Working together to create a happy school where every member feels valued and able to achieve personal excellence.

English Curriculum Overview

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	Autumn Term: First Half Term	Autumn Term: Second Half Term	Spring Term: First Half Term	Spring Term: Second Half Term	Summer Term: First Half Term	Summer Term: Second Half Term
Year 5	Baseline testing All pupils are baselined in Reading, Writing and Grammar to identify the pupils' starting points and any gaps in learning can be identified. Foundations of Grammar (Autumn 1): This topic allows pupils to consolidate and embed key grammatical knowledge from Years 3 and 4 curriculums. Pupils recap word classes, sentence punctuation, paragraphing, subordinating and coordinating conjunctions, their use of simple and compound sentences, apostrophes, punctuating direct speech, use of fronted adverbials and expanded noun phrases. Writing skills: Towards the end of this SOW, to consolidate their writing knowledge, pupils describe a character and begin to use dialogue to advance the action and begin to evaluate and assess the effectiveness of their writing. **C.S Lewis' The Lion, the Witch and the Wardrobe** Core reading skills: Having read a range of texts, pupils read their first whole text. This classic, trickier and more complex text encourages and fosters a love of reading by immersing pupils in a text from their literary heritage. Vocabulary and language features are explored in context, so pupils continue to develop their understanding of how language contributes to meaning. Pupils identify emerging themes and make comparisons within the text (e.g., The White Witch's arrival and Father Christmas' arrival) to further develop and deepen their reading skills. Whilst reading, pupils further consolidate their retrieval skills by skimming and scanning the text in both fiction and non-fiction contexts. Pupils revisit the full range of KS2 reading skills: retrieval, inference, prediction,		Myths Core reading skills: Having read their first whole text, pupils further develop a love of reading by exploring a range of short mythical stories (e.g. Perseus and Medusa and Pandora's Box). Pupils develop their understanding of the key features of mythical stories by learning about what myths are, their key features (e.g. explanation of a natural phenomenon) and discuss how and why they can change over time. Core writing skills Pupils consolidate their understanding of language and vocabulary so that they can effectively describe setting and character by creating their own heroes, creatures and mythical settings. Pupils further develop their understanding of language by learning about the use of personification and cliff-hangers to engage their reader by writing their own mythical story. Throughout the SOW, pupils build up to writing their own	Poetry, letters and speech Core reading skills: To revisit and begin to develop the skills of tone, intonation and voice pupils began to apply in lower KS2, pupils will read and perform a range of poems, letters and their own persuasive speech speeches. Within this SOW, pupils read, discuss and respond to a range of poems (e.g. haiku and limerick); write their own poems; write an informal persuasive letter from the perspective of a migrant worker and learn how persuade an audience by writing their own persuasive speech. Core writing skills: Pupils use the skills developed from Autumn term and build upon this by also using: figurative language such as metaphor, onomatopoeia and personification to effectively to engage the reader and ensure that the appropriate register has been chosen. Pupils continue to develop their planning, drafting and editing skills by	The Nowhere Emporium Core Writing skills: Panoramic Description of a Room of Wonders using devices to build cohesion and engage the audience. Non-Chronological Report writing. Pupils write about a city mentioned in the book. They research and take notes from various childrens' factual websites and other non-fiction texts. Using factual and technical language. Drafting, editing, reviewing and writing. Using headings, subheadings, paragraphs, bullet points and diagrams. Core Grammar Skills Cohesion, using grammatical structures suitable for purpose (such as prepositional phrases), vocabulary appropriate for audience, accurate tense and punctuation. Pupils further explore cohesive devices adverbial phrases, embedded clauses and study how including these features can impact the successful impact of their writing. Pupils deepen their understanding of how effective vocabulary choices, from tier 2 and 3 and different word classes, can engage their audience successfully.	

