

ENGLISH Curriculum Plan - Whole Academy

[PRIMARY](#)

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Primary Writing

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Me and My World Letter and word formation	My Heroes Standing Ovation Letter and word formation	Castles, Knight and Dragons Writing simple sentences	Spring In Our Step Writing simple sentences	Where We Live Writing simple sentences	Science Detectives Writing simple sentences
1	Poetry 'Poems to Perform' Retelling Narrative 'The Lonely Beast' Developing Description 'Lost Toy Museum'	Developing Sentence Structure 'Little Red' and 'Rapunzel' Character and Plot 'Beegu' Writing About Real Life 'The Big Book of the UK'	Developing Narrative Structure: 'Stanley's Stick' Writing to Inform: 'Look Up!' Developing Punctuation: 'Traction Man is Here'	Fairy Tales: 'Mixed Up Fairy Tales' 'Billy and the Beast' Persuasion: 'Here We Are'	Creating Descriptions: 'Float' Poetry Link 'Out & About: The First Book of Poems' Recounts: 'Nimesh the Adventurer' 'On the Way Home' Fact Files: 'Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer'	Writing Letters: Where the Wild Things Are – Maurice Sendak Instructions: 'The Cook & The King' Writing about Real Events: All About Year 1! 'Meesha Makes Friends'
2	Poetry: 'Thinker: My Puppy Poet and Me' Instructions: 'The Disgusting Sandwich'	Personal Narratives: 'The Proudest Blue' Developing Punctuation: 'Don't Let the Pigeon Drive the Bus!'	Persuasion: 'The King Who Banned the Dark' Writing to Entertain: 'The Dragon Machine'	Writing Instructions: 'How to Babysit a Grandma' Fact Files:	Developing Description: 'The Tunnel' Poetry Link 'An Emotional Menagerie – The School of Life'	Developing Persuasive Language: 'The Promise' 'Wangari's Trees of Peace' Writing to Inform:

	<p>Creating Narrative: 'Lubna and Pebble'</p>	<p>Writing Letters: 'Paddington's Post'</p>	<p>Poetry Link 'Tiger, Tiger, Burning Bright - Poetry Anthology'</p> <p>Writing about Real Life: 'What Do Grown Ups Do All Day?'</p>	<p>'Monstrous Book of Monsters'</p> <p>Inventing Narratives: 'The Night Gardener'</p>	<p>Recounts: 'Augustus & His Smile'</p> <p>Developing Vocabulary: 'Never Smile at a Monkey'</p>	<p>'Africa, Amazing Africa'</p> <p>Narrative: 'The Midnight Fair'</p>
3	<p>Poetry: 'Jabberwocky'</p> <p>Developing Description: 'Once Upon an Ordinary School Day'</p> <p>Instructions: 'Instructions'</p>	<p>Writing to Inform: 'Day of the Dinosaurs'</p> <p>Developing Dialogue: 'Stone Age Boy' -</p>	<p>Investigating Viewpoint: 'Twisted Fairy Tales'</p> <p>'The True Story of the Three Little Pigs'</p> <p>Discussion: 'Fairy Tale Crimes'</p> <p>'Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries'</p> <p>Reporting: 'Fairy Tale Crimes'</p>	<p>Fact Files: 'This is How We Do It'</p> <p>Traditional Fables:</p> <p>Poetry Link</p>	<p>Creating Atmosphere: 'Escape From Pompeii'</p> <p>Writing to Inform: 'Earth Shattering Events'</p>	<p>Writing to Persuade: Adverts & Reviews 'Izzy Gizmo'</p> <p>Letter Writing for Different Purposes & Audiences: 'The Day The Crayons Quit'</p>
4	<p>Poetry 'Poems Aloud'</p> <p>Instructional Writing 'Chop Sizzle Wow: The Silver Spoon Comic Cookbook'</p> <p>Developing Description 'Charlie & The Chocolate Factory'</p>	<p>Writing to Inform 'Dragonfly – The Complete Book of Dragons'</p> <p>Writing to Inform 'Atlas of Animal Adventure'</p> <p>Writing Short Stories 'Mr Men and Little Miss'</p>	<p>Creative Narrative 'Traditional Tales'</p> <p>Dual Purpose Writing</p>	<p>Creating Narrative 'The Great Kapok'</p> <p>Persuasion</p> <p>Poetry Link 'There's a Rangtan in my Bedroom'</p>	<p>Writing to Entertain 'Quick Let's Get Out of Here'</p> <p>Poetry Link</p> <p>Discussion – pupils' choice</p>	<p>Author Study – Nicola Davies</p> <p>Biography 'Inventors: Incredible Stories of the world's most ingenious inventions'</p>
5	<p>Poetry 'Rhythm and Poetry'</p> <p>Character & Setting 'Painting a Picture with Words'</p>	<p>Creating a New Chapter 'The Invention of Hugo Cabret'</p> <p>Explanation 'The Way Things Work'</p>	<p>Creating Recounts 'Shackleton's Journey'</p> <p>Creating Pace and Tension in Narrative 'Varjak Paw'</p>	<p>Writing to Entertain 'Cloud Busting'</p> <p>Writing Biographies 'Survivors'</p>	<p>Writing Narrative 'The Water Tower'</p> <p>Writing to Inform 'Real Life Mysteries'</p>	<p>Narrative & Poetry 'Varmints'</p> <p>'The Rabbits'</p> <p>Poetry 'The Lost Words'</p>

