



BLACKMINSTER MIDDLE SCHOOL

Community – Aspiration – Respect – Excellence

English curriculum Overview

If you miss a lesson, please access Oak National Academy to help you complete lessons in this subject.

Lessons have been designed to ensure you are secure in the foundations of English.

Key Substantive Knowledge: What will students learn?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 English	<u>Developing reading preferences in Year 6</u> This unit uses and builds on 'Developing reading preferences in Year 5', where pupils developed reading for pleasure through exploration of a range of text types. In this unit, pupils will build on this knowledge through the introduction to a range of texts suitable for Year 6. They will learn the importance of reading books written by a range of authors/illustrators to learn about different cultures and perspectives. This unit prepares pupils for 'No Country and Frizzy: graphic novels', where they will explore a specific text type in more detail. Developing reading preferences in Year 6 KS2 Y6 English Lesson Resources Oak National Academy	<u>Shakespeare's 'Romeo and Juliet': diary and narrative writing</u> This unit builds on pupils' understanding of how Shakespeare develops character, a concept introduced in the Year 5 unit, 'Shakespeare's 'Macbeth': narrative and soliloquy writing'. Pupils develop empathy skills to write a compelling diary entry from a character's perspective, varying tense and language structures to suit its purpose. Climactic writing devices are developed to build tension in the writing of a duel scene, including short sentence structures, dialogue to move action forward and precise verbs and adverbs. This unit prepares pupils for further Shakespeare study at KS3 level. Shakespeare's 'Romeo and Juliet': diary and narrative writing KS2 Y6 English Lesson Resources Oak National Academy	<u>'The Final Year': reading</u> This unit uses and builds on the prior unit, 'Wonder: book club', where pupils developed their own personal response to a text with themes of bullying and acceptance. In this unit, pupils will explore the themes of identity and self-expression through an illustrated verse novel. Pupils will explore the protagonist and his emotional journey in the story and develop their own take-away ideas. This unit prepares pupils for the future unit, 'Cloud Busting: book club', where they will explore different perspectives around themes of friendship and bullying, also written in the form of a verse novel. 'The Final Year': reading KS2 Y6 English Lesson Resources Oak National Academy	<u>Sherlock Holmes': descriptive and letter writing</u> This unit uses and builds on using persuasive devices in the Year 5 unit 'School uniform: persuasive letter writing'. Pupils continue to use flattery, questioning, presumption and veiled threat with increasing sophistication to persuade the recipient of the letter, this time working to include robust reasons and evidence to persuade a detective to take on a case. To persuade effectively, pupils build knowledge of the character of Sherlock Holmes ahead of letter writing. This unit prepares pupils for more character analysis in the Year 6 unit 'A Kind of Spark': narrative writing'. 'Sherlock Holmes': descriptive and letter writing KS2 Y6 English Lesson Resources Oak National Academy	<u>'Coming To England': reading</u> This unit uses and builds on 'Princess Sophia Duleep Singh: My Story', where pupils read about a series of historical events through an imagined perspective. In this unit, pupils read about the Windrush Generation through a memoir written by Floella Benjamin. Pupils learn about the migration of people from the Caribbean to England and explore the author's perspective. This unit prepares pupils for the future unit, 'Poetry about migration', where they will study the Windrush and its impact and legacy through song lyrics, deepening their awareness and understanding of the historical context. 'Coming To England': reading KS2 Y6 English Lesson Resources Oak National Academy	<u>Debating important topics</u> This unit builds on the Year 5 unit, 'Successful Speeches', by further developing pupils' ability to connect with an audience and provoke an emotional response. In this unit, pupils hone their ability to express ideas clearly, justify opinions and reflect on their own performance. They also put into practice the formal debating skills acquired in the Year 5 unit 'Introduction to Debate'. This unit prepares pupils for the next unit, where they will engage in respectful discussions about transitions to secondary school, refining their ability to listen, agree and disagree thoughtfully. Debating important topics KS2 Y6 English Lesson Resources Oak National Academy

Key Substantive Knowledge: What will students learn?