	summary and word meaning. These are consolidated and the focus will be on mastering the skills in preparation for the rigour of the Y6 curriculum and beyond. Core writing skills: Pupils will begin to carefully select language previously taught (such as adverbials, onomatopoeia and similes) to effectively to show character, setting and atmosphere) to engage the reader. Pupils continue to embed their writing skills by further showing an awareness of the reader by writing a narrative description of Lucy in Narnia to intrigue and tantalise the reader. To build upon their knowledge and ability to select the appropriate register, pupils revisit their knowledge of letter writing from their poetry SOW by writing a formal letter of complaint. Pupils will take this opportunity to embed the language and structural knowledge and skills learnt and honed in year 5 and lower KS2 in preparation for year 6 and beyond. Pupils will also begin to be increasingly independent and begin to be consciously selective in the use of devices. Pupils further develop their knowledge of spelling and building upon their previous knowledge. For example by learning vocabulary from the Year 5 and 6 spelling lists (e.g. environment, exaggerate) and by learning words that contain the 'I' sound. Core grammar skills: Building on their knowledge of informal writing, pupils continue to develop their understanding of selecting the appropriate register by writing formally and using formal vocabulary to establish the correct tone for the required purpose and audience. Cross curricular links: History - WWII PSR – comparison between good and evil PSR - Christian allegorical text British values: T PX MR ROL	mythical story. Pupils build upon their planning, drafting and editing skills by ensuring the language and grammatical skills they use engage their reader effectively and are appropriate for the purpose and audience. Pupils consolidate their knowledge of years 3 and 4 spelling rules and build upon this by learning words with a range of suffixes (e.g., -ly). Core grammar skills Whilst reading a range of myths, pupils are encouraged to identify and consolidate the grammatical skills from Foundations of Grammar and FWMD. To further develop their understanding of sentence structure, pupils learn how to use relative clauses to add information to their writing. Pupils revisit and consolidate their understanding of apostrophes to improve their accuracy. Cross curricular links: History- Ancient Greece and Rome British values: T PX MR ROL	refining their proof reading skills. As pupils have to persuade using the written and then the spoken word, this develops their persuasive language techniques (e.g. use of facts, statistics, power of three) alongside encouraging them to consider how to deliver a speech by refining their ability to engage a live audience and perform their own compositions so that meaning is clear. Pupils consolidate their knowledge of the Y3 and 4 curriculum words (e.g. knowledge, interest) and build upon this by learning further homophones (e.g. whether/weather). Pupils continue to revisit and consolidate their knowledge of prefixes (e.g., anti-, inter-). Core grammar skills: Pupils will be introduced to persuasive techniques such as repetition, modal verbs for degrees of possibility and the power of three. Cross curricular links: PSR - acceptance of a new culture PSR – influential speakers British values: PX T MR	Reading skills - What is genre? Inferring impressions of a range of characters. Supporting ideas with textual evidence. Finding information effectively (building retrieval and inference skills) Pupils read their second whole text. This text has a strong utopian theme and builds on the contrast between themes in the previous dystopian text (The Lion the Witch and the Wardrobe) Pupils study the effect of 'setting' on the plot and explore how different settings appeal to the personality traits of different characters. Cross Curricular links: Pupils research popular tourist destination and geographical facts (Geog) British Values : MR IL

