

# English Curriculum Overview

The English curriculum is designed to promote and cultivate an environment where pupils can grow in confidence as learners, increasing their independency over time. The aim is to identify barriers to learning quickly, to support pupils making small steps of progress, in order to reach their individual potential. Due to the mixed ability groupings, lessons are highly personalised, with pupils being both suitably supported and challenged. Through a weekly intervention lesson, we carousel and dedicate time to revisit learning, provide targeted intervention connected to SPAG, as well as encourage and promote reading. We aim to improve basic technical accuracy and understanding of how to write in a clear and controlled way, as well as build confidence linked to reading, to improve comprehension skills and tackle common misconceptions that lead to comprehension failure.

Including a range of interesting themes, our curriculum ensures our young people have access to a wide range of fiction and non-fiction texts, using abridged versions or extracts from high-quality, challenging text, from a range of genres, historical periods, form and authors, to ensure they have the same experience, as their mainstream peers. Across the two years, we provide opportunity for pupils to engage in learning and skills that align with KS4, assuring an ambitious and challenging course of study, whilst individual need remains at the forefront of how these units are taught.

Collectively, these core and transferable skills are key to our pupils making small steps of progress and being successful individuals.

Year 1	1	2	3	4	5	6
	<p><b>Animals and the environment</b></p> <p>Pupils will explore a range of issues connected to animal rights, as well as their environments.</p> <p>The aim is for pupils to summarise what they have learned, explore opinion through group discussion and use this to adopt a range of persuasive devices when</p>	<p><b>Sinister Stories</b></p> <p>This unit aims to develop and improve pupils' reading skills by reading, analysing and responding to a range of short stories.</p> <p>Pupils will be guided to look closely at language, explore narrative conventions and symbolism, as well as make simple</p>	<p><b>Abandoned Places</b></p> <p>Pupils will put into practise skills from the previous unit through descriptive writing, as well as building on their knowledge from the first unit's theme.</p> <p>Pupils will practise and use a range of figurative language, learn how to use language for effect, expanding their vocabulary; plus, control pace and the</p>	<p><b>War</b></p> <p>To build on language analysis, pupils will explore poetry through the theme of conflict.</p> <p>Pupils will gain understanding of context, as well as explore a selection of pre 1914 war poems, learning to identify a range of poetic conventions and how they have been used.</p>	<p><b>Newsround</b></p> <p>This unit revisits a range of non-fiction texts, exploring key and current issues in the news.</p> <p>Pupils will build on prior knowledge from earlier in the year, to write accurately for a given purpose and audience, as well as consider formality and conventions required.</p>	<p><b>Love and Conflict</b></p> <p>This unit builds on the prior theme of conflict, as an introduction to <i>Romeo and Juliet</i>. Pupils will develop an understanding of context, character, plot and key themes through an abridged version of the play.</p> <p>Pupils will learn about the conventions of a play and how this</p>

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	writing a personal response.	comparison across texts.	structure of their writing.	Prior learning will support pupils unlock meaning within the chosen poems.	Pupils will build on and improve the overall effectiveness of structure within their writing.	differs in comparison to what has been have studied up to this point.
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Social Justice</b>	<b>A Christmas Carol</b>	<b>Adventure</b>	<b>The Unknown</b>	<b>Survival</b>	<b>Face</b>
	<p>This unit is similar to the first unit from the previous year; however, the theme is more complex and requires high-level thinking and reasoning.</p> <p>The intention is for pupils to gain understanding of quite controversial topics, explore opinion through group discussion, as well as summarise, build on and challenge others' views in order to give an in-depth personal response.</p>	<p>This unit is an introduction to Dicken's, <i>A Christmas Carol</i>. Pupils will develop an understanding of context, character, plot and key themes through an abridged version of the text.</p> <p>Pupils will build on the previous year's learning to explore new vocabulary, inference and investigate how language presents layers of meaning.</p>	<p>This unit intends to build on the learning from the previous term and year, by providing opportunity to experiment more with the author's craft; however, extending this from descriptive writing to incorporate this into narrative.</p> <p>Pupils will learn about narrative conventions and structure, as well as building suspense and tension to suit theme.</p>	<p>This unit revisits pre 1914 poetry, as well as includes extracts from a range of classic pre 1914 texts.</p> <p>Pupils will expand on previous learning, to enhance their ability to read critically and also practise making comparison between a range of text.</p>	<p>Returning to non-fiction, pupils have the opportunity to explore the theme of survival.</p> <p>Pupils will read a range of non-fiction texts to inform their writing, applying their growing knowledge and vocabulary. Pupils will also fine tune their use of rhetorical and language devices, to suit a specific audience and purpose.</p>	<p>In the final unit, pupils will study <i>Face</i>, by Benjamin Zephaniah.</p> <p>Pupils should be practised at exploring theme across a text, and confident to read critically to analyse and evaluate the writer's craft.</p> <p>This unit provides opportunity to expand their spoken English, expressing their own ideas with an opportunity to present or perform.</p>