

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Autumn Term 1

Story Like the Wind

- The plot of SLTW
- Characters: Rami, Suke, the Stallion, Nor, Mustafa, Bashar, Hassan, Mohammad, Youssef, the Dark Lord.
- The conventions of fables: obstacles to overcome; contains a moral; teaches a lesson; traditionally passed down through generations, often verbally.
- Key themes: refugees, the power of hope and love, resilience, memory.
- The importance of music

- Decoding, close reading, comprehension, inference, understanding connotations of colour, "Graze on a phrase", annotations
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.

Autumn Term 2

Who We Are (poetry, fiction, non-fiction)

- Writer's Intentions: Why do writers write their stories and poems?
- Onjali Q. Raúf, extract from The Boy at the Back of the Class; Gulwali Passarlay, extract from The Lightless Sky; Home, by Warsan Shire
- Structure: what is structure and how do writers use it?

- Showing, not telling, in writing.
- Make vocabulary choices focusing on the impact they have on writing.
- Use dialogue – what can dialogue add to a narrative?
- Consciously structure a narrative.
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.

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Spring Term

Oliver Twist

- Writer's Intention: Charles Dickens – who he was and his influences?
- Characters: Oliver, Mr Bumble, Artful Dodger, Fagin, Nancy, Monks
- Knowledge of the plot, including retrieval of knowledge from KS2.
- Features of a play: What are stage directions? What is a dramatic monologue?
- Context of 19th Century Britain – poverty and workhouses

- IDecode words from the text to support their understanding.
- Close reading of extracts to demonstrate understanding of the text.
- Build on the connotations that were explored in the Autumn term and explore the characters and the implication their names have.
- Make effective annotations of a text.
- Graze on a Phrase – use inference skills from the Autumn term to explore meaning.
- To empathise with the characters in the play.
- To have an opinion on the characters and the issues that they face.

Spring Term 2

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Summer Term

The
Declaration

- Knowledge of the Aristotelian Triad: Pathos, Ethos, Logos
- Writer's use of rhetorical devices (see skills for details as students will apply these in their own writing)
- Plot of The Declaration
- Characters: Anna, Mrs Pincent, Peter, Sheila, Maisy, Mrs Sharp
- Form: dystopian fiction
- Themes: dystopian themes - segregation, social divisions, liberation

- Writing to persuade – rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony.
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.