

<p>Year 7</p>	<p>Term 1 Prose Example texts- -iron man/ iron woman -Wonder -Lion witch and wardrobe -Max and the millions -Boy in the Tower -The boy in the back of the class Knowledge Develops familiarity with - Understanding front cover and blurb of a story and the information it can provide. -Variety of texts to be used to promote Cultural capital. Skills - Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - (With support) identifies themes and conventions in a wide range of books. Non fiction links Writing a speech</p>	<p>Term 2 Play script Text examples -The witches -already dead Knowledge - What is a play script? -Layout of a play script. -make comparisons across texts -participates in role play -Variety of texts to be used to promote Cultural capital. Skills - Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Can link to year 5 and 6 traditional tales work and look at how these texts can be written in play script form. Identify the layout of a play script; and that it differs from other forms -use a dictionary to check first 3 or 4 letter words for spelling Non fiction links Writing a blog</p>	<p>Term 3 Prose -iron man/ iron woman -Wonder -Lion witch and wardrobe -Max and the millions -Boy in the Tower -The boy in the back of the class Knowledge -increased familiarity with a wide knowledge range of books from literary heritage, other cultures - Identify authors' writing style -begin to understand textual reference -Variety of texts to be used to promote Cultural capital. Skills - Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text. -use examples of writing style as a model: comedy, romance - Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) Is beginning to justifying inferences with evidence from a text Non fiction link Letter writing</p>	<p>Term 4 Poetry -It's not fine to sit on a porcupine Knowledge -To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons. - To write poems based on personal or imagined experience, linked to poems read. -Variety of texts to be used to promote Cultural capital. Skills Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action Types of poems that could be covered: - Clerihews; - Limericks; - Free Verse.</p>	<p>Term 5 Prose -iron man/ iron woman -Wonder -Lion witch and wardrobe -Max and the millions -Boy in the Tower -The boy in the back of the class Knowledge -recall events that have happened in previous chapters and how they link to future events. -identify different authors individual writing styles and what this adds to the text. Skills -begin to make references to the text. -use relevant strategies to gain understanding from the text, -becomes more</p>	<p>Term 6 Creative project Knowledge Speaking and listening focus -Variety of texts to be used to promote Cultural capital. Skills - Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. - Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. - Participates in discussions, presentations</p>
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				Non fiction links Explanation texts	confident in making inferences by using the text. Non fiction links Magazine article	and performances; further develops skills in role play and improvisation; begins to understand the process of debate Non fiction links -debate argument
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<p>Year 8</p>	<p>Term 1 Prose Text examples -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars Knowledge Understanding of setting, character and plot of a story. -Being able to discuss these and make predictions. -Imitating the authors style in their own writing. -Variety of texts to be used to promote Cultural capital. Skills - Asks relevant questions to improve and develop their understanding of a text. - Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. - Makes reasoned predictions of what might happen clearly derived from details</p>	<p>Term 2 Playscript Example texts -Oliver twist -Bombs and blackberries a world war two play Knowledge Creating own play scripts speaking and listening- performance skills. -Variety of texts to be used to promote Cultural capital. Skills - Prepares plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action .can use a thesaurus -understands the purpose of stage directions -confident role play secure use of stage 4/5 punctuation Non fiction link Persuasive texts</p>	<p>Term 3 Prose -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars Knowledge - Analysis of chapters of the texts. - Further improving inference skills. -Variety of texts to be used to promote Cultural capital. Skills - Independently identifies themes and conventions in a wide range of books. - Identifies and discusses words and phrases that capture the readers interest and imagination. -uses commas after fronted adverbials -can use setting, character, atmosphere and direct speech to advance action -use cohesive devices EG: then, after that, this -Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Non fiction links -argument texts</p>	<p>Term 4 Poetry Example texts -Micheal Rosens a-z Knowledge -to use figurative language - To discuss meanings of words and phrases that create humour - To use humorous verse as a structure for children to write -Variety of texts to be used to promote Cultural capital. Skills -Independently recognises some different forms of poetry (e.g. free verse, narrative poetry). -sound effects in poetry (nonsense poems, tongue twisters, riddles) -To use similes, metaphors, personification -To discuss choice of words and phrases which describe and create impact (adjectives, verbs etc.). -mimicry or</p>	<p>Term 5 Prose -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars Knowledge - Understanding of setting, character and plot of a story and use this to make inferences. -adapting the authors style of writing to begin developing their own. -Variety of texts to be used to promote Cultural capital. Skills - discuss their favourite phrases from a text and explain why. -become more</p>	<p>Term 6 Creative Project Example text -kensukes kingdom Knowledge Speaking and listening focus -Variety of texts to be used to promote Cultural capital. Skills - Asks relevant questions to extend their understanding and knowledge. - Uses relevant strategies to build their vocabulary. - Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. - Uses spoken language to develop</p>
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	<p>both stated and implied. - Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely. Non fiction link Journalistic writing</p>			<p>substitution; to invent own language puzzles, jokes, nonsense sentences. -Types of poems that could be covered: - Kenning Poems; - Free Verse. Non fiction links Biography/auto biography</p>	<p>confident in using fronted adverbials -can use speech effectively in their own writing. -Re reads chapters that have been read to them to make inferences and answer questions about a text. Non fiction links Non chronological reports</p>	<p>understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. Non fiction links Instruction texts</p>
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