



Golden Threads

- Increasing reading confidence leading to successful comprehension of a range texts including whole texts. Also, fostering reading interest and engagement through text choice in lessons and independent reading through the library programme.
- Learning to analyse writers’ craft in poetry, prose, drama and non-fiction (using a What/How/Why framework); introducing how to make simple comparisons between texts.
- Using style models from skilled writers to develop students’ crafted writing.
- Adapting language for different genres, audiences and purposes through speech and writing.
- Consolidating key stage 2 literacy skills and establishing a solid foundation for developing writing skills throughout the rest of the key stage.

Enrichment

- Students are invited to attend Newspaper club
- Fortnightly lessons timetabled in the library and opportunity to choose a free book via the Bookbuzz scheme.

Review and Evaluation

End of school year 2024

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>New Beginnings</p> <p><i>Using literary extracts to guide students to construct their own story openings and revise the mechanics of writing from KS2.</i></p> <p>Understanding of how writers:</p> <ul style="list-style-type: none"> Write with varied punctuation (full stops, commas, semi colons, apostrophes), sentence types and vocabulary Adhere to genre Establish setting Create characters Use imagery effectively Use effective narrative structures (narrative hooks and conflict) 	<ul style="list-style-type: none"> Writing with accurate and varied punctuation; Establishing setting, Establishing characters Creating genre. 	<p>Writing: A piece of creative writing – the opening of a story</p>	<ul style="list-style-type: none"> Comma splicing and how to use full stops. Insecure understanding of a clause and sentence. Basics of sentence structure, especially subject/object and verb. Word classes and their functions. Similes and metaphors 	<p>Tier 2 and Tier 3</p> <p>Setting</p> <p>Genre</p> <p>Conflict</p> <p>Narrative Hook</p> <p>Plot</p> <p>Character</p> <p>Imagery, Simile, Metaphor, Personification</p> <p>Simple, Compound, Complex Sentences.</p> <p>Apostrophes.</p> <p>Noun, Adjective, Verb, Adverb.</p>	<p>Sentence Types – revision from KS2</p> <p>New knowledge: Narrative writing, establishing genre establishing setting establishing character effective punctuation, creating conflict, how metaphors work</p>



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Terms 2 and 3	<p>Memorable Characters</p> <p><i>Using a class reader and supplementary extracts to explore how writers make characters memorable and students develop personal responses, which will be both analytical and creative.</i></p> <p>Understanding of how writers:</p> <ul style="list-style-type: none"> structure a novel, including narrative voice and perspective and effects created. how conflict is created and how it affects the plot. develop characters throughout a novel, including creation of dialogue. Knowledge of context in which class reader was written Understanding of authorial intent How to analyse writer's language 	<ul style="list-style-type: none"> Forming interpretations of texts Supporting interpretations with textual references Analysing writers' methods Retrieving information from texts Evaluating writers' methods Making inferences Understanding relationships between texts and the contexts in which they were written 	<p>Term 2 Reading/Literature: Analysis of how a character is presented in chosen class reader (using extract as starting point)</p> <p>Term 3 Writing: Creative writing piece based on the most memorable character from their class novel.</p>	<ul style="list-style-type: none"> How to punctuate speech Understanding of implicit and explicit meaning and linking this to characterisation and/or authorial intent. How to use higher level punctuation 	<p>Tier 2</p> <p>Unexpected</p> <p>Trustworthy</p> <p>Naïve</p> <p>Intimidating</p> <p>Compelling</p> <p>Self-discovery</p> <p>Contradictory</p> <p>Relatable</p> <p>Tier 3</p> <p>Narrative Perspective</p> <p>Protagonist</p> <p>Antagonist</p> <p>Dialogue, direct speech, reported speech</p> <p>Character flaws</p> <p>Character Arc</p> <p>Exposition, rising action, climax, falling action denouement</p> <p>Cliff hanger</p> <p>Linear vs non-linear structure</p> <p>Noun phrases</p> <p>Adverbial phrases</p>	<p>Building on KS2 knowledge: comprehension, decoding, inference, retrieval skills, punctuating speech, adverbs.</p> <p>Linking back: building back to New Beginnings from Term 1</p> <p>New knowledge: tracking/ studying characterisation, analysing creation of narrative voice and viewpoint, narrative devices of plot and conflict, analysing at word level, writing analytical paragraphs, responding personally, evaluating writer's intentions</p>



