



# Woodhouse Academy

## English Curriculum Overview

### Year 5 Curriculum overview

Term	Main focus of teaching each term
<b>Autumn 1</b>	Playscripts (Playscript extracts) <ul style="list-style-type: none"> <li>• Use of reading strategies and analysis of text</li> <li>• Recognise themes in texts/compare characters and discuss viewpoints</li> <li>• Structure and organisation of texts</li> <li>• Revisiting basic skills in writing</li> <li>• Note-making</li> <li>• SP&amp;L – Empathy and understanding</li> </ul>
<b>Autumn 2</b>	Narrative Novels By Significant Authors (Jaqueline Wilson) <ul style="list-style-type: none"> <li>• Look at setting, character and action</li> <li>• Sentence and paragraph constructions</li> <li>• Experimenting to write own stories</li> <li>• Assessing own and others' writing</li> <li>• SP&amp;L – drawing on a range of roles and responsibilities</li> </ul>
<b>Spring 1</b>	Film Narrative (Various Film Trailers) <ul style="list-style-type: none"> <li>• Identify how structure and presentation contribute to meaning</li> <li>• Demonstrate understanding through formal presentations</li> <li>• Identify audience and purpose and selecting appropriate formats</li> <li>• Developing ideas from notes</li> <li>• SP&amp;L – group work for film trailer/creating media</li> </ul> Classic Narrative (Narrative Poem by Alfred Noyes) <ul style="list-style-type: none"> <li>• Use of poetic style and format</li> <li>• Techniques used in poetry – figurative language</li> <li>• Learning sections of poetry by heart and performing own compositions</li> <li>• Inference and deduction</li> <li>• Writer's style and use of language</li> <li>• SP&amp;L – adapt vocabulary/engaging with complex material, making comments</li> </ul>
<b>Spring 2</b>	Myths, Legends and Fables (Greek Myths texts, Various Fables resources, Traditional Tales) <ul style="list-style-type: none"> <li>• Summarise main ideas</li> <li>• Making predictions</li> <li>• Character's motives</li> <li>• Making comparisons between texts</li> <li>• Looking at other Cultures</li> <li>• SP&amp;L – across a range of writing, express and explain feelings</li> </ul>
<b>Summer 1</b>	Persuasive Writing/Media (Various media clips and magazine extracts) <ul style="list-style-type: none"> <li>• Note ideas and draw on research where necessary</li> <li>• Evaluate texts for organisation, impact and effect</li> <li>• Identifying various techniques used in a range of texts</li> <li>• SP&amp;L - group work for creating media</li> </ul>

Term	Main focus of teaching each term
Summer 2	Stories From Other Cultures (Various Multi-cultural texts-short stories) <ul style="list-style-type: none"> <li>• Work in role</li> <li>• Looking at the writer's perspective</li> <li>• How different types of narrative are structured</li> <li>• Reading for meaning</li> <li>• Narrative techniques used by writers</li> <li>• Reading strategies</li> <li>• SP&amp;L – Empathy and understanding</li> </ul>

**Can parents please be aware of the following:**

**Handwriting and presentation continues to play a very important part of the curriculum and all pupils are encouraged to work to the best of their ability in this area, producing high standards at all times.**

