverbials  Developing the range of sentences with more than one clause by using a wider range of  conjunctions including when, if, because, although, before, after, while and so’  Write a simile poem.  Using paragraphs to group related material  Write an information text about the water cycle. | Jemmy Button by Jennifer Uman  To express time, place and cause using prepositions and adverbs in writing.  Write a kennings poem.  Use a wider range of conjunctions, e.g.  when, if, because,  although  Use inverted commas to punctuate  direct speech  Write a letter from the perspective of Jeremy Button. | Egyptology by Dugald Steer  Use headings and sub-headings to aid presentation  Understand the purpose of diary writing  Identify how diaries can be used to understand more about the past.  Write a secret diary entry. | Into the Forest by Anthony Browne  To read the narrative and analyse the effective techniques used by the author.  Write a personification poem.  Identify the PAT for the WAGOLL.  Develop an understanding of how author’s plan narratives using IPEELL.  Plan and write my own narrative using inverted commas for direct speech. | The Whale by Ethan and Vita Murrow  Expand use of commas using them after fronted adverbials  Write a simile poem.  Develop an understanding of  standard English  forms for verb  inflections (we/ were  instead of we/ was)  Write a newspaper report about the sighting of The Whale. |
| **KS2B** | Shape Poems  Calligrams, acrostics, kennings, shape poems haiku.  Identify rhyme and rhythm in poetry.  To understand and use syllables  Identify rhyming words in a variety of poems.  Identify alliteration, assonance, onomatopoeia  To know the features, and be able to use, figurative language.  Write a poem.  Perform a poem  Identify alliteration, assonance, onomatopoeia  Weekly spellings.  Punctuation.  Grammar  (At appropriate level). | The Ice Palace  To read texts with expression.  Be able to recount stories.  To make predictions.  To infer and deduce from texts.  Plan and write an adventure story.  To write descriptively, using powerful vocabulary.  To identify nouns, adjectives and verbs.  To identify and use adverbs and fronted adverbials.  Identify prepositions.  Use a range of conjunctions.  Weekly spellings.  Punctuation.  Grammar  (At appropriate level) | Friend or Foe  Story writing- cross curricular-WW2  To read texts with expression. make predictions based on the text.  To infer from texts.  To write a character description of David or the German airman. Use  powerful vocabulary (adjectives, adverbs, verbs) and add dialogue using correct punctuation.  Use quotations to exemplify a point of view, character trait or creating tension.  To write a diary entry, in the style of David or Tucky.  To represent aspects of the story using artwork, e.g. a newspaper cover or Blitz pictures.  To write a letter.  To write a newspaper article.  Use a thesaurus  Weekly spellings.  Punctuation.  Grammar  (At appropriate level). | Friend or Foe  Information writing- cross curricular-WW2  To experience a range of different non- fiction texts.  To write an information booklet about Evacuees in WW2.  To research information independently.  To identify and then use the correct format and features of an information text.  To enhance booklets using art and downloaded  Images.  Insert appropriate captions.  Weekly spellings.  Punctuation.  Grammar  (At appropriate level). | BIOGRAPHY/AUTO BIOGRAPHY writing.  To experience a variety of biography.  To know the correct format and language to use: a range of time connectives;  chronological order;  headings; sub - headings and  Illustrations.  To write an auto –biography- the story so far...  To write a biography of a famous person using the correct format.  To make predictions.  Weekly spellings.  Punctuation.  Grammar  (At appropriate level).  . | The Eye of the Wolf by Daniel Pennac.  To explore how a complex narrative is achieved.  To understand the characters and create character descriptions.  To compare characters.  To read texts with expression.  To make predictions  To infer from texts.  Use quotations to exemplify a point of view, character trait or creating tension.  To use PEE (point, evidence, explanation)  To create character descriptions.  To compare characters.  To make predictions.  Weekly spellings.  Punctuation.  Grammar  (At appropriate level). |