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Term 4	<p>Survival of the Fittest</p> <p><i>Using a range of non-fiction extracts to explore ideas about survival</i></p> <p><i>Exploring conventions of ‘survival stories’, autobiographical writing and newspapers</i></p> <p><i>Students develop research skills and compile their knowledge of the genre in the form of a newspaper article</i></p> <p>Understanding of how writers:</p> <ul style="list-style-type: none"> Describe what it’s like to battle extreme conditions Structure their accounts to interest, inform and titillate the reader Use language to inform and entertain Write from perspectives that are personal and of their time (contextual) Structure of news reports Structure of application letters 	<ul style="list-style-type: none"> Writing to express a viewpoint Writing in different styles and genres Writing for different purposes: to inform, explain, argue and persuade Writing with accurate spelling; accurate and varied punctuation, grammar and vocabulary (with particular emphasis on organisation and structure) Additional knowledge: How to research, plan and note take. 	<p>Writing: Non-fiction writing - A newspaper article about a survivor</p>	<ul style="list-style-type: none"> The difference between informality and formality The difference between biography and autobiography How to make their piece into a literary non-fiction rather than just non-fiction Linking back to the purpose of writing -explicit vs implicit meaning Passive voice – not understanding the object 	<p>Tier 2</p> <p>Summarise</p> <p>Paraphrase</p> <p>Argue</p> <p>Entertain</p> <p>Inform</p> <p>Tier 3</p> <p>Passive voice</p> <p>Active voice</p> <p>Formality and informality</p> <p>Audience</p> <p>Biography and autobiography</p> <p>synonym and antonyms</p> <p>skimming and scanning</p> <p>conjunction</p> <p>paragraphing</p> <p>embedded</p> <p>relative clauses</p> <p>reported and directed speech</p> <p>formality</p>	<p>Building on KS2 knowledge: active and passive voice, types of subordinate clauses</p> <p>Building on Memorable Characters (term 2/3): decoding, inference, skimming and scanning.</p> <p>New knowledge: research skills, knowledge of different non-fiction genres, writing persuasively for a formal audience.</p>



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Term 5	<p>Survival of the Fittest</p> <p><i>Still on the theme of survival, students develop conceptual understanding of what poetry is and how it is different to prose by understanding how poetry uses evocative imagery and structure. Developing analysis and comparison skills.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> what poetry is and how it differs from prose Writers' methods in poetry: simile, metaphor, personification; alliteration, rhythm, rhyme; and shape, structure. Relationships between texts and the contexts in which they were written Revisiting the concept of authorial intent How to compare writers' methods. 	<ul style="list-style-type: none"> Forming interpretations of texts Supporting interpretations with textual references Analysing writers' methods Retrieving information from texts Evaluating writers' methods Making inferences Understanding relationships between texts and the contexts in which they were written 	<p>Reading/Literature: Write an analysis of an animal poem</p>	<ul style="list-style-type: none"> Confusion between rhyme and rhythm Confusion between similes and metaphors Confusion between metaphor and personification Understanding of implicit and explicit meaning and linking this to presentation of the animals in the poems 	<p>Tier 2</p> <p>implies</p> <p>Reveals</p> <p>Suggests</p> <p>Highlights</p> <p>Emphasises</p> <p>Conveys</p> <p>Tier 3</p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Alliteration</p> <p>Rhyme scheme</p> <p>Syllable</p> <p>Rhyming couplet</p>	<p>Building on KS2 knowledge: poetic devices, inference</p> <p>Building on Memorable Characters (term 2/3): writing analytical paragraphs, evaluating writer's intentions</p> <p>New knowledge: An introduction to poetry form and structure, analysing poetic language, beginning to make comparisons between poems</p>