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Year 6	Peter Bunzl's Cogheart Core reading skills: Building upon the knowledge gained from whole text reading in year 5, from reading a range of texts, pupils will read Cogheart which explores the Victorian time period. The novel is a text set in an alternate Victorian time period which provides new and more challenging discussion opportunities. From the outset of this text, the language, sentence structure and themes within the book are particularly challenging for the pupils against a backdrop of mystery, adventure and daring events. Throughout the scheme of work, pupils are encouraged to record vocabulary choices which inspire and motivate their own writing. This provides early opportunity for the pupils to build their inference skills based around the unfolding mystery surrounding Lily and the significance of her father's absence. Reading strategies are embedded within lessons such as echo reading, cold reading, reading aloud and the use of magpie books to further develop the pupils' vocabulary. As retrieval skills (e.g. skimming and scanning taught in Y5) are now embedded, pupils are encouraged to approach this independently within lessons by identifying; discussing; and defining the meaning of challenging vocabulary themselves in Cogheart (e.g. through dictionary skills). Pupils will continue to work on their ability to carefully select language devices (e.g. similes, metaphors, personification) which engage the reader and consider the purpose and audience of their writing. Pupils will also begin to use devise such as pathetic fallacy to advance narratives. Core grammar skills: Pupils will begin to carefully and deliberately use a range of punctuation and grammatical skills such as the use of dashes/hyphens to clarify or add information and discuss the		Reading: Shakespeare's A Midsummer Night's Dream During this half term pupils will be introduced to Shakespeare. Pupils will read A Midsummer Night's Dream alongside a range of non-fiction texts which are closely related to the text to aid their reading and writing development. Core writing skills: Pupils will consider and use a range of structural devices, used in plays to engage the reader and advance their narrative. Pupils will use a range of sentence types to engage and advance writing. Punctuation such as inverted commas and changing the placement of the reporting clause to clearly demonstrate speech. Semicolons to join ideas and for coherence will be used with increasing confidence and independence. Pupils will use carefully and deliberately chosen language such as adverbials, pathetic fallacy and similes which match the tone and purpose to effectively engage the reader and advance the narrative. Pupils continue to	Poetry Core reading skills: This half term pupils will read a range of increasingly complex poems, letters and speeches and draw on a wider themes and more mature topics. Pupils will continue to develop their ability to read for meaning and use the KS2 reading strands to access and analyse these increasingly complex poems both in language and themes covered.. This unit is purposefully designed to build upon the year 5 unit and prepare pupils for the increasingly rigorous KS3 WW1 Poetry. Core writing skills: Pupils will build upon their year 5 poetry, letters and speech writing and craft a range of poems which consciously embed tone and voice and consider audience and purpose. Pupils will develop their use language to effectively convey emotion of character or	SATS- The first part of this half term will focus on SATs preparation Louis Sachar's Holes:- An introduction to KS3 English Core reading skills: In this topic pupils will begin to consider some aspects of the AQA step-up to GCSE syllabus, for example: the use of specific language devices and their effect on the reader and the use and purpose of sentence structure. Pupils are exposed to two stories running alongside each other which eventually converge and begin to consider the effect that this has on the reader. Pupils will begin to consider and attempt the What How Why format used to respond in KS3. Core writing skills: Pupils will write a diary entry from the perspective of Stanley Yelnats and his thoughts and feelings after his arrival at camp. Pupils will use evidence from the text to inspire their writing. Pupils will consider and use a wider range of structural devices (for example in chapter 1 when the scene is set and we are introduced to Camp Green Lake). Pupils will write a journalistic recount which displays their knowledge of the language features considered in the previous half term. Pupils continue to build upon and consolidate their knowledge of spelling from previous years. E.g., further suffixes (-sion)	

	difference techniques that an author can use to build tension and suspense. To do this, pupils identify and explore the effect of using ellipsis to show cliff hangers and withhold information, use subordinate/relative clauses to add detail to make the reader wait longer. Within the SOW, pupils are reintroduced to synonyms and antonyms based on the vocabulary identification work within Cogheart by using dictionaries and a thesaurus to check/improve vocabulary. Pupils will work toward embedding the use of colons and begin to use semi colons to engage the reader, avoid ambiguity and advance the narrative. Pupils will also use the subjunctive and revisit prefixes. Core writing skills Building upon their knowledge of the different text types learnt in Y5, pupils write a character description based on Lily. This builds upon and revisits their descriptive language skills in Y5 so that they can describe settings, characters and atmosphere to engage the reader. Pupils continue to build upon and consolidate their knowledge of spelling from previous years. E.g., by learning homophones that can be confused (aisle/isle). Cross curricular links: Victorian England British values: MR, T, PX	build upon and consolidate their knowledge of spelling from previous years. E.g., by learning further vocabulary from the Year 5 and 6 speling lists (e.g. vegetable). Core reading skills: For the first time pupils will use the KS2 reading strands to access, comprehend and analyse a Shakespearean comedy. All pupils will learn about and begin to explore the language of Shakespeare and its relevance to today's society. This will also lay the foundations for the expectations at KS3 and the KS4 Literature GCSE where complete Shakespeare texts will be studied. Cross curricular links: Elizabethan England British values: MR, T	event. Pupils will also use language features appropriate to the tone to add description and engage the reader and advance the narrative and general coherence. Pupils continue to build upon and consolidate their knowledge of spelling from previous years. E.g.,further prefixes (extra-, dict-). Pupils will also consolidate a range of poetic features such as rhyme, rhythm, and stanzas. In poetry, pupils will have the opportunity to write and perform a range of poems, for example a sonnet. Cross curricular links: PSR British Values: MR, ROL, IL	Core grammar skills: Pupils consolidate their knowledge of KS2 grammar in preparation for the increased demands and rigour of the KS3 curriculum and beyond. Cross curricular links: PSR British Values: MR, ROL, IL