| **7A** | Tins by Alex Shearer  To read texts with expression  To make predictions  To infer from texts.  Use quotations to exemplify a point of view, character trait or creating tension. To use PEE (point, evidence, explanation) To create character descriptions  To compare characters  Write a newspaper article.  Use role play  Key words: hook reader, strong verbs, interesting adjectives, figurative language, creating tension, comprehension. Key skills: answering comprehension questions on the text.  Producing descriptive character writing. Knowing how to use and join paragraphs using cohesive devices.  Be able to use ‘show, not tell’ to describe a character.  Be able to use interesting adjectives and powerful verbs.  Plan a story using a story mountain/ writing frame.  Write a structured story with a beginning, middle and end.  Recognise and use the features of a newspaper.  Re-create a conversation and act it out. | | The Arrival by Shaun Tan  Explore the illustrations in the book and use inference skills to infer feelings, thoughts and motives.  Use emotive language for effect to write a farewell letter in the role of the father to his little girl.  Explore the use of symbolism to represent ideas.  Plan and write a narrative from the girl’s point of view.  Plan and write a flashback narrative to retell the events of the old man’s life.  Creative writing:  Independent writing based on stimuli in the form of pictures, video clips, music and experiences.  Young Writers Competition - TBC | Classic Poems (various)Classic poems Main texts: Walrus and the Carpenter/Butterfly + Cautionary Tales by Hilaire Belloc  Performing a classic poem, answer comprehension questions, role-play, write a newspaper report,  Key skills:\_  Counting syllables.  Identify rhyming words and repetition in a variety of poems.  Knowing key terms such as metaphor, simile, personification and stanza.  Exploring persuasive language. Examining language to justify opinions. | A Midsummer Night’s Dream (Shakespeare)  Reading texts with expression.  Inferring from texts. Answering comprehension questions.  Using mime to portray a scene or event.  Identifying alliteration, assonance, onomatopoeia.  To write a newspaper report.  Identifying and using quotations.  Sequencing a plot  Comparing a film and text.  Becoming familiar with some of Shakespeare’s stories and characters.  Identifying some of the distinctive features of Shakespeare’s language and how language has changed over time.  Exploring some of the great themes of Shakespeare’s plays, such as kingship, romance and ambition. Appreciating that Shakespeare’s plays can be performed and interpreted in different ways.  To create a film trailer. | Non-Fiction  Students will read a variety of texts with expression, practise inference while reading from texts. They will answer comprehension questions, and know the difference between fact and opinion. · They will also learn to identify balanced opinion and bias.  Use PEE (point, evidence, explanation) Answering comprehension questions on the text.  Use PEE (point, evidence, explanation) Answering comprehension questions on the text.  Answering different types of question (e.g. multiple choice, short, long questions). |
| **7B** | Krindlekrax by Philip Ridley  Read and explore the book, understanding how the author has hooked the reader in.  Use retrieval and inference techniques to draw descriptions of the main characters.  Using evidence from the text, compare the characters of Ruskin and Elvis.  Through research from books and the internet, create a fact file on crocodiles.  Using information from the text, analyse Ruskin’s character, using this to write a diary entry from his point of view.  Working collaboratively as a group, create a collage of Lizard Street, identifying significant places to be included.  Using the incident in the cinema, create questions for hot seating individual witnesses. Use the information gained to write a newspaper report.  Write a book review of the story.  Creative writing:  Independent writing based on stimuli in the form of pictures, video clips, music and experiences.  Young Writers Competition - TBC | | Charlie and the Chocolate Factory by Roald Dahl  Read and explore the book, discussing and evaluating how writers use language to impact on the reader.  Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Make predictions about what might happen next in the story.  Use strategies such as role play, freeze framing and conscience alley to develop understanding of the text.  Learn how to precis longer passages of text.  Creative writing:  Independent writing based on stimuli in the form of pictures, video clips, music and experiences.  Young Writers Competition - TBC | | Humorous Poems (various)  Identify rhyme and rhythm in poetry.  To understand and use syllables  Identify rhyming words in a variety of poems.  Write a poem.  Perform a poem  Identify alliteration, assonance, onomatopoeia haiku, limerick    Key skills:\_  Identify rhyming words.  Counting syllables  Identify rhyming words in a variety of poems.  Write a poem | Non-Fiction  Students will read a variety of texts with expression and practise inference while reading from texts. They will answer comprehension questions, and know the difference between fact and opinion. · They will also learn to identify balanced opinion and bias.  Use PEE (point, evidence, explanation) Answering comprehension questions on the text.  Answering different types of question (e.g. multiple choice, short, long questions). |