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Term 6	<p>‘A Midsummer Night’s Dream’</p> <p><i>An introduction to Shakespeare looking at genre conventions, Shakespearean comedy and multi plot narratives. Analysis of language, form and structure and understanding texts and the contexts in which they were written.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> genre conventions, Shakespearean comedy and multi plot narratives texts and the contexts in which they were written ie Exploring the historical context of Shakespeare’s theatre; The Globe, The Queen’s Men; classical allusions. authorial intent e.g. to create humour the purpose of director. 	<ul style="list-style-type: none"> Forming interpretations of texts Supporting interpretations with textual references Analysing writers’ methods Retrieving information from texts Evaluating writers’ methods Making inferences Understanding relationships between texts and the contexts in which they were written Develop literacy skills through decoding unfamiliar vocabulary Exploring performance aspects through taking on a role and conveying emotions through performance; 	<p>Reading: Write an analysis of how humour is created in act 3 scene 1</p>	<ul style="list-style-type: none"> Playwright vs author Live audience vs reader Renaissance humour vs modern humour Idioms used Understanding of implicit and explicit meaning 	<p>Tier 2</p> <p>Enchanted</p> <p>Dilemma</p> <p>Infatuated</p> <p>Lamentable</p> <p>Unrequited</p> <p>Changeling</p> <p>Unconditional</p> <p>Tier 3</p> <p>Dialogue</p> <p>Monologue</p> <p>Stage direction</p> <p>Conventions of layout in drama</p> <p>Main plot/sub plot</p> <p>Comedy and tragedy (for brief comparison)</p> <p>Hero, heroine</p> <p>Villain</p> <p>Mythology</p> <p>Suspense and tension</p> <p>Mood</p>	<p>Building on Memorable Characters (terms 2/3) and Survival of the Fittest (term 4): inference, writing analytical paragraphs, evaluating writer’s intentions</p> <p>New knowledge: understanding Shakespeare’s language, understanding and applying context, understanding genre of comedy, dramatic plot arcs, character types.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 6 (last 2 weeks)	<p>Media Advertising</p> <p><i>A mini spoken language unit in which students explore language and understanding through analysing media and creating their own products and advertisements.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> • how producers of advertisements target an audience • how producers communicate meaning to an audience through use of branding and graphology • concept of brand identity • the concept of representation in the media • how persuasive language is used in advertising. 	<ul style="list-style-type: none"> • Explaining how adverts appeal to their target audience • Explaining how stereotypes have been used in advertising • Explaining how women have been represented in adverts • Explaining how a brand uses advertising, logos, slogans to work together to create a campaign • Explain how adverts use celebrity endorsements, facts, emotional appeals, expert opinion, humour, giveaways and offers to persuade the audience. • Use language and media techniques to create a persuasive advert • Craft and practise speaking and listening skills 	<p>Not formerly assessed but opportunity to deliver a persuasive pitch for their products in small groups</p>	<ul style="list-style-type: none"> • Confusion between media terms • Confusion between types of audiences • Understanding of stereotypes and how they are offensive 	<p>Tier 2</p> <p>Appeal</p> <p>aimed</p> <p>represented</p> <p>stereotype</p> <p>persuade</p> <p>endorsement</p> <p>bandwagon</p> <p>Tier 3</p> <p>Sentence types,</p> <p>rhetorical questions,</p> <p>imperatives,</p> <p>exclamatory sentences,</p> <p>Rhetorical questions</p> <p>Target Audience</p> <p>Advertising Techniques</p> <p>Slogans</p> <p>Logos</p> <p>Brand</p> <p>Brand Identity</p>	<p>Link back to Survival of the Fittest (term 4): knowledge of different non-fiction genres, writing persuasively for a formal audience.</p> <p>New Knowledge: media terms exclusive to advertising</p>