



Churnet View Middle School

English Curriculum Intents



Churnet View believes that the teaching of the English curriculum is inclusive to all children; inspiring them through an enriching learning experience, teaching our children the skills and content to have high aspirations and develop into independent, lifelong learners.

Our aim is to foster a love of language and reading. We are determined to develop independence and fluency in all our children to promote reading for enjoyment and ensure that they can achieve their full potential across all areas of the curriculum. We approach reading in three different ways: reading for pleasure; reading across the curriculum and teaching reading skills through word recognition and language comprehension.

Our English curriculum is designed to prepare and equip children with the writing skills they need to become confident, independent writers. Our aim is to bring enjoyment into writing to inspire them. Through a balanced and broad curriculum, we provide regular opportunities for children to write for range of purposes and promote cross-curricular writing to generate curiosity and passion in writing. We teach writing in four different ways: exploring writing composition, transcription, punctuation and grammar skills. Our learning journeys provide our children with the scaffolding support and tools they need to become successful writers.

By the end of year 6	By the end of year 8
<p>Our Key Stage 2 curriculum in Year 5 and Year 6, focuses on providing many opportunities for pupils to embed previously taught skills in English. This is to ensure that pupils can use their previously taught English skills before embedding new skills. In Key Stage 2, pupils complete a variety of learning journeys which link to specific skills:</p> <ul style="list-style-type: none"> • Reading: Vocabulary, Retrieval, Inference, Compare and Contrast, Making Predictions and Summarising. • Grammar and Punctuation • Writing: Drafting, Editing, Proof-reading, Presentation. <p>All these learning journeys link to a selected high-standard class text which is accessible to all pupils. The texts have been selected carefully to support pupils of all abilities in accessing the curriculum content and engage pupils to promote reading for pleasure.</p>	<p>Our Key Stage 3 curriculum in Year 7 and 8, is based upon a spiral structure; revisiting and developing the reading, vocabulary, grammar and writing skills explored throughout the Key Stage 2 curriculum to a greater depth. The overarching aim for our curriculum is to promote high standards of language and literacy with an understanding of the spoken and written language and to develop all pupils' love of literature through reading for enjoyment.</p> <p>In reading, pupils explore many variations of increasingly more challenging literature throughout our Key Stage 3 English Curriculum: a range of fiction and non-fiction texts including whole books, poems and plays which expose pupils to a wider coverage of genres, historical periods and authors. They taught how to understand these challenging texts by exploring and engaging with a range of Tier 2 and Tier 3 vocabulary. In Key Stage 3 English, pupils are taught how to read</p>

<p>In writing, our grammar and punctuation learning journeys focus on the taught skill and provides an opportunity for pupils to apply this skill in their writing. These skills are continuously taught so that pupils become familiar with applying the grammar and/or punctuation in their writing. Pupils at the end of Year 6 should have legible writing with most of the punctuation being used correctly. All pupils should be able to consciously control sentence structures and most pupils will know which sentences to use depending on the genre of writing. Many pupils will also understand and be able to spell the Year 5/6 spellings by the end of year 6.</p> <p>Our reading curriculum focuses on increasing pupils' ability to read fluently and confidently alongside improving pupils' comprehension with what they have read. By the end of Year 6, pupils will have the skills to decipher vocabulary definitions by using a range of strategies from using a dictionary to reading around the word and the context that the word is used in.</p> <p>Lastly, pupils by the end of year 6 will also have opportunities which develops their oracy skills in the form of group and single presentations along with debates and drama-based activities.</p>	<p>critically, with our curriculum focusing strongly on developing pupils' skills in knowing how language presents meaning and participating in deeper studies of setting, plot and characterisation and successfully be able to explain the effect of these verbally and in writing.</p> <p>In writing, pupils are taught how to embed the skills taught at Key Stage 2, including grammar and punctuation, to become more independent, creative writers. The curriculum offers opportunities for pupils to write for a range of purposes and audiences. Pupils continue to be taught how to become successful in writing through planning, drafting, editing and proof reading. As pupils progress through Key Stage 3, they are expected to be able to complete extended pieces of writing at a high standard within a specific amount time to increase writing stamina.</p> <p>The Key Stage 3 English curriculum aims to engage all pupils and has been designed so that all pupils have access to differentiated learning journeys that can be delivered to classes of mixed abilities. By following this curriculum, pupils should thrive in developing their English skills and be equipped with the necessary skills to support them in high school.</p>
<p>Year 5: Throughout the year students will:</p> <ul style="list-style-type: none"> • Read the text 'Wolves in the Wall' and will learn the following English skills: <ul style="list-style-type: none"> - Pronouns - Expanded noun phrases - Retrieval skills this is taught to improve pupils' reading skills. - Prepositional phrases. • Read the text 'The Black Dog' and will learn the following English skills: <ul style="list-style-type: none"> - Apostrophes for plural possession - Inference skills this is taught to improve pupils' reading skills. - Compound sentences exploring coordinating conjunctions. • Read the text 'The Rain Player' and will learn the following English skills: <ul style="list-style-type: none"> - Vocabulary skills which is taught to improve pupils' reading skills. 	<p>Year 7: Throughout the year students will:</p> <ul style="list-style-type: none"> • Experience a curriculum specifically designed to support them in their transition from Key Stage 2 into Key Stage 3. This is delivered using a high-quality text which is accessible to all pupils and underpins all the reading, writing and spoken English skills explored throughout each learning journey. • Pupils will read a whole text written by a renowned author of children's literatures, Louis Sachar. Pupils are exposed to a more challenging text and focus heavily on developing their reading skills through inference and exploring setting, plot and characterisation. Pupils also begin build upon reading critically by exploring how to develop their responses using Point, Evidence, Explain. • Pupils are given the opportunities to work in small group to create and deliver presentations linked directly to the class text to develop their spoken English skills whilst also making cross curricular links to history and SMSC topics.