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Year 7	Carlos Luis Zafón's Prince of Mist Core reading skills: The Prince of Mist will be pupils' introduction to KS3 and to the genre of horror. This topic further fosters a love of reading through its twists, turns and exploration of good and evil. Pupils will learn how to build on and their knowledge of language techniques gained in KS2 and extend this to encompass motifs, themes, foreshadowing, hyperbole and semantic field, developing their confidence to identify and describe the impact of these techniques on the reader. Pupils will start to consider the structure of texts and how these are organised effectively. Through the critical evaluation of increasing mystery and imagery in the text, pupils will develop stamina in order to express their own viewpoint with increasing confidence. Pupils will begin to consider the requirements of the step up to GCSE language papers and how they can identify	Charles Dickens' A Christmas Carol Core reading skills: Pupils will be able to immerse themselves in Dickens' world for the first time and consider how language and structure was crafted within classic literature. Pupils are exposed to a text which is written in an era where language is different and more complex. Core writing skills: Pupils will use persuasive techniques to engage the reader (use of AFOREST). Pupils will draw on their previous knowledge and their new knowledge of persuasive devices to carefully select appropriate devices which improve coherence and effectiveness. Pupils will also draw on newly learnt devices such as sibilance to further develop their understanding of effective language features. Core reading: Pupils will have the opportunity to read and analyse the craft of Dickens. Pupils will consider how	Gothic Literature: Core reading skills: Pupils build upon their knowledge of horror from Prince of Mist by encompassing the same themes and conventions but during a different time period to the previous gothic novel they have studied. Pupils read a wide range of gothic extracts to appreciate the breadth of the genre of the gothic, including Dracula, Frankenstein and The Woman in Black. Core writing skills: Pupils will plan, draft, edit and write their own short story using the gothic themes and conventions learnt whilst reading a range of gothic extracts. Pupils build upon and consolidate their knowledge of tension and suspense from KS2 and POM, so that they can advance the narrative through the use of terror and horror. Pupils will refine their knowledge of	Reading: Poetry, letters and speech linked to ST1 Pupils will revisit this topic from years 5 and 6, embed previous knowledge whilst reading increasingly complex and mature poetry. Pupils will recap, revisit and consolidate their knowledge of poetic devices. Pupils will also use the new knowledge gained to write increasingly mature and selective poetry. Core writing skills: Pupils will use their broadening knowledge of language to effectively show setting e.g., the trenches. Pupils will draw on their previous knowledge, their knowledge of WWI and their new knowledge of WWI poetry to carefully select the appropriate devices to convey the correct tone and to engage the audience. Pupils will carefully consider and use a range of sentence structures. Pupils will be able to draw on their previous knowledge of poetry and poetic devices and their new knowledge of WWI poetry.	In this half term pupils will complete work on Poetry, letters and Speech and the focus on reading practice for the AQA end of year test Reading: Shakespeare's Julius Caesar Pupils will study their second Shakespearean play, revisiting and building upon their KS2 knowledge and skills and building upon this prepare for the rigours of Shakespeare in KS3 and KS4. Core writing skill: To write a persuasive speech which effectively builds upon their previous knowledge and their new knowledge of persuasive techniques to create a competent and mature formal presentation. Core reading skills: To consider the use of language features in Julius Caesar and the effect that the juxtaposition of language have on the story, events and the reader. Cross curricular links: PSR British Values	Shakespeare's Julius Caesar The children will build upon what they have learnt about Midsummer Night's Dream in Year 6 and will gain a greater understanding of Shakespearean works by reading a Shakespearean tragedy. Core writing skill: Pupils build upon their knowledge and skills from previous speech topics. Pupils will build upon their previous use of the persuasive language features (AFOREST also and Logos, Ethos and Pathos) within their writing alongside the structural devices required in formal speech writing, varying sentence and paragraph length to effectively engage and convince the reader. Core reading skills: To consider Shakespeare's use of rhetorical devices on the plot, characters and action and the effect that these have on the reader. Cross curricular links: PSR