	Writing to Inform & Discuss 'What's the Difference'				Discussion 'Real Life Mysteries'	Persuasion Global Warming
6	Poetry 'The Seasons' 'If all the World Were' Creating Narrative Quest 'How to Train Your Dragon' Informative Writing Experimenting with formality & voice 'Fantastic Beasts and Where to Find Them'	Creating a New Chapter 'Seanbean' Persuasion Reducing Waste Campaign	Mutli-Text Storytelling 'The Arrival' Poetry Link 'On the Move' Biographies 'Little Leaders'	Discussion 'What is Right & Wrong' Narrative Non-Fiction 'Moth – An Evolution Story/ Fox – A Circle of Life Story'	Modern Retellings: Shakespeare 'Mr William Shakespeare Plays' Journalism Critical Literacy & Bias	Class Anthology 'Book of Hopes' Fact or Fiction 'History's Mysteries – National Geographic Kids'

Primary Reading

Year	Term 1/ 2	Term 3/ 4	Term 5/ 6
EYFS	Little Wandle revised Letters and Sounds – Reading Program *Joining in with rhymes and showing an interest in stories with repeated refrains. *Environment print. *Having a favourite story/rhyme. *Understand the five key concepts about print *Sequencing familiar stories through the use of pictures to tell the story. *Recognising initial sounds. *Name Reading activities. *Engage in extended conversations about stories, learning new vocabulary. *Retell stories related to events through acting/role play. *Look at Christmas letters/lists. * Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. *Editing of story maps and orally retelling new stories. *Non-Fiction Focus Retelling of stories. *Sequence story – use vocabulary of beginning, middle and end. *Enjoys an increasing range of books	Little Wandle revised Letters and Sounds – Reading Program *Making up stories with themselves as the main character *Encourage children to record stories through picture drawing/mark making for LAs. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Read a few common exception words matched to Little Wandle's * Make the books available for children to share at school and at home. *Information leaflets about animals in the garden/plants and growing. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *World Book Day *Timeline of how plants grow. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Little Wandle revised Letters and Sounds – Reading Program *Stories from other cultures and traditions *Retell a story with actions and / or picture prompts as part of a group – *Use story language when acting out a narrative. *Rhyming words. *Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. *Role play area – book characters *Can draw pictures of characters/ event / setting in a story *Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. *Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. *Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

		*They develop their own narratives and explanations by connecting ideas or events	*Sort books into categories.
1	Little Wandle revised Letters and Sounds – Reading Program Shared reading texts:	Little Wandle revised Letters and Sounds – Reading Program Shared reading texts:	Little Wandle revised Letters and Sounds – Reading Program Shared reading texts:
2	Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
3	Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
4	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
5	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
6	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:

