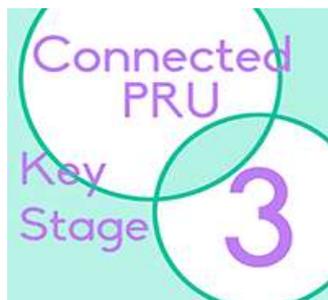




Curriculum Map

English



Curriculum map: English

Autumn	Half term 1 Sept – October	Half term 2 November - December
Weeks	7 weeks	7 weeks
Module	Narrative writing: Diaries/Biographies	Informative texts: Media and advertising
Key learning questions and concepts	What are the conventions around diaries and biography writing? How to adapt writing and creativity to develop ideas. Develop understanding through texts and ideas from different time periods and cultures.	How to produce media and texts which are appropriate to task, reader and advertising purpose. Organise and present a whole media based text effectively. To understand who advertises and why.
Skills and abilities	Identify and discuss the language and organisational features of biography and information texts. Identify and discuss elements of narrative storytelling, chronology and values when they are encountered through facts, opinions or anecdotes.	Deduce, infer or interpret information events or ideas from advertising texts and newspapers. Identify and comment on the structure and organisation of texts, including grammatical and presentational features.
Extension and independence	Understand how texts are and can be adapted to suit different purposes and audiences. Examination of formal and informal texts Class/group discussion “What gives us our identity?” Using concept boards to construct individual autobiographies	Create own advert for own product or a holiday company that incorporates all the techniques studied during module. Peer assess someone else’s media text.
Feedback methods and assessment task.	End of topic peer and teacher assessment through independent Big Write. Verbal AFL.	End of topic peer and teacher assessment through independent Big Write. Verbal AFL. Peer assess the work of other students
Links to broader curriculum content	History – Diary of Anne Frank Drama – Speaking and listening outcomes and hot seating.	Project based Drama – Speaking and listening outcomes and recorded advertising.
Personal development and enrichment	Invite others in school and outside community to speak about their lives and significant, impactful moments to gain an understanding of how life can have peaks and troughs, challenges and triumphs.	Students to gain confidence/encouragement from each other and through staff modelling in regards to S&L. Produce work to be included in the school newsletter.
Celebration of achievement:	Displayed work, bonus points regularly. Call home. Efforts highlighted in assembly.	Displayed work, bonus points regularly. Call home. Efforts highlighted in assembly.

Curriculum map: English

Spring	Half term 3 January - February	Half term 4 February - April
Weeks	6 weeks	6 weeks
Module	Reporting/summarising: Articles	Formal/informal language: Letters
Key learning questions and concepts	To understand the terms and characteristics around articles broadsheets and tabloids. Why do some sentence structures and other features particularly pertain to article writing.	What are the structures and persuasive/ non-persuasive devices specific to speeches and letters? To analyse a variety of texts to gain, inform and demonstrate understanding formal and informal letters and speeches.
Skills and abilities	To be able to identify one of the common sentence structures used in reports and recounts. To write articles based upon the paragraph and sentence conventions learned.	Pupils will gain awareness and demonstrable skills around a formal letter structure. Pupils will comparatively analyse two persuasive texts and demonstrate their understanding. Develop redrafting ability by producing a high quality letter.
Extension and independence	To be able to identify and discuss the effect of journalistic stock expressions. to understand the concepts of lexis and syntax when discussing the language of newspapers.	Use understanding of the structure and develop ability to use different tones in their writing independently.
Feedback methods and assessment tasks	End of topic peer and teacher assessment through independent Big Write. Verbal AFL.	End of topic peer and teacher assessment through independent Big Write. Verbal AFL.
Links to broader curriculum content	History – examine Victorian articles as secondary sources. Newspaper reports re Jack the Ripper for example.	Project based Migration Drama – Speaking and listening outcomes; benefits or not of Migration.
Personal development and enrichment	Students to gain confidence/encouragement from each other and through staff modelling in regards to S&L. Produce work to be included in the school newsletter.	Produce work to be included in the school newsletter. Write meaningful letters for a relevant audience that may solicit a reply.
Celebration of achievement:	Displayed work, bonus points regularly. Call home. Efforts highlighted in assembly. Produce work to be included in the school newsletter.	Displayed work, bonus points regularly. Call home. Efforts highlighted in assembly. Produce work to be included in the school newsletter.

Curriculum map: English

Summer	Half term 5 April - May	Half term 6 May - July
Weeks	5 weeks	7.5 weeks
Module	Speeches/scripts: Presentations/plays	Descriptive language: Poetry and Stories
Key learning questions and concepts	<p>What is a script? What is a plot? What is a super-objective? What are status and blocking? Can I apply learned features to performance of a script? Can I write a brief script and perform this to an audience?</p>	<p>Can I structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution? Can I describe an object, person or setting in a way that includes relevant details and is accurate and evocative? Can I recognise how a poet's language choices can enhance meaning e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects etc. and apply this to my own poetry?</p>
Skills and abilities	<p>Be able to understand the script and write own simple script for performance. Able to apply the skills to the scripted performance and write a script with clear character and plot. Work confidently and constructively on own or as part of a group. Development of physical control.</p>	<p>Able to plan, draft, edit, revise, proofread and present a text with readers and purpose in mind. Able to portray character, directly through description, dialogue and action. Can recount a story, anecdote or experience and consider how this differs from written narrative. Able to vary the structure of sentences and stanzas within paragraphs to lend pace, variety and emphasis in my poetry whilst applying learned concepts.</p>
Extension and independence	<p>Construct script with complex characters and plot. Some able to use the skills with confidence to perform the scripted writing.</p>	<p>Independently make vocabulary choices that are adventurous for effect and use complex sentences to vary writing and meaning.</p>
Feedback methods and assessment tasks	<p>End of topic peer and teacher assessment through independent Big Write. Verbal AFL.</p>	<p>End of topic peer and teacher assessment through independent Big Write. Verbal AFL.</p>
Links to broader curriculum content	<p>English – Shakespeare plays. Drama</p>	<p>Previous Shakespeare topic. Humanities - Natural disaster poetry</p>
Personal development and enrichment	<p>Trips to performances and plays. Performances of own pieces.</p>	<p>Performances and readings of texts with audience. Guest storyteller, poet or author.</p>
Celebration of achievement:	<p>Displayed work, bonus points regularly. Call home. Performances of own pieces in front of new audience. Efforts highlighted in assembly. Produce work to be included in the school newsletter.</p>	<p>Displayed work, bonus points regularly. Call home. Performances of own pieces in front of new audience. Efforts highlighted in assembly</p>