



Term	NC Topics	NC Links	Assessment
AUTUMN	<p><u>Transition unit: poetry, creative writing</u></p> <p><u>A Christmas Carol by Charles Dickens</u></p> <p>Aims - This unit will develop pupils' appreciation and love of reading, whilst challenging them to read 19th Century literature. The novel is generally well heard of among children, and this will cause excitement and promote curiosity to read the text. To begin with, pupils can explore prior knowledge of the Victorian context, which they will have likely touched upon in primary school, before exploring what they know about the novel and characters. Through reading the whole novel, teachers will develop pupils' understanding of characterisation, setting and writer's purpose using comprehension and other activities designed to engage. The 19th Century style and language will provide opportunities for pupils to learn new vocabulary and place it in context. After which, key quotes can be studied in detail allowing teachers to focus on inference skills and the effect of a writer's language. In addition, we will use the novel to explore SMSC issues such as poverty and morality.</p> <p>1.LO: To learn about what life was like in the Victorian era and attitudes towards poverty. 2.LO: To learn about Charles Dickens and the social issues that influenced his writing. 3.LO: to explore the novella's plot and read the opening of the novel. 4.LO: to use prior learning to complete a reading assessment. 5.LO: to develop comprehension skills including using inference. 6.LO: to explore the novella's genre 7.LO: to learn how Dickens uses language to create tension 8.LO: to learn how to retrieve relevant details from a text 9.LO: to consolidate our understanding of Stave 1 using drama. 10.LO: to learn to make inferences about Scrooge in Stave 2 and compare with Stave 1. 11.LO: to learn how to analyse language in detail 12.LO: to explore Dickens' use of descriptive language in Stave 3 13.LO: to explore Dickens' beliefs and how they are evident in the novella 14.LO: to learn how to close read a text for analysis 15.LO: to explore the events of Stave 4 in preparation for the assessment. 16.LO: to demonstrate knowledge of the novella by completing an assessment.</p>	<p><u>1) Develop an appreciation and love of reading, and read increasingly challenging material independently through:</u></p> <p>1.1) Reading a wide range of fiction, including in particular whole books, with a wide coverage of genres (gothic/ghost), historical periods (19th Century), forms (novella) and authors. The range will include high-quality works from: 1a) Pre-1914 prose <u>2) Understand increasingly challenging texts through:</u></p> <p>2.1) Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 2.2) Making inferences and referring to evidence in the text 2.3) Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension 2.4) Checking their understanding to make sure that what they have read makes sense. <u>3) Read critically through:</u></p> <p>3.1) Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 3.3) Studying setting, plot, and characterisation, and the effects of these 3.6) Studying a range of authors, including at least two authors in depth each year.</p>	<p><u>End of Term Test</u></p> <p>The final assessment will assess pupils' inference and analysis skills, as well as their understanding of the context in which the text was written. They will be given a booklet with a series of extracts and questions to answer based on these extracts.</p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> Ideas to show understanding of the text Quotations to support ideas with quotation marks Use of inference Analysis of language Use of key terminology Personal response showing effect on the reader Understanding of author's intention and links to context <p><u>What can I revise in preparation for this assessment?</u></p> <p>Learn the following quotes. Analyse each of these focusing on meaning of the quotes as a whole and what they suggest and individual words within these. Identify key terminology/language techniques. Make links to context.</p> <p>Stave 1 "Hard and sharp as a flint...solitary as an oyster" Stave 2 "His face had not the harsh and rigid lines of later years; but it had begun to wear the signs of care and avarice." Stave 3 "Overcome with penitence and grief" Stave 4 "I hope to live to be another man from what I once was" Stave 5 "I am as light as a feather, I am as happy as an angel, I am as merry as a school boy" Or "A merry Christmas to everybody!"</p>