**Units will be studied when the teacher feels it is appropriate for the class and may not follow the above format.**

**Not all units maybe covered; this will be regulated by the teacher and for the needs of the pupils.**

**Additional units may be covered throughout the year.**

## Year 6 Curriculum Overview

Term	Main focus of teaching each term
<b>Autumn 1</b>	Narrative (Extended narrative -book study) <ul style="list-style-type: none"> <li>• Talk to explore ideas, themes and character</li> <li>• Analysis of text/reading strategies</li> <li>• Writing for purpose</li> <li>• Language effect</li> <li>• SP&amp;L – demonstrate empathy and understanding through talk</li> </ul>
<b>Autumn 2</b>	Discussion Texts (Use of various stimuli to prompt discussion and writing) <ul style="list-style-type: none"> <li>• Note-making</li> <li>• Appraising texts for techniques and style</li> <li>• Recognising rhetorical devices to argue and persuade</li> <li>• Expressing views and opinions and listening to others</li> <li>• Distinguishing between fact and opinion</li> <li>• SP&amp;L – adapt vocabulary for speech and draw together ideas in a group and individually</li> </ul>
<b>Spring 1</b>	Poetic Style (Various poems - Poems by Kit Wright) <ul style="list-style-type: none"> <li>• Comparing works by the same author</li> <li>• Writer’s use of language</li> <li>• Organisation of texts</li> <li>• Use of techniques in poems</li> <li>• Impact on the audience</li> <li>• SP&amp;L – engage with complex material, making perceptive comments</li> </ul>
<b>Spring 2</b>	Writing Non-Fiction (Autobiography and Biography Unit – Various non-fiction texts) <ul style="list-style-type: none"> <li>• Identifying and discussing themes and conventions in and across a range of writing</li> <li>• Planning writing by identifying audience and purpose</li> <li>• SP&amp;L – adopt group roles and responsibilities, drawing ideas together</li> </ul>
<b>Summer 1</b>	Revision – Narrative/Non-Fiction SPAG (Revision pack, Past SAT materials, Planning into units) <ul style="list-style-type: none"> <li>• Group discussion and interaction</li> <li>• Language and spelling</li> <li>• Understanding texts</li> <li>• Engaging with and responding to texts</li> <li>• Creating and shaping texts</li> <li>• TS&amp;O</li> <li>• SS&amp;P</li> <li>• As appropriate for class</li> </ul> Revision – Narrative/Poetry SPAG (Revision pack, Past SAT materials) <ul style="list-style-type: none"> <li>• Text structure and organisation</li> <li>• Inference and deduction</li> <li>• Writer’s style</li> <li>• Language/grammar</li> <li>• As appropriate for class</li> </ul>

Term	Main focus of teaching each term
<b>Summer 2</b>	Formal/Impersonal Writing (Covering various non-fiction texts) <ul style="list-style-type: none"><li>• Identify the ways spoken language varies according to different contexts</li><li>• How writers use different structures</li><li>• Edit, proofread and correct</li><li>• Select words, images to organise texts</li><li>• Use a range of ICT programmes to present texts</li><li>• SP&amp;L - adapt vocabulary for speech, draw together ideas in a group and individually</li></ul>

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## Year 7 Curriculum overview

Term	Main focus of teaching each term
<b>Autumn 1</b>	Multi-cultural Poetry (A range of multi-cultural poems) <ul style="list-style-type: none"> <li>• Reading a variety of poems from other cultures</li> <li>• Writing poetry from film stimulus and Biddulph Grange</li> <li>• Possible visit to the Grange with I-Pads to capture multi-cultural aspects.</li> <li>• Making a personal response to a variety of poems.</li> <li>• SP&amp;L - performance poetry</li> <li>• Oral responses to a variety of poetries as whole class</li> </ul>
<b>Autumn 2</b>	Narrative (Author Focus: David Almond) <ul style="list-style-type: none"> <li>• Write in different forms for different audiences.</li> <li>• Understanding thoughts and feelings of character, self and author</li> <li>• The use of P.E.E. to secure quotation</li> <li>• Understanding how authors are influenced - exploring the work of William Blake</li> <li>• SP&amp;L -encompassing debate and discussion</li> </ul>
<b>Spring 1</b>	Modern Play Scripts (Focus: David Grant) <ul style="list-style-type: none"> <li>• Scripted drama</li> <li>• Investigate social hierarchy.</li> <li>• PEE comparative paragraphs to build up to intended outcome (comparative essay between the two scripts)</li> <li>• SP&amp;L - pupils create and perform monologues based on their chosen characters from script</li> </ul>
<b>Spring 2</b>	Shakespeare (A Midsummer Night's Dream) <ul style="list-style-type: none"> <li>• Analyse the feelings of characters, retrieving and commenting on quotations.</li> <li>• Exploring Shakespearean language use and its meaning.</li> <li>• SP&amp;L -directing a scene from the play</li> <li>• Creating a film trailer that will be filmed using the I-Pads</li> </ul>
<b>Summer 1</b>	Non-Fiction – Writing to persuade, argue and advise (Leaflets from charities, Letters, Theme Park maps) <ul style="list-style-type: none"> <li>• Pupils explore a range of persuasive devices used in the media</li> <li>• Balanced arguments will be explored and produced from a clear point of view</li> <li>• A number of leaflets will also be explored in order for pupils to identify their purpose, viewpoint and ability to persuade using a variety of techniques</li> <li>• SP&amp;L - individuals/pairs will present to class</li> </ul>
<b>Summer 2</b>	Film (Various Film Clips/Trailers) <ul style="list-style-type: none"> <li>• Identify a range of film genres and their typical traits</li> <li>• Explore editing, camera angles and how sound is used in films (diegetic and non-diegetic)</li> <li>• SP&amp;L - synopsis of classic text presented to the whole class by individuals</li> </ul>