KEY STAGE 3

English	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
	<p>Prose: Short stories including <i>Through the Tunnel</i>, Doris Lessing, <i>Superman</i> and <i>Paula Brown's New Snowsuit</i>.</p> <p>Prose - Adventure Bildungsroman: <i>The Wolves of Willoughby Case</i> by Joan Aiken</p>	<p>Non-fiction: <i>Anne Frank</i></p> <p>Poetry: Anthology</p> <p>Shakespeare: <i>A Midsummer Night's Dream</i></p> <p>Gothic: <i>Frankenstein</i> (the play)</p>
7	<p>Mid-Year Assessment:</p> <p>Reading: Unseen extract that asks a variety of questions intended to assess students' knowledge, and their ability to use their knowledge set out the United Learning specification.</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Comprehension • Making inferences • Identifying and explaining the difference between explicit and implicit characterisation. • Identify and explaining the structural features used in a narrative. <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Writing: A variety of questions that assess students' knowledge of punctuation, grammar and creative writing.</p> <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p>	<p>End of Year Assessment:</p> <p>Reading: Unseen extract that asks a variety of questions intended to assess students' knowledge, and their ability to use their knowledge set out the United Learning specification.</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Comprehension • Making inferences • Identifying and explaining the difference between explicit and implicit characterisation. • Identify and explaining the structural features used in a narrative. <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Writing: A variety of questions that assess students' knowledge of punctuation, grammar and creative writing.</p> <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p>

	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Write a description of a character which demonstrates that they understand the difference between explicit and implicit characterisation, including the use of the implicit characterisation to convey elements of a character's personality or feelings. 2. Create a setting which uses adjectives and verbs which are clearly related to a specific mood or theme. 3. Sustain their use of a first-person and third-person omniscient narrative voice (as appropriate). 4. Write a linear narrative which contains identifiable elements of a narrative arc: exposition, inciting incident, rising action, climax, falling action. 5. Make identifiable and accurate use of foreshadowing which clearly links to an event which appears later in a linear narrative. 	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Write a description of a character which demonstrates that they understand the difference between explicit and implicit characterisation, including the use of the implicit characterisation to convey elements of a character's personality or feelings. 2. Create a setting which uses adjectives and verbs which are clearly related to a specific mood or theme. 3. Sustain their use of a first-person and third-person omniscient narrative voice (as appropriate). 4. Write a linear narrative which contains identifiable elements of a narrative arc: exposition, inciting incident, rising action, climax, falling action. 5. Make identifiable and accurate use of foreshadowing which clearly links to an event which appears later in a linear narrative.
8	<p>Prose: Gothic Extracts</p> <p>Shakespeare: <i>The Tempest</i></p> <p>Non-fiction: Theme of social justice – <i>I am Malala</i></p> <p>Mid-Year Assessment:</p> <p>Reading: Unseen extract that asks a variety of questions intended to assess students' knowledge, and their ability to use their knowledge set out the United Learning specification.</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Comprehension • Identify the purpose, audience and format of a text. • Making detailed inferences. • Identifying and explaining the difference between explicit and implicit characterisation. • Identify and explaining the structural features used in a narrative. 	<p>Prose: Dystopian short stories</p> <p>Poetry: Social Justice</p> <p>Drama: Noughts and Crosses (play)</p> <p>End of Year Assessment:</p> <p>Reading: Unseen extract that asks a variety of questions intended to assess students' knowledge, and their ability to use their knowledge set out the United Learning specification.</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Comprehension • Identify the purpose, audience and format of a text. • Making detailed inferences. • Identifying and explaining the difference between explicit and implicit characterisation. • Identify and explaining the structural features used in a narrative.