Year 7 English	<u>The fundamentals of effective discussion</u> This unit starts our secondary English curriculum because it is essential pupils see the importance of building effective spoken language skills. This unit builds on the extensive spoken language practice pupils have in our primary English curriculum. In particular, it builds on their understanding of speaking and listening by showing them how they can contribute to conversations effectively to keep them going. This unit's spoken language content underpins all future units, but in particular it prepares pupils for the unit 'participating in effective debates'. The fundamentals of effective discussion KS3 Y7 English Lesson Resources Oak National Academy	<u>Step into the unknown: fiction reading and creative writing</u> This units uses and builds on pupils' knowledge of fiction and descriptive writing from their primary school curriculum. This unit introduces them to many of the key components of secondary English study, and gives them a strong grounding in both analytical reading and creative writing. This sets them up for the rest of the secondary English curriculum. This unit particularly prepares pupils for the 'Dystopian settings' unit where they will build on their understanding of sentence structure and variation from this unit and start to utilise it to create atmospheric settings. Step into the unknown: fiction reading and creative writing KS3 Y7 English Lesson Resources Oak National Academy	<u>'The Tempest'</u> Pupils will already have encountered some aspects of Shakespeare's plays at primary school. This unit is a bridge between primary and secondary study of Shakespeare. Rather than read the whole play, pupils explore key sections to deepen their understanding. Similarly, pupils complete creative and spoken responses to the play rather than academic critical essays. This helps to ease their transition between primary and secondary studies of Shakespeare. This unit also starts pupils' exploration of outsiders within Shakespeare's play, which is developed across all of our Shakespeare units. 'The Tempest' KS3 Y7 English Lesson Resources Oak National Academy	<u>Poetry about place and home</u> Pupils explored a wide range of poetry in our primary curriculum, with a focus on how poets, including Joseph Coelho and Matt Goodfellow, responded to place in their poems. Pupils now read more complex secondary poets, and start to use analytical skills to explore the methods writers use to respond to place. They also start to emulate those more complex techniques so that their poetry writing and appreciation becomes more accomplished. Later in the curriculum, pupils look at Maya Angelou's poetry in depth to explore how context shapes a writer's voice, and then find their own poetic voice. Poetry about place and home KS3 Y7 English Lesson Resources Oak National Academy	<u>Sherlock Holmes: short stories</u> This unit uses and builds on pupils' reading and initial exploration of Sherlock Holmes in the primary curriculum. In primary, pupils explored retellings of Sherlock stories, but they now read Arthur Conan Doyle's original language in full and complete more analysis of his stories. They also start to learn about the Victorian context in which he was writing, which prepares them for later study of Victorian literature. This unit particularly prepares pupils for the unit 'A Monster Within', where they will read increasingly challenging nineteenth century literature and learn about the Gothic. Sherlock Holmes: short stories KS3 Y7 English Lesson Resources Oak National Academy	<u>'The Twisted Tree': fiction reading</u> This unit uses and builds on pupils' understanding of authorial choices from the Sherlock Holmes unit. In this unit, pupils start to develop their analytical writing more comprehensively so that they can start to write coherently and succinctly in response to a text. This unit is also the pupils' first introduction to the Gothic, which then sets up their understanding for the full 'exploring the gothic' thread. This unit prepares pupils for 'The Monster Within', where they will look at gothic fiction more deeply through some classic gothic texts. 'The Twisted Tree': fiction reading KS3 Y7 English Lesson Resources Oak National Academy
Key Substantive Knowledge: What will students learn?						
Year 8 English	<u>Myths, legends and stories that inspire</u> This unit uses and builds on pupils' understanding of fiction and creative writing from the Year 7 unit 'Step into the unknown'. In this unit, they build on their understanding of how writers create vivid descriptions by looking at how they utilise powerful imagery and symbolism to make their writing more impactful. This unit prepares pupils for a number of units, including their first reading of 'Animal Farm' in Key Stage 4. In 'Animal Farm', pupils will learn more about how symbolism and allegory can be used to carry powerful messages. Myths, legends and stories that inspire KS3 Y8 English Lesson Resources Oak National Academy	<u>'A Midsummer Night's Dream'</u> This unit uses and builds on pupils' understanding of Shakespeare, outsiders and genre from 'The Tempest'. They begin to analyse more of Shakespeare's form and techniques, as well as reading more of Shakespeare's language. They also move from creative responses to Shakespeare towards analytical reponses. This unit prepares pupils for their study of 'Othello' and 'Macbeth' by deepening their understanding of genre, form and the role of outsiders and the supernatural in Shakespeare. 'A Midsummer Night's Dream' KS3 Y8 English Lesson Resources Oak National Academy	<u>Participating in effective debates</u> This unit builds on the primary English units where pupils started to have simple structured debates. It also builds on the secondary English unit, 'the fundamentals of effective discussion', where pupils learnt about how to form opinions and listen carefully to others. In this unit, pupils learn how they can use their active listening skills to understand and counter other people's arguments. This unit builds towards the unit 'creating and performing slam poetry', where pupils will continue to build their confidence in articulating themselves in public speaking. Participating in effective debates KS3 Y8 English Lesson Resources Oak National Academy	<u>Taking a stand</u> This is the first time in the curriculum that pupils have developed non-fiction writing and written presentations for performance. In this unit, pupils gain a strong foundation in their understanding of non-fiction conventions, and start to learn how to craft and deliver spoken language presentations. This unit prepares pupils for the 'Victorian childhood' unit, where they will practise giving presentations in a parliamentary debate, as well as answering questions about their topic. Taking a stand KS3 Y8 English Lesson Resources Oak National Academy	<u>Single poet study: Maya Angelou</u> This unit uses and builds on pupils' understanding of poetry, voice and performance from 'Poetry about Place and Home'. Pupils are now emulating more complex poetry, and starting to think about more complex themes of identity and belonging in their poetry. Pupils are now starting to think more about their own distinctive voice. This prepares pupils for later study of poetry, such as in their GCSE poetry anthology, and for other texts that reflect on themes of identity and belonging, such as 'Small Island' and 'Leave Taking'. Single poet study: Maya Angelou KS3 Y8 English Lesson Resources Oak National Academy	<u>Victorian childhood: non-fiction reading and writing</u> This unit uses and builds on pupils' understanding of non-fiction writing and presentation delivery from 'Taking a stand'. In this unit, they learn to create more sophisticated presentations by first learning more about a topic through wide reading. They also learn to develop a speech as part of a debate, which develops the dynamism of their spoken language. This unit preapres pupils for 'Women's rights across the ages', where they will develop and refine their spoken language capabilities by learning more about tone and language choices. Victorian childhood: non-fiction reading and writing KS3 Y8 English Lesson Resources Oak National Academy

