

Intent: Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and develop their love of literature through widespread reading for enjoyment.

Drama is delivered within the English curriculum

		Cycle A (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Running throughout each cycle
Autumn	1	<ul style="list-style-type: none"> • Crime and Mystery Detective novel: Sherlock Holmes <p>National Curriculum Link: Reading: Read literature from pre 1914, Study plot and characterisation and the effects of these. Spoken English: Use Standard English confidently in a range of formal and informal contexts including classroom discussion.</p>	<ul style="list-style-type: none"> • Witches and Wizards Macbeth / Pendle Witches <p>National Curriculum Link: Reading: Read literature from pre 1914. To understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Spoken English: Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<ul style="list-style-type: none"> • Love and Romance Romeo & Juliet <p>National Curriculum Link: Reading: Read literature pre 1914. Recognise a range of poetic conventions and understand how these have been used. Spoken English: Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Spoken English Speak (communicate) confidently and effectively.</p> <p>Reading Develop an appreciation and love of reading, and read increasingly challenging material independently and read critically.</p> <p>Writing Write accurately, fluently, effectively and at length for pleasure and information. To plan, draft, edit and proof-read.</p> <p>Grammar and Vocabulary Consolidate and build on their knowledge of grammar and vocabulary.</p>
	2	<ul style="list-style-type: none"> • Crime and Mystery Detective novel: Sherlock Holmes <p>National Curriculum Link: Writing: Summarising and organising material and supporting ideas and arguments with any necessary factual detail.</p>	<ul style="list-style-type: none"> • Witches and Wizards Macbeth / Pendle Witches <p>National Curriculum Link: Writing: Write for a range of purposes, scripts and poetry.</p>	<ul style="list-style-type: none"> • Love and Romance Romeo & Juliet <p>National Curriculum Link: Writing: Write for a range of purposes, stories, scripts and poetry.</p>	<p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>

Spring	1	<ul style="list-style-type: none"> • Sport Autobiography/ biography National Curriculum Link: Reading: Read contemporary literature/ non-fiction texts. To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.	<ul style="list-style-type: none"> • Animals Animal Farm National Curriculum Link: Reading: Reading prose. To make inferences and refereeing to the text for evidence. Spoken English: To discuss the use of language and meaning.	<ul style="list-style-type: none"> • Seminal World Literature Franz Kafka – The Metamorphosis National curriculum link: Reading: Reading books for a challenge interest and enjoyment. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.	
	2	<ul style="list-style-type: none"> • Sport Autobiography/ biography National Curriculum Link: Writing: Note and polished scripts for talks and presentations. Apply their knowledge of vocabulary, grammar and text structures to their writing and selecting the appropriate form.	<ul style="list-style-type: none"> • Animals Animal Farm National Curriculum Link: Writing: Pay attention to accurate grammar, punctuation and spelling; applying spelling patterns and rules to set out in Appendix 1 to KS1 and LS2 programmes of study.	<ul style="list-style-type: none"> • Seminal World Literature Franz Kafka – The Metamorphosis National Curriculum Link: Writing: To write a well-structured formal expository and narrative essay.	
Summer	1	<ul style="list-style-type: none"> • Adventure Enid Blyton National Curriculum Link: Reading: Make inferences and refer to evidence in the text. To check what they have read makes sense. Spoken English: Participate in formal debates and structured discussions, summarising and/or building on what has been said.	<ul style="list-style-type: none"> • Holiday Brochures National Curriculum Link: Reading: Non-fiction, knowing the purpose and audience for and context of the writing and drawing on this knowledge to support comprehension/ Spoken English: To use standard English confidently in a range in a range of formal and informal contexts, including classroom discussion.	<ul style="list-style-type: none"> • Science Fiction Graphic novels National Curriculum Link: Reading: Contemporary literature. Read for pleasure, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features and presents meaning. Spoken Language: Improve,	
	2	<ul style="list-style-type: none"> • Adventure Enid Blyton National Curriculum Link: Writing: Amending the vocabulary, grammar, and structure of their writing to	<ul style="list-style-type: none"> • Holiday Brochure National Curriculum Link: Writing: Consider how their writing reflects the audience and purpose for which it is intended.	<ul style="list-style-type: none"> • Science Fiction Graphic novels National curriculum link: Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss use and meaning,	

	improve it's coherence and overall effectiveness.	Write with purpose including arguments and personal and formal letters.	using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
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