<ul style="list-style-type: none"> - Complex sentences focusing on subordinating and relative clauses. - Direct speech. • Read the text 'The Iron Man' and will learn the following English skills: <ul style="list-style-type: none"> - Author's use of language which is taught to improve pupils' reading skills. - Modal verbs and modal adverbs - Figurative language looking at similes, metaphors and alliteration. - Parenthesis - Commas - Persuasive devices. 	<ul style="list-style-type: none"> • Pupils explore persuasive writing as a non-fiction text. Throughout this learning, pupils explore a range of different types of persuasive writing, with examples of different language/content features that are used in the writing. For example: exploring the techniques using in persuasive speech and posters. • Pupils will develop a deeper understanding of the various types of poetry and how these are structured. They will continue to develop a secure understanding of poetic devices and begin to apply their understanding to analyse different types of poetry within this unit of work. • Pupils will explore in detail the life of William Shakespeare, along with 'The Globe Theatre' which will be used to complete a written piece. Pupils will also be introduced to the features of playscripts and Shakespearian language exploring a range of extracts from different plays and genres.
<p>Year 6: Throughout the year students will:</p> <ul style="list-style-type: none"> • Read the text 'Clockwork' and will learn the following English skills: <ul style="list-style-type: none"> - Relative clauses with a recap of subordinate clauses. - Retrieval skills which is taught to improve pupils' reading skills. - Adverbial phrases - Parenthesis - Introduction to P.E.E which is taught to improve pupils' reading skills. - Modal verbs and modal adverbs - Summary skills which is taught to improve pupils' reading skills. • Read the text 'The Highwayman' and will learn the following English skills: <ul style="list-style-type: none"> - Vocabulary skills which is taught to improve pupils' reading skills. - Active and Passive voice - Figurative language which explores similes, metaphors, personification, onomatopoeia and alliteration. • Read the text 'Alice in Wonderland' and will learn the following English skills: <ul style="list-style-type: none"> - Colons - Inference skills which is taught to improve pupils' reading skills - Semi-colons 	<p>Year 8: Throughout the year students will:</p> <ul style="list-style-type: none"> • Be exposed to more challenging texts than in other years which will further develop them into critical readers and independent writers, producing work to at a higher level. • Pupils will read a whole text written by a renowned author of children's' ad young adults' literature, Benjamin Zephaniah. Pupils use this piece of narrative text to revisit descriptive devices used in writing. Pupils will be exposed to a range of new vocabulary which they can then apply in their writing and written responses to reading questions. • Pupils are re-introduced to P.E.E and Petal analysis which link directly to written responses in English Literature and Language GCSEs. • Pupils will explore Gothic Literature. As the focus is for skills to prepare for Literature and Language GCSE papers, for reading the focus will be on extracting relevant information from a text, using relevant information to support this and to analyse the impact. This will be done at a deeper level of analysis than previously. Pupils will become more secure in their use of relevant evidence and develop their levels and depth of analysis. For writing, pupils will use the experience they gain of gothic texts from analysing the features to add to the type/style of writing they can produce using the features successfully. They will also build on sentence construction, paragraphing skills and applying Tier 2 vocabulary in writing to successfully use the conventions of Gothic literature independently

<ul style="list-style-type: none"> - Compare, comment and contrast skills which is taught to improve pupils' reading skills - Single dashes - Cohesive devices - Persuasive devices. 	<ul style="list-style-type: none"> • Pupils will study Unseen Poetry where they will build upon their previous learning by applying what they know about poetry form, structure and poetic devices, to begin to analyse the use of poetic device and effect these have on the reader. • Pupils will recall their Y7 exploration of the life of William Shakespeare, and 'The Globe Theatre'. Pupils will then develop the Y7 introduction that they received to the features of playscripts as they explore focus on key scenes from Shakespeare's play, 'Romeo and Juliet'. The focus will be on analysing the language and structure of the key scenes in preparation for students' transition to GCSE. • In preparation for end of year exams, pupils will explore GCSE Paper 1 skills based on an AQA adapted scheme of work for Key Stage 3 that helps schools to prepare pupils for the demands of the GCSE questions in English language. However, due to the complexity of some of the skills, the focus will be on extraction of information, language skills and evaluation. Pupils will also be able to recall and apply the language skills they have gained from the 'Face' and 'Gothic' and 'Unseen Poetry' MTJs as they have been analysing the different types of literature, extracting evidence to support points and then practised explaining the impact on the reader.
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