National Curriculum links to topic

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Aims:

Key stage 2

There are seven aims of the [English national curriculum](#). First, pupils need to ‘read easily, fluently and with good understanding’. Reading high-quality texts is the cornerstone of our curriculum, and throughout our lessons pupils practise reading to develop their fluency and understanding. As the curriculum develops, pupils read increasingly challenging texts and think about them in more complex ways.

Next, pupils should ‘develop the habit of reading widely and often, for both pleasure and information’. Our curriculum encourages broad reading habits. In our primary ‘developing reading preferences’ and ‘book club’ units, pupils explore their reading habits and look at different recommended texts based on genre preferences. At secondary, pupils read a wide range of text extracts during key stage 4 English language units: units such as [‘Read around the world’](#) and [‘Books that changed my world’](#) are explicitly designed to build pupils' reading culture and awareness so they read more for pleasure.

Thirdly, pupils need to ‘acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language’. Keywords are listed at the beginning of all lessons, and are then repeated throughout the lesson to ensure important vocabulary is embedded. We also have a ‘vocabulary’ thread at primary to group the units that are only focused on vocabulary development. Similarly, grammar teaching is a key feature of the entire curriculum: at primary, we have [units that teach grammar discreetly](#); at secondary, explicit grammar instruction is embedded within wider writing units. Across our curriculum, pupils also study units focused purely on reading or spoken language, and during these units they develop their understanding of the corresponding linguistic conventions.

Pupils also need to ‘appreciate our rich and varied literary heritage’. Our curriculum covers a broad range of classic texts from across our literary heritage, teaching five Shakespeare plays, learning about multiple romantic poets, and reading classic Victorian stories such as [‘Sherlock Holmes’](#) and [‘A Christmas Carol’](#). Our curriculum also includes modern examples of our rich and varied literary heritage, such as [Andrea Levy’s ‘Small Island’](#), [Elle McNicoll’s ‘A Kind of Spark’](#), [Drew Daywalt’s ‘The Day the Crayons Quit’](#) and [Winsome Pinnock’s ‘Leave Taking’](#).

Next, pupils need to ‘write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences’. Pupils start developing their confidence in this in primary, and then become increasingly confident with it as they move through secondary. We prioritise pupils developing their writing clarity and accuracy so they can later adapt it for different contexts. At primary, pupils study [grammar](#), [handwriting](#) and [spelling](#) in discrete units and threads so that they have a strong foundation of clarity and accuracy. Pupils also study units in areas such as [non-chronological reports](#) and [speech writing](#) to help them build their writing agency and vary their writing for different contexts.

Pupils also need to ‘use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’. Discussion is embedded throughout the curriculum and lessons: we use a discussion symbol to indicate key opportunities for discussion in lessons, and we have included a high percentage of tasks that have spoken outcomes. Outside of its role in all lessons, we have a ‘developing spoken language’ thread to help build pupils’ accuracy and confidence in spoken language: at primary, we have at least two dedicated [spoken language units](#) per year group; at [secondary, we have at least one](#).

Finally, the curriculum needs to ensure pupils ‘are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.’ This aim is covered extensively in the [‘developing spoken language’](#) thread mentioned above, as well as in other parts of the curriculum. From primary onwards, pupils learn [the foundations of speaking and listening](#), before being introduced to [presentation skills](#) as well as [debate](#). These are then picked up again in secondary as pupils practise more formal debate conventions and develop all the skills needed to give confident presentations.