| **8** | Skellig (David Almond)  To read texts with expression.  To make predictions.  To infer from texts.  To write descriptively, using powerful vocabulary.  Use quotations to exemplify a point of view, character trait or creating tension. To write a diary entry, using key features.  Answer comprehension questions.  To use PEE (point, evidence, explanation)  To complete a piece of writing that uses the PEE structure to describe the anxiety felt by Michael’s family.  To write a poem  Identify themes  Key words: hook reader, strong verbs, interesting adjectives, diary features, creating tension, comprehension, imagery.  Key skills: Use PEE (point, evidence, explanation) Answering comprehension questions on the text.  Identify themes.  Identify similes and metaphors. | | Boy (Roald Dahl)  To read texts with expression.  To make predictions.  To infer from texts.  Use quotations to exemplify a point of view, character trait or creating tension.  To use PEE (point, evidence, explanation)  To write an autobiography on Roald Dahl. Key words:- autobiography, hook reader, strong verbs, interesting adjectives, figurative language, creating tension, comprehension, imagery. Key skills:-  Use PEE (point, evidence, explanation) Answering comprehension questions on the text.  Identify themes  Identify similes and metaphors  To be able to form questions for research, then use a computer/info from PowerPoint to find the answers. | | Poetry  Identify rhyme and rhythm in poetry. To understand and use syllables Identify rhyming words in a variety of poems.  Write a poem. Perform a poem. Identify alliteration, assonance, onomatopoeia.  Key words: rhyme, rhythm, alliteration, noun phrase, stanza, verse, assonance, acrostic, simile, metaphor, syllables, onomatopoeia, haiku, limerick.  Key skills: identify rhyming words, count syllables, identify rhyming words in a variety of poems.  Write a poem. | Non-Fiction  Students will read a variety of texts with expression. Practise inference while reading from texts. They will answer comprehension questions and know the difference between fact and opinion.  They will also learn to identify balanced opinion and bias. |
| **9A** | Wonder by R J Palacio  Read and explore the main characters, understanding the point of view for each one.  Use evidence from the text to make inferences about the different characters and create empathetic writing in the form of diary entries and letters, that explores their thoughts and feelings. Use PEE to demonstrate knowledge of the individual characters.  Through discussion, relate events in the text to the students’ own lives.  Discuss how precepts can relate to our lives.  Explore the characters further through creative writing and drawing.  Plan and create an autobiographical description of the residential trip, understanding how to use a variety of sentence openers for effect.  Compare the differences and similarities between the book and the film  Creative writing:  Independent writing based on stimuli in the form of pictures, video clips, music and experiences.  Young Writers Competition - TBC | | Stormbreaker by Anthony Horowitz  Read and explore the features of the genre.  Infer and interpret ideas from the text, understanding how a tense atmosphere is created.  Use PEE to analyse the text and make predictions about what is going to happen next.  By understanding the structure, purpose and language of a formal letter, students will plan and create a letter using persuasive devices.  Create gadgets and, using persuasive devices, produce a leaflet to advertise them.  Explore links between different texts from a similar genre.  Understand the conventions of spy literature and use the five senses and imagery to make writing more effective to the reader.  Revise the conventions of newspaper writing and instruction writing.  Use skimming and scanning techniques to extract key information from a text.  Creative writing:  Independent writing based on stimuli in the form of pictures, video clips, music and experiences.  Young Writers Competition - TBC | | Shakespeare – The Tempest  Read the opening scenes and using inference, make predictions on what will happen in the story.  Explore the use of figurative devices to enhance meaning.  Use personification and other figurative devices in poetry.  Use drama techniques to explore Prospero’s story and his relationships with other characters.  Write a diary entry showing Prospero’s opposing views towards Caliban and Ariel.  Explore the use of impersonal language, using techniques to produce a care manual for Caliban.  Using strategies such as Conscious Alley explore if Caliban should be viewed as a Man or a Monster.  Explore the different voices of Caliban and Ariel, and draft, edit and write a diary entry for both characters following Prospero and Miranda leaving the island. | Non-Fiction  Read a variety of non-fiction texts with expression. Practise retrieval, inference and prediction skills. |
