

**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 (2026-2027) | Cycle B (2027-2028)   | Cycle C (2025-2026)   | Running throughout each cycle   |  |
|---------------|---------------------|---|---|---|--|
| <b>Autumn</b> | <b>1</b>            | <ul style="list-style-type: none"> <li>Crime and Mystery<br/>Detective novel: Sherlock Holmes</li> </ul> <p>National Curriculum Link:<br/>Reading: Read literature from pre 1914, Study plot and characterisation and the effects of these.<br/>Spoken English: Use Standard English confidently in a range of formal and informal contexts including classroom discussion.</p> | <ul style="list-style-type: none"> <li>Witches and Wizards<br/>Macbeth / Pendle Witches</li> </ul> <p>National Curriculum Link:<br/>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.<br/><br/>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"> <li>Love and Romance<br/>Romeo &amp; Juliet</li> </ul> <p>National Curriculum Link:<br/><br/>Reading: Read literature pre 1914. Recognise a range of poetic conventions and understand how these have been used.<br/>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><b>Spoken English</b><br/>Speak (communicate) confidently and effectively.</p> <p><b>Reading</b><br/>Develop an appreciation and love of reading, and read increasingly challenging material independently and read critically.</p> <p><b>Writing</b><br/>Write accurately, fluently, effectively and at length for pleasure and information. To plan, draft, edit and proof-read.</p> <p><b>Grammar and Vocabulary</b><br/>Consolidate and build on their knowledge of grammar and vocabulary.</p> |
|               | <b>2</b>            | <ul style="list-style-type: none"> <li>Crime and Mystery<br/>Detective novel: Sherlock Holmes</li> </ul> <p>National Curriculum Link:<br/>Writing: Summarising and organising material and supporting ideas and arguments with any necessary factual detail.</p>  | <ul style="list-style-type: none"> <li>Witches and Wizards<br/>Macbeth / Pendle Witches</li> </ul> <p>National Curriculum Link:<br/><br/>Writing: Write for a range of purposes, scripts and poetry.</p>  | <ul style="list-style-type: none"> <li>Love and Romance<br/>Romeo &amp; Juliet</li> </ul> <p>National Curriculum Link:<br/><br/>Writing: Write for a range of purposes, stories, scripts and poetry.</p>  | <p><b><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></b></p>  |

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| Spring | 1 | <ul style="list-style-type: none"> <li>• Sport</li> </ul> Autobiography/ biography<br><br>National Curriculum Link:<br>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.<br>Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point. | <ul style="list-style-type: none"> <li>• Animals</li> </ul> Animal Farm<br><br>National Curriculum Link:<br>Reading: Reading prose. To make inferences and refereeing to the text for evidence.<br>Spoken English: To discuss the use of language and meaning.  | <ul style="list-style-type: none"> <li>• Seminal World Literature</li> </ul> Franz Kafka – The Metamorphosis<br><br>National curriculum link:<br>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"> <li>• Sport</li> </ul> Autobiography/ biography<br><br>National Curriculum Link:<br>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"> <li>• Animals</li> </ul> Animal Farm<br><br>National Curriculum Link:<br>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"> <li>• Seminal World Literature</li> </ul> Franz Kafka – The Metamorphosis<br><br>National Curriculum Link:<br>Writing: To write a well-structured formal expository and narrative essay.   |  |
| Summer | 1 | <ul style="list-style-type: none"> <li>• Adventure</li> </ul> Enid Blyton<br><br>National Curriculum Link:<br>Reading: Make inferences and refer to evidence in the text. To check what they have read makes sense.<br>Spoken English: Participate in formal debates and structured discussions, summarising and/or building on what has been said.  | <ul style="list-style-type: none"> <li>• Holiday</li> </ul> Brochures<br><br>National Curriculum Link:<br>Reading: Non-fiction, knowing the purpose and audience for and context of the writing and drawing on this knowledge to support comprehension/<br>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"> <li>• Science Fiction</li> </ul> Graphic novels<br><br>National Curriculum Link:<br>Reading: Contemporary literature. Read for pleasure, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features and presents meaning.<br>Spoken Language: Improve |  |
|        | 2 | <ul style="list-style-type: none"> <li>• Adventure</li> </ul> Enid Blyton<br><br>National Curriculum Link:<br>Writing: Amending the vocabulary, grammar, and structure of their writing to   | <ul style="list-style-type: none"> <li>• Holiday</li> </ul> Brochure<br><br>National Curriculum Link:<br>Writing: Consider how their writing reflects the audience and purpose for which it is intended.  | <ul style="list-style-type: none"> <li>• Science Fiction</li> </ul> Graphic novels<br><br>National curriculum link:<br>Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss use and meaning,   |  |

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|  | 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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