<ul style="list-style-type: none"> Identify features of the gothic genre, to include ominous settings, supernatural events, power struggles, antithetical elements, elements of the sublime, and 'pleasing terror'. Identify features of the dystopian genre, to include thought control, dehumanisation, restriction of freedoms, rebellion and resistance, and bleak and/or harsh environments. <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Writing: A variety of questions that assess students' knowledge of punctuation, grammar and creative writing.</p> <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> Write a description of a character which demonstrates that they understand the difference between explicit and implicit characterisation, including the use of the implicit characterisation to convey elements of a character's personality or feelings. Create a setting which uses adjectives and verbs which are clearly related to a specific mood or theme. Sustain their use of a first-person and third-person omniscient narrative voice (as appropriate). Write a linear narrative which contains identifiable elements of a narrative arc: exposition, inciting incident, rising action, climax, falling action. Make identifiable and accurate use of foreshadowing which clearly links to an event which appears later in a linear narrative. Employ genre conventions in their writing, planning and describing characters, settings and events in line with the chosen genre. 	<ul style="list-style-type: none"> Identify features of the gothic genre, to include ominous settings, supernatural events, power struggles, antithetical elements, elements of the sublime, and 'pleasing terror'. Identify features of the dystopian genre, to include thought control, dehumanisation, restriction of freedoms, rebellion and resistance, and bleak and/or harsh environments. <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Writing: A variety of questions that assess students' knowledge of punctuation, grammar and creative writing.</p> <p>Questions typically include some multiple choice or other objective questions, some short answer questions, and some extended response questions.</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> Write a description of a character which demonstrates that they understand the difference between explicit and implicit characterisation, including the use of the implicit characterisation to convey elements of a character's personality or feelings. Create a setting which uses adjectives and verbs which are clearly related to a specific mood or theme. Sustain their use of a first-person and third-person omniscient narrative voice (as appropriate). Write a linear narrative which contains identifiable elements of a narrative arc: exposition, inciting incident, rising action, climax, falling action. Make identifiable and accurate use of foreshadowing which clearly links to an event which appears later in a linear narrative. Employ genre conventions in their writing, planning and describing characters, settings and events in line with the chosen genre.
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	<p>7. Craft figurative language, including making comparisons using metaphor and simile, ensuring the comparison does not draw the reader away from the intended mood of the writing.</p>	<p>7. Craft figurative language, including making comparisons using metaphor and simile, ensuring the comparison does not draw the reader away from the intended mood of the writing.</p>
9	<p>Shakespeare: <i>Romeo and Juliet</i></p> <p>Tragedy: <i>The Crucible</i>, Arthur Miller</p>	<p>Non-fiction: Relationships and identity – <i>We Should All Be Feminists</i></p> <p>Poetry: Relationships and Identity Anthology</p> <p>Detective Fiction: Sherlock Holmes, <i>Scandal in Bohemia</i> and <i>The Speckled Band</i> by Arthur Conan Doyle</p> <p>Short Stories: Relationships and identity. <i>Amir and George</i>, Extract from <i>The Black Flamingo</i> and <i>Games at Twilight</i>.</p>
	<p>Mid-Year Assessment:</p> <p>Reading: The Crucible – analytical response</p> <p>Writing: Non-fiction Writing task e.g. write a letter/article/speech on a given statement arguing / persuading / exploring a viewpoint.</p>	<p>End of Year Assessment:</p> <p>Reading: The Adventures of the Speckled Band – analytical response</p> <p>Writing: Non-fiction Writing task e.g. write a letter/article/speech on a given statement arguing / persuading / exploring a viewpoint.</p>

KEY STAGE 4

ENGLISH	1 st Half of the year (Sep – Jan)		2 nd Half of the year (Jan-July)	
10	<u>English Language</u> Paper 1 AQA Explorations in Creative Reading and Writing	<u>English Literature</u> Paper 1 Shakespeare and the 19 th century: <i>Macbeth</i> Paper 1 Shakespeare and the 19 th century: <i>A Christmas Carol</i>	<u>English Language</u> Paper 1 AQA Exploration in Creative Reading and Writing	<u>English Literature</u> Paper 2 Modern Texts and Poetry: <i>An Inspector Calls</i> Paper 1: Unseen Poetry Selected poems from the Power and Conflict Anthology (cluster 1) End of Year Exam Preparation (Paper 1)
	Mid-Year Assessment: Paper 1 English Language ONLY Explorations in Creative Reading and Writing 1hr45m		End of Year Assessment: Paper 1 English Language Explorations in Creative Reading and Writing 1h 45m	End of Year Assessment: Paper 1 Shakespeare and the 19 th century 1hr 45m