| **9B** | Demon Headmaster  To read the novel and explore the themes of hypnotism, power, and control. Students will create character profiles, explore commonalities using Venn diagrams, write diary entries and answer comprehension questions. | Demon  Headmaster  BBC 500 words competition.  Students across the school will be judging the stories they have written based on the criteria of:  characterisation,  plot,  originality,  language, and  enjoyment. | Creative Minds  Charles Dickens  Students will be reading extracts from Pickwick Papers and explore characterisation, differing points of view and how Dickens manipulates tension. They will also write a persuasive letter, answer comprehension questions, write a diary and learn the conventions of a playscript. They will also research child labour and write a report, write instructions for a parlour game, and research other titles and plots by Charles Dickens or another Victorian author (e.g. Frances Hodgson Burnett or Robert Louis Stevenson, Rudyard Kipling). They will create some weaving or printing. | Poetry  To celebrate poetry and explore its language and themes. Students will read poems such as ‘Macavity the Mystery Cat,’ ‘The Jabberwocky,’ and ‘The Listeners.’ They will answer comprehension questions, create a ‘Wanted!’ poster, write a poem, or short story and sequence events. | War Horse  Students will learn about WWI and explore life on a farm in the early 1900s. They will compare characters, relationships, and different points of view. They will create vivid descriptions, appealing to the senses and role play or storyboard key scenes. | Non-Fiction  Students will read a variety of texts with expression and practise inference while reading from texts. They will answer comprehension questions and know the difference between fact and opinion. They will also learn to identify balanced opinion and bias. |
| **10**  **Option 1** | Pearson Edexcel GCSE English Language 2.0  Paper 1. Non-Fiction texts  Section A: Reading  Study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine articles and reviews, instructional texts, speeches, journals, and reference book extracts. | Pearson Edexcel GCSE English Language 2.0  Spoken Language Endorsement    Demonstrate presentation skills in a formal setting, listen and respond to questions. The spoken language presentation can be: (a) a speech or talk by a student, followed by questions from the audience or (b) a formal debate or dialogue, such as an interview. | Pearson Edexcel GCSE English Language 2.0  Paper 1. Non-Fiction texts  Section B: Writing  Explore/develop transactional writing skills, in the form of letters, articles, reports, speeches, reviews, formal emails or blogs. | Pearson Edexcel GCSE English Language 2.0  Paper 2.  Contemporary Texts  Section B: Writing  Explore and develop imaginative writing skills. | Pearson Edexcel GCSE English Language 2.0  Paper 2.  Contemporary Texts  Section A: Reading  Study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches, and travel writing | Pearson Edexcel GCSE English Language 2.0  Revision  Key skills |
| **10**  **Option 2** | C1 Hobbies ELC  Students will be reading and  researching hobbies and planning a questionnaire for the school. Discussing ideas for a lunchtime club and delivering presentations. | BBC 500 Words Competition  C1 ELC Hobbies  Students will practise how to draw cartoons, recipes, a fact sheet and a blog for parents and explore the language of instruction, organisational and presentational features, and language devices. | ELC C2 Crime  Students will read and explore crimes and eyewitness accounts. Weigh evidence and learn about Victorian England. | ELC C2 Crime  They will write and deliver a speech, interview a suspect, organise a timeline and solve a ‘crime’. | ELC C1 Holidays  Speaking & Listening, Reading  Students will explore holiday, brochures, design advertising posters, write letters, read diary entries, discuss holidays, and research space tourism. | ELC C1 Holidays  Writing  They will plan and budget for their own trip and present their ideas to the class. |
| **11**  **Option 1** | Pearson Edexcel GCSE English Language 2.0  Paper 1. Non-Fiction texts  Section A: Reading  study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine articles and reviews, instructional texts, speeches, journals, and reference book extracts. | Pearson Edexcel GCSE English Language 2.0  Paper 2.  Contemporary Texts  Section B: Writing  Explore and develop imaginative writing skills. | Pearson Edexcel GCSE English Language 2.0  Paper 2.  Contemporary Texts  Section A: Reading  Study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches, and travel writing. | Pearson Edexcel GCSE English Language 2.0  Paper 1. Non-Fiction texts  Section B: Writing  Explore/develop transactional writing skills, in the form of letters, articles, reports, speeches, reviews, formal emails or blogs. | Pearson Edexcel GCSE English Language 2.0  Spoken Language Endorsement  Demonstrate presentation skills in a formal setting, Listen and respond to questions. The spoken language presentation can be: (a) a speech or talk by a student, followed by questions from the audience or (b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses followed by questions from the audience. | Pearson Edexcel GCSE English Language 2.0  Revision  Key skills |