	and explain language features within the authors writing. They will consolidate this within their 'What How Why' paragraphs in preparation for the rest of KS3 and beyond. Core writing skills: Pupils work towards writing their own chapter of the text, extending beyond KS2 structural knowledge of paragraphing and varying their paragraph length, building tension and writing in the same style as the author. They will include the new language features they have explored in reading, in their writing. Drafting, editing and proof reading encourages the pupils to ensure their writing has the intended impact on the reader. Knowledge of age-appropriate vocabulary and its careful selection will develop as will the pupil's ability to effectively show setting and character for example Max Carver's arrival at the coastal town and a description of Cain, The Prince of Mist. Core grammar skills: Pupils will collect rich	Dickens use language, the semantic field and juxtaposition and structure to create his characters and settings, Pupils will begin to comment on and explain the effectiveness of the writer's craft. Cross curricular links: History- Victorian England PSR- poverty and wealth British Values: D, IL, ROL, T, PX, MR	sentence structure to vary pace and tone. Pupils will confidently show characterisation and setting using carefully selected, age-appropriate vocabulary to create tension and suspense (for example the use of pathetic fallacy) to set the scene. Pupils will use structural devices from previous and new knowledge to engage the reader e.g., a zooming structure, Description-Action -Dialogue or foreshadowing to engage the reader. Core reading skills: Pupils will read a range of gothic extracts. They will be able to identify and explain various themes and conventions and the use of terror and horror in gothic writing. Pupils will then be able to confidently and at length analyse and explain the purpose and effectiveness of this devices on the narrative. Cross curricular links: Religion: Good and evil	Core reading skills: Using their previous knowledge of poetry and their new knowledge of WWI poetry, pupils will be able to explain why the writer uses specific language features and the effect that these language features have on the reader. Pupils will identify and explain the purpose of line and stanza structures and the range of poem structures e.g. sonnet. Cross curricular links: History and PSR British Values: D, IL, ROL, T, PX, MR	D, MR, IL, PX	British Values D, MR, IL, PX

	vocabulary from the challenging text, banking this in their magpie books. They will increasingly use their grammatical knowledge learnt in KS2, editing this in their writing for maximum effect. <u>Cross curricular links:</u> History- WWII <u>British Values:</u> D, IL, ROL, T, PX, MR		Connotations of death and evil <u>British Values:</u> T, MR			

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Year 8	Core reading: Suzanne Collin's Hunger Games Pupils will read and explore a dystopian novel: The Hunger Games. Core reading skills: Pupils will draw on previous learning of retrieval, inference and predication and apply these to a lengthy and complex dystopian novel and their new knowledge of character and setting to explain and analyse the author's craft. Pupils will analyse the authors use of language and structural devices and be able to confidently, coherently and more independently analyse their effectiveness. Core writing skills: Pupils write a formal report on Katniss Everdeen in the style of the Capitol sponsors having learnt about her character and using their knowledge of language and structural features to engage the reader. Pupils will use revisit and embed their use of persuasive techniques (AFOREST) and plan, draft and edit to develop their effective use of such devices. Language choices will cover the full range of devices and set the desired tone e.g., a simile to show the strength and determination of Katniss will show clear consideration. Pupils will explain in detail how the authors create a sense of rising tension and suspense and select evidence for example foreshadowing of the reaping British Values: MR, IL, T, ROL, D, PX		George Orwell's Animal Farm Core reading skills: Pupils will read their second allegory and focus on hidden meaning and messages within a novel and how alternative meanings can be presented in literature. Pupils explore and develop their understanding of the context of this novel and identify language variation in relation to historical and political context. Pupils will be able to identify language features in the text and explain how they are used. Pupils will then be able to explain why the author has used them and the effect that they have on the reader. Pupils will understand the purpose of text e.g., the political and social message that Orwell wished to convey and why he did so through allegory. To be able to understand Animal Farm as an allegory of the Russian Revolution and	Romeo and Juliet Pupils study their third Shakespeare play. This will ensure that have a firm grasp of the world of Shakespeare in preparation for KS3/KS4 and beyond. Core reading skills: Pupils will make clear and precise inference and use evidence from the text to support assertions and explanations. What can we infer about Romeo based on his feelings towards Rosaline and Juliet and pupils will be able to draw on quotes from a variety of scenes to support their arguments. Pupils will be able to identify language techniques and the effect that these language techniques have on the reader (e.g., similes and metaphor to describe Juliet, *"Juliet is the sun")*. Pupils will be able to identify and explain structural techniques and organisational features and the impact these have	Markus Zusak's The Book Thief Core reading skills: Pupils will read the novel and consider how language, reading and writing are presented as symbolic elements of expression and freedom. Pupils will also read a range of non-fiction texts from the WWII era to appreciate the language choices and linguistic conventions for reading and writing. This SOW is the springboard that our pupils need to consolidate their knowledge from KS3 and prepare them for their upper school journey and the rigour of GCSE. Pupils will consider and use a range of sentence structures and begin to explain the author's intentions when using these devices. Pupils will also begin to confidently comment on their effectiveness. Core writing skills: Pupils will consider other structural devices such as foreshadowing and zooming structure which they have seen within The Book Thief and use them effectively within their writing where they will write from the perspective of Death himself. Pupils will use their previous language and structural (e.g. foreshadowing knowledge and knowledge gained from The Hunger Games to effectively show character development and emotion. Pupils will be able to use their broadening vocabulary to advance the narrative and develop coherence. Pupils will write using a formal tone, using appropriate language techniques and structure which they have been developing through KS2 and 3. Pupils will be being to use features such as juxtaposition within their own writing. To create effective interview dialogue- what would the characters within the book say and what might characters say within the context of WWII.	