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## Year 8 Curriculum overview

Term	Main focus of teaching each term
<b>Autumn 1</b>	<p>Gothic (Various related short stories, poems and extracts that are modern and from 20c)</p> <ul style="list-style-type: none"> <li>• Explaining effect of literary techniques in stories + poetry</li> <li>• Adapting sentence structure and punctuation for effect</li> <li>• Structure and organisation across extended writing</li> <li>• SP&amp;L - draw on a range of group roles and responsibilities</li> </ul>
<b>Autumn 2</b>	<p>It's Not What you say/Discussion Text (Famous speeches that are current and historical – Visual relating to topic – speakers live where possible, News articles (live), Range of texts to look at bias and objective writing/speaking)</p> <ul style="list-style-type: none"> <li>• Understanding how language is adapted for different situations</li> <li>• Accent and dialect</li> <li>• Persuasive speech – audience impact</li> <li>• SP&amp;L – empathy and understanding</li> <li>• Maintain the effective organisation of talk</li> <li>• Analyse meaning and the impact of spoken language variation</li> </ul>
<b>Spring 1</b>	<p>Drama Unit (Various extracts from prolific writers – Miller, Brecht, Wilde – along with current/relevant 'situational' drama)</p> <ul style="list-style-type: none"> <li>• SP&amp;L – engage with complex material</li> <li>• SP&amp;L- demonstrate empathy and understanding</li> <li>• SP&amp;L – across a range of contexts, express and explain feelings</li> <li>• SP&amp;L – adapt vocab and non-verbal features</li> </ul>
<b>Spring 2</b>	<p>Narrative (Author focus/extended narrative, various reading extracts)</p> <ul style="list-style-type: none"> <li>• Reading strategies – understanding the effect of language and structure of the novel</li> <li>• Development of themes and characters</li> <li>• SP&amp;L – adopting group roles and responsibilities, drawing together ideas</li> </ul>
<b>Summer 1</b>	<p>Media Texts: Magazines/Battery Farming (Various current extracts, Magazines that are current and from past, Visual images)</p> <ul style="list-style-type: none"> <li>• Understanding text types in a magazine, audience, layout</li> <li>• How the media affects daily life</li> <li>• SP&amp;L – engage with complex material, making perceptive comments</li> </ul>
<b>Summer 2</b>	<p>Is that a dagger? (Macbeth from Shakespeare – adapted, Related texts to Shakespeare's life, Visual images)</p> <ul style="list-style-type: none"> <li>• Shakespeare – scripted drama</li> <li>• Language change over time</li> <li>• The life and works of great authors</li> <li>• SP&amp;L – analyse the impact of spoken language variation, exploring our own and other language</li> </ul>

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