<p>SPRING</p>	<p><u>Romeo and Juliet by William Shakespeare</u></p> <p>Rationale: This unit will give pupils the opportunity to revisit their skills associated with the artistic practice of drama in KS2; they will develop their basic skills and conventions of drama through an introduction to pre-1914 Literature drama (Shakespeare – ‘Romeo and Juliet’). They will extend their prior knowledge of setting, plot, characterisation and analysis of language from term 1.2, whilst, exploring the features of a play. Pupils will have the opportunity to speak confidently and effectively through classroom discussion, debates and giving short speeches. Through reading the play, pupils will develop their use of language through intonation, tone, volume, mood whilst improvising, rehearsing and performing play scripts. In addition, this play will be used to explore SMSC issues such as religion and morality.</p> <ol style="list-style-type: none"> To learn about Shakespeare’s Life and Times. To learn different facts about Shakespeare’s London and The Globe Theatre. Pre-Assessment on Conflict. To learn how to use your voice and speech effectively. To learn the conventions of a play script. To learn to interpret and analyse Shakespearean language To learn about the plot of ‘Romeo and Juliet’. To learn about the characters in ‘Romeo and Juliet’. To learn the themes in ‘Romeo and Juliet’. To learn the effect of the Prologue. To learn the effect of dramatic devices used at the start of the play. To learn the different types of love in ‘Romeo and Juliet’ To learn to analyse the relationship between Juliet, her mother and the nurse. To learn to understand the key events in Act 1, Scene 5. To learn the symbolism of masks. To learn to make inferences about Romeo’s character. To learn to analyse emotive language in Act 2.2. To learn how Shakespeare uses comedy for effect. To learn to plan for staging a performance. (3.1) – honour/violence) To learn how to present different points of view. To learn how imagery is used for effect. To learn how conflict is presented in families. To learn and understand the term foreshadowing. To learn to act in role when ‘hot seating’. 	<p><u>Reading: Love of reading/independent reading of challenging material through:</u></p> <p>1.1a: Drama 1.1b: Shakespeare.</p> <p><u>Reading: Understanding increasing challenging texts through:</u></p> <p>2.1: Learning new vocabulary- using context and dictionaries- spellings/homework. 2.2: Making inferences and referring to evidence in texts. 2.3: Knowing the purpose, audience and context for writing to support comprehension. 2.4: Check understanding of texts to make sure what they have read makes sense (summarising what they read and understand)</p> <p><u>Reading: Read critically through:</u></p> <p>3.1: Knowing how the following present meaning: Language; Figurative language; Vocabulary choice. 3.3: Study setting, characterisation and plot /effects. 3.4: Understanding how the work of dramatists is communicated effectively through performance /staging/ interpretations.</p> <p><u>Writing:</u></p> <p>1.1b: Stories, scripts, poetry and other imaginative writing. 1.1c: Notes and polished scripts for talks and presentations. 1.3 Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 2.1 – Considering how their writing reflects the audiences and purposes for which it was intended. 2.2 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p><u>Spoken English – confidently and effectively through:</u></p> <p>1.1: Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 1.2: Giving short speeches and presentations, expressing their own ideas and keeping to the point. 1.3: Participating in formal debates and structured discussions, summarising and/or building on what has been said. 1.4: Improvising, rehearsing and performing play scripts and poetry in order to generate language and</p>	<p><u>End of Term Test</u></p> <p>The assessment will expect students to deliver a speech in which they are a character from the play, ‘Romeo and Juliet’.</p> <p>They will reflect on a character and certain events e.g. Juliet’s feelings / anger about / frustration about having to have an arranged marriage and perform.</p> <p><u>Success criteria</u></p> <ol style="list-style-type: none"> Able to present a short, confident and fluent monologue developing ideas and keeping to the point Body language and voice engage the listeners with varied intonation, tone, volume and emphasis Sophisticated, varied vocabulary and sentences are used with confidence Using Standard English confidently and can adapt when necessary A range of well-crafted literary devices integrated effectively and purposefully into speech to describe the emotions of your character. <p><u>What can I revise in preparation for this assessment?</u></p> <p>Learn the plot/characters and then start to act in the role of their favourite character, referring to specific parts of the play but more so, to use their voice / speech effectively.</p> <p>Try to include some of the following quotes when acting in character:</p> <ol style="list-style-type: none"> Nurse to Juliet ‘Lamb!’ ‘Ladybird!’ Lady Capulet about Juliet ‘I have done with thee. Romeo ‘Juliet is the sun’ Lord Capulet about Juliet ‘Hang thee young baggage! Disobedient wretch!’ Prologue ‘Star-crossed lovers’ Prologue ‘ancient grudge’ Friar Lawrence ‘violent delights’ Mercutio ‘A plague on both your houses!’ Juliet about Romeo ‘I must love a loathed enemy’
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SUMMER	<p><u>Creative Writing</u></p> <p>In this unit work, pupils will be learning how to structure a creative writing response. They will be learning how to structure the description of a person using the zoom structure, a description of a place using the box structure, and also how to use the circular structure for a whole response.</p> <p>The film Cool Runnings will be used as a stimulus to inspire, motivate, engage and support students, as well as to aid retention of knowledge.</p> <p>They have previously focused on creative techniques during the poetry unit in half term 1.1, so will be recapping and extending their use of language techniques in this scheme of work.</p> <p>In future units of work they can extend their knowledge of different structures for a creative response and experiment with these.</p> <ol style="list-style-type: none"> To learn to describe a scene by drawing on knowledge from previous learning To learn to describe a person by drawing on knowledge from previous learning To learn to use the zoom structure when describing a person To learn to use the zoom structure when describing a person To learn to apply the zoom structure when describing a person To learn to apply the zoom structure when describing a person To learn to use the box structure when describing the weather and scene 	<p><u>1) Write accurately, fluently, effectively and at length for pleasure and information through:</u></p> <p>1.1) Writing for a wide range of purposes and audiences, including:</p> <ol style="list-style-type: none"> well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing <p>1.3) Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>1.4) Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> <p><u>2) Plan, draft, edit and proof-read through:</u></p> <p>2.1) Considering how their writing reflects the audiences and purposes for which it was intended</p> <p>2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English</p>	<p><u>End of year assessment</u></p> <p>To write a story based on a picture.</p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> Cyclical structure Zoom structure for the person Box structure with a focus for each of the three choices Discourse marker Sentence beginning with three adjectives / adverbs Sentence starting with a simile Metaphors, Similes, Personification, Onomatopoeia Repetition Interesting adjectives Interesting verb choices Senses Listing Short sentence for effect Good vocabulary choices Range of punctuation <p><u>What can I revise in preparation for this assessment?</u></p> <ul style="list-style-type: none"> To learn both the cyclical and zoom structures in the correct order. To write short, descriptive paragraphs using impressive vocabulary, different sentence structures and figurative language. To read novels and identify effective figurative language, discourse markers, good description.

	<ol style="list-style-type: none">8. To learn to use the box structure when describing the weather9. To learn to use the box structure and zoom-in technique when describing a scene10. To learn to apply the box structure when describing the weather and scene11. To learn to apply the box structure when describing a scene12. To learn to use the cyclical structure when writing a creative piece13. To learn to use the cyclical structure when writing a creative piece14. To learn to apply the box structure when describing a scene15. To learn the difference between spoken and written language and how to prepare for a speech16. To learn to present a speech effectively		
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