	Suzanne Collin's Hunger Games Pupils will write a newspaper article about an event in the Hunger Games from the perspective of District 12. Pupils will draw upon their knowledge of newspaper articles and how to use language to engage the reader effectively. Core writing skills: Pupils will develop and perfect their ability to demonstrate how setting and character can create emotive and dramatic effect for example the death of Rue and consider how age-appropriate vocabulary can be used to write imaginatively and enhance the impact of their writing. To create effective interview dialogue- what would the people of District 12 say about Katniss Everdeen. Drawing on previous knowledge and knowledge of the Capitol and characters within the Hunger Games to create effective dialogue which engages the reader and advances the narrative. Core reading skills: To be able to understand The Hunger Games as a dystopian novel. To present an alternative vision of society and to challenge readers to reflect on the current socio-economic environments, for example the attitude of those in the Capitol to those in the outlying districts and the use of violence to entertain. Pupils will also be able to make links and comparisons with other novels studied previously whilst also commenting on the effectiveness of the author's craft. Cross curricular links: SMSC link Social structures Forms of entertainment	explain the impact that his has on both the writer and the reader (craft, audience and purpose). Pupils will be able to identify structural features, such as sentence construction, DAD and zooming structure and comment on their purpose, effectiveness and their effect on the reader. Pupils will be able to consider the writer's craft and comment on how successful they are. Here pupils will discuss a combination of language, persuasive language character development, structure, mood, setting and dialogue. Core writing skills: Pupils will re-tell the battle of Cowshed using an anthropomorphic character to explore and demonstrate their own interpretation of events. Pupils will consolidate and embed their knowledge and skills of how to create effective and convincing characters.	on the reader e.g., scene changes. To recognise the difference between spoken and written English. Core writing skills: Pupils will embed tone and voice by creating an effective character dialogue. Pupils will use the full range of language techniques they can draw upon within writing to engage the reader and create the desired effect. For example, pupils will use carefully selected and considered figurative language to convey Romeo's feelings towards Juliet. Cross curricular links: Elizabethan England British Values: RM, IL, T	Pupils will consider the characterisation in The Book Thief for example the characters of Death and Liesel. How are there characters effectively portrayed by the author. To consider the themes within The Book Thief and the messages conveyed to the reader, for example the expression of the themes of love, kindness, literacy and power and cruelty and suffering. Cross curricular links: History - WW2 Religion and World Views: - Death British Values: D, IL, ROL, T, PX, MR

	British Values: MR, IL, T, ROL, D, PX	Pupils will revisit, build on, embed and carefully select their use persuasive techniques to engage the reader (use of AFOREST). Pupils will now be able to carefully and independently select the appropriate technique to achieve the desired effect on their reader so that their narrative is engaging for the reader. Cross curricular links: History - context of the Russian Revolution British Values: MR, IL, T, ROL, D, PX		

KS2: Reading curriculum skills : Retrieval Inference Characterisation and setting Understanding and adopting the authors use of language Dialogue Audience and purpose Summary/Explanation/Prediction

KS3: Reading curriculum skills: Inference Characterisation and setting Language features (figurative) Dialogue Use of persuasive techniques Structure Use of quotations Audience and purpose

Text highlighted in yellow: skills repeated and revisited

Mutual Respect	**MR**
Individual Liberty	**IL**
Tolerance	**T**
The Rule of Law	**ROL**
Democracy	**D**
Personal Excellence	**PX**