

TMBSS English Curriculum Plan –Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	In The News	Gothic Fiction	Travel Writing	Novel – Adversity	Modern Drama	Poetry through the ages –Theme ‘Growing Pains’
Reading	<p>Reading to recognise key features of genre. Understanding key terminology and styles Analysis of media texts</p>	<p>19th Century Fiction The Withered Arm – T. Hardy The Phantom Coach – Amelia Edwards Tell Tale Heart – E A Poe</p> <p>Possible links with gothic poetry</p>	<p>Extract based – Range of non-fiction texts Bill Bryson Brochures An Idiot Abroad</p> <p>G&T: Letters from Hawaii -Mark Twain American Notes - Dickens</p>	<p>Adversity: To be confirmed – Suggestions:</p> <p>Curious Incident of the Dog in the Night Time</p> <p>Pig Heart Boy</p> <p>Boy In the Striped Pyjamas</p>	<p>Boy With The Transistor Radio (W Russell) Sparkleshark (Philip Ridley) Our Day Out (W Russell) Mugged (Andrew Payne)</p>	<p>Timothy Winters’ by Charles Causley ‘Tich Miller’ by Wendy Cope ‘Your Dad Did What?’ By Sophie Hannah ‘Chippenham’ by Fleur Adcock ‘My Parents Kept Me’ by Stephen Spender ‘Friends’ by Elizabeth Jennings ‘Dumb Insolence’ by Adrian Mitchell ‘Gust Becos I Cud Not Spel’ by Brian Patten ‘Super Sunburn’ by John Hegley ‘Parents’ Sayings’ by Michael Rosen ‘The Haunted Lift’ by James Kirkup ‘A Case of Murder’ by Vernon Scannell ‘The Wise Old Timer’ by Benjamin Zephaniah ‘The Seven Ages of Man’ by William Shakespeare ‘Run the Film Backwards’ by Sydney Carter</p>
Writing	<p>Research for a written news report</p> <p>Completed news report</p>	<p>Analysis of how author creates tension in this genre.</p> <p>Imaginative writing – (or opening)for ghost/mystery/horror story</p>	<p>Comparative written task</p> <p>Holiday from Hell – formal letter of complaint</p>	<p>Creative writing based on image linked to the text.</p>	<p>Script writing – alternative ending</p> <p>Evaluating drama skills</p> <p>Performance of play as group - selected scenes</p>	<p>Written comparison linked by theme.</p> <p>Write poem to express a feeling that other young people can relate to</p>
Spoken Language	<p>Experiment with the effect of spoken media.</p> <p>Prepare radio script on a news story related to a series of images</p>	<p>Structured discussions about use of violence in genre.</p> <p>Using standard English in range of formal and informal contexts Reading of selected dialogue to create specific effects, e.g. make it threatening or timid.</p>	<p>Improvisation task / role play about the ‘Holiday From Hell’.</p> <p>Planning and performing a ‘voice-over’ for TV programme based on experiences</p>	<p>Exploring text through class discussion.</p>	<p>Performance of play</p> <p>Dramatic reading</p>	<p>Rehearsing and performing poetry aloud to the group.</p> <p>Structured discussion about use of language, intonation, tone and volume for impact.</p>
SPAG	<p>Taught through literacy progress units/booklets</p>					