



# Learning journey map

## Key stage 2 English department

In Summer Term One, pupils revisit the wordless text, Flood. This provides pupils with the opportunity to use a familiar text to develop their writing skills in preparation for SATs. Pupils will have the opportunity to write for a range of purposes and showcase their skills.

In Summer Term Two, pupils study 'Alice in Wonderland' by Lewis Carroll. Pupils continue to develop their oracy skills and explore different types of poetry and how to perform this. Pupils continue to develop reading comprehension skills and analytical skills and are provided with opportunities to embed KS2 skills in preparation for KS3.

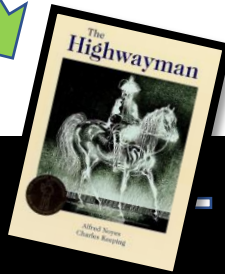


### Key Stage Three

In Spring Term Two, pupils study narrative poetry using 'The Highwayman'.

The following skills are explored:

- Active and passive voice
- Figurative language in reading and writing
- Reading comprehension and conventions of poetry.



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.

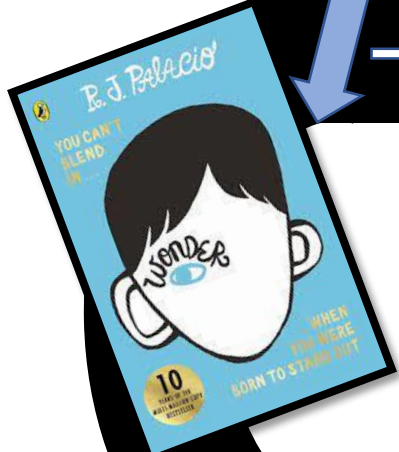
In reading, pupils explore many variations of increasingly more challenging literature throughout our Key Stage 3 English Curriculum: a range of fiction and non-fiction texts including whole books, poems and plays which expose pupils to a wider coverage of genres, historical periods and authors. They 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 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.

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.

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.

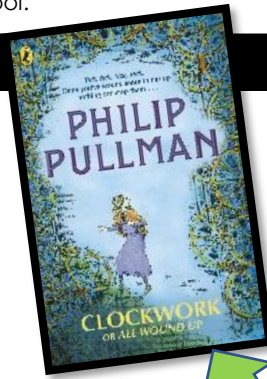
In Summer Term, pupils explore Wonder. This text offers a different form of narrative where the story is told in 1<sup>st</sup> person from the character's perspective. Pupils explore the following skills:

- Commas for clarity
- Close the gaps in GPS & writing skills in preparation for Year 6
- Reading comprehension, vocabulary and analytical skills based on characters actions and authors used of language.



### Year 6

In Autumn Term One, pupils explore fractured fairytales. We use this term to focus on embedding the skills taught in previous years and ensure that pupils are secure in writing composition, handwriting and continue to focus on developing reading fluency and comprehension.



In Autumn Two and Spring One, pupils read 'Clockwork'. The following skills are explored:

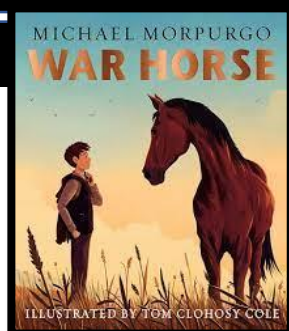
- Multi-clause sentences
- Commas for clarity
- Semi-colons
- Colons
- Reading vocabulary and comprehension.



In Autumn Term Two, we used 'The Warhorse' to explore the following skills:

- Noun phrases
- Fronted adverbials
- Subordinate clauses
- Reading fluency, vocabulary and comprehension.

Cross-curricular links are made to History, providing context lessons about WW2 and Remembrance Day.



In Autumn Term One, we explore the following skills:

- Composition of writing, including writing for a range of purposes.
- Types of sentences
- Pronouns
- Tense
- Dialogue
- Reading fluency and comprehension.

In Spring Term, pupils explore a longer text called 'The Iron Man' written by Ted Hughes with poetry based on the story. Pupils explore the following skills:

- Figurative language
- Modal verbs and adverbs
- Relative clauses
- Parenthesis
- Reading comprehension and vocabulary.

Cross-curricular linked are made with Art and Science where pupils explore metal as conductors of heat.



### Year 5

We begin Year 5 by exploring a wordless text called 'Flood'. We use this as an opportunity to develop pupils' imagination, reading, oracy and writing skills. Using information from First Schools and assessment, we use this half term to address any gaps in pupils knowledge before studying UKS2 skills.

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 skills before embedding new ones. In Key Stage 2, pupils complete a variety of learning journeys which link to specific skills:

- Reading: Vocabulary, Retrieval, Inference, Compare and Contrast, Making Predictions and Summarising.
- Grammar and Punctuation
- Writing: Drafting, Re-shaping, Proof-reading and Presentation.

These learning journeys link to a specific 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.

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 a range of KS2 punctuation 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.

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.

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.

### Churnet View's English curriculum:

The English curriculum at Churnet View Middle School is aimed at developing pupils' written and oracy skills so that they can communicate their ideas with their peers and the wider world. We also focus on developing pupils' reading and listening skills so that they can comprehend what others say to them. To develop pupils' comprehension, vocabulary is explored with the pupils and how certain vocabulary can be used in different contexts. Vocabulary, both Tier 2 and Tier 3, is explored across the subject and the curriculum at Churnet View Middle School. Pupils are encouraged to use the skills that they have learnt in English and in other written subjects to embed their learning. When selecting texts for our English lessons, we ensure that a wide range of texts and authors are used to develop pupils' cultural and social skills.

# welcome