ENGLISH	September – November		December – March		March - June	
11	<u>English Language</u> Paper 2 AQA Writer's Viewpoint and Perspectives	<u>English Literature</u> Selected poems from the Power and Conflict Anthology Revision of Paper 2 Modern Texts and Poetry	<u>English Language</u> Revision based on QLA on November mocks Revision of extended writing skills: narrative descriptive, expressing a viewpoint	<u>English Literature</u> Revision of Paper 1 Shakespeare and the 19 th century	<u>English Language</u> Revision based on QLA on March mocks Revision of high tariff reading questions and extended writing skills: narrative descriptive,	<u>English Literature</u> Revision of Paper 1 Shakespeare and the 19 th century and Paper 2 Modern Texts and Poetry

				expressing a viewpoint	
	<p>November Mock Exam: Paper 2 English Language Writer's Viewpoint and Perspectives 1hr 45m</p> <p>Paper 2 English Literature Modern Texts and Plays 2h 15m</p>	<p>March Mock Exam: Paper 1 English Language Explorations in Creative Reading 1hr 45m</p> <p>Paper 1 English Literature Shakespeare and the 19th century 1h 45m</p>	<p>GCSE EXAMINATIONS</p> <p>Paper 1 English Language Explorations in Creative Reading 1hr 45m</p> <p>Paper 2 English Language Writer's Viewpoint and Perspectives 1hr 45m</p> <p>Paper 1 English Literature Shakespeare and the 19th century.</p> <p>Paper 2 English Literature Modern Texts and Plays 2h 15m</p>		

KEY STAGE 5

SUBJECT	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
12	<p>Literature</p> <ul style="list-style-type: none"> Texts in shared contexts – <i>Journey's End</i> Love through the ages – Poetry anthology, <i>Othello</i>, <i>The Awakening</i>, and Unseen Prose <p>Language and Literature</p> <ul style="list-style-type: none"> Telling Stories – Paris Anthology, John Donne and <i>The Handmaid's Tale</i>, Margaret Atwood. 	<p>Literature</p> <ul style="list-style-type: none"> Texts in shared contexts – <i>Scars Upon My Heart</i> and Unseen Poetry Love through the ages – Poetry anthology, <i>Life Class</i> and Unseen Prose <p>Language and Literature</p> <ul style="list-style-type: none"> Telling Stories – Paris Anthology, John Donne and <i>The Handmaid's Tale</i> Margaret Atwood.
	Mid-Year Assessment:	End of Year Assessment:

	<p>Literature – Unseen Prose & <i>Othello</i> Language and Literature – John Donne Poetry & <i>The Handmaid's Tale</i></p>	<p>Literature – Paper 1 Language and Literature – Paper 1</p>
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SUBJECT	September – November	December – March	March - June
13	<p>Literature</p> <ul style="list-style-type: none"> Texts in shared contexts –Revising Journey's End R.C. Sherriff and Scars Upon My Heart, Catherine Reilly Love through the ages - <i>The Awakening</i>, Kate Chopin & Unseen Poetry <p>Language and Literature</p> <ul style="list-style-type: none"> Exploring Conflict – <i>The Herd</i>, Rory Kinnear & <i>The Kite Runner</i>, Khaled Hosseini Telling Stories – Completing Paris Anthology Making Connections – Completing NEA 	<p>Literature</p> <ul style="list-style-type: none"> Revision of all texts Exam skills. NEA Drafting. <p>Language and Literature</p> <ul style="list-style-type: none"> Revision of all texts 	<p>Literature</p> <ul style="list-style-type: none"> Revision of all texts Exam skills. NEA Drafting. <p>Language and Literature</p> <ul style="list-style-type: none"> Revision of all texts
<p>November Mock Exam:</p> <ul style="list-style-type: none"> Literature – Paper 1 & modified Paper 2 Language and Literature - Paper 1 & modified Paper 2 		<p>March Mock Exam:</p> <ul style="list-style-type: none"> Literature – Papers 1 & 2 Language and Literature – Papers 1 & 2 	A LEVEL EXAMINATIONS