| **11A**  **Option 2** | Functional Skills  Introduction  Students will explore car guides, a review, and advertisements about buying a car. They will Identify language and presentational features, bias, and persuasive strategies. They will also write an email review and a formal letter of complaint.  Students will create a slide show and deliver a 3 - 5-minute talk on a subject of interest, lead a linked question and answer session (in groups of three to four). | Functional Skills  Speaking and Listening Assessment  Students will create a slide show and deliver a 3 - 5-minute talk on a subject of interest, lead a linked question and answer session (in groups of 3-4).  They will also complete a 10–15-minute discussion exploring a subject of their choice in groups of three to five. | Functional Skills  Reading Assessment  Students will select, read, understand, and compare texts and use them to gather information, ideas, arguments, and opinions. They will be exploring advice leaflets, reports, reviews, formal letters, blogs, web pages, advertisements, posters, newspapers, and emails. | Functional Skills  Reading/Writing Assessment  Students will write a variety of texts including articles, emails, formal letters, reviews, and webpage entries while practising for timed assessment. | Functional Skills  Writing Assessment  Students will prepare for their final assessment using past papers with questions and stimuli materials. Revision guides and workbooks. | Functional Skills  Assessment  Revision  Revision key skills |
| **11B** | AQA Unit Award Scheme  Writing to argue or persuade (Entry Level):  Students will give two sides to an argument. They will learn and apply persuasive writing techniques.  They will create a PowerPoint and present it to their peers.  Responding to poetry (Entry Level):  Students will read and listen to a variety of poems. They will take part in class discussions while comprehending specific themes. They will produce a creative piece.  Basic Writing Skills for Everyday Life (Entry Level):  Students will learn how to complete forms adding basic information about themselves.  They will write a short message to a friend, a postcard to a family member, and an email to a friend inviting them for a sleepover.  They will learn how to create formal letters.  Reading/Spelling | AQA Unit Award Scheme  Basic Writing Skills for Everyday Life (Entry Level):  Students will learn how to complete forms adding basic information about themselves.  They will write a short message to a friend, a postcard to a family member, and an email to a friend inviting them for a sleepover.  They will learn how to create formal letters.  Preparing Information for a day in London (Entry Level):  Students will use the internet to research places of interest in London. They will consider the address, price of entry, opening hours, interesting facts.  From their research, they will design a brochure including travel and costs.  Writing a Short Story (Entry Level):  The students will consider different ways of planning a short story.  They will analyse the narrative structure of two animated short stories.  Finally, they will produce their own short story.  Reading/Spelling | AQA Unit Award Scheme  Preparing Information for a day in London (Entry Level):  Students will use the internet to research places of interest in London. They will consider the address, price of entry, opening hours, interesting facts.  From their research, they will design a brochure including travel and costs.  Using timetables (Entry Level):  To support their brochure for a day trip to London, students will use timetables to plan travel routes and times.  Speaking and Listening: Making a short presentation (Entry Level):  Students will prepare a short presentation based on a personal interest. They will research using the internet to add to what they already know about their chosen subject.  They will present to the group, and listen to other presentations from their peers, offering opinions and asking questions where appropriate.  Reading/Spelling | AQA Unit Award Scheme  Speaking and Listening: Making a short presentation (Entry Level):  Students will prepare a short presentation based on a personal interest. They will research using the internet to add to what they already know about their chosen subject.  They will present to the group, and listen to other presentations from their peers, offering opinions and asking questions where appropriate.  Writing Instructions (Entry Level):  Content of instructions TBC – an activity that other students can complete.  Students will plan and write instructions following a logical sequential order.  As a class, we will follow the instructions of each student and evaluate them.  Students will then make any changes to their instructions ensuring their effectiveness.  Reading/Spelling | AQA Unit Award Scheme  TBC  Students will revisit areas which require particular life skills.  Reading/Spelling | AQA Unit Award Scheme  TBC  Revision  Reading/Spelling |