

English Topics of Study Years 5-8

The following list of topics of study offers a guide to a number of the skills and topics which may be covered by each of the various year groups. The schemes build with continuity and progression upon the work covered in Years 3 and 4.

There is flexibility within the year for set teachers to use Assessment for Learning to judge the most appropriate time to teach the skills and topics listed and to modify their schemes of work according to their pupils' needs.

Set teachers plan their scheme of work in advance and meet regularly to discuss them to ensure that the demands of the curriculum are met and the topics of study for each year are covered.

The list is by no means prescriptive, but provides the foundation to ensure that continuity and progression takes place, as well as parity between sets.

Many of the skills taught within the English curriculum are cyclical. For example, the use of quotations to support argument may be introduced in Year 6 and revised and extended in Years 7/8.

All pupils have access to the fiction library and opportunities to browse and to borrow books.

Year 5

- Use of the class reader to promote discussion of themes/plot/ characterisation as well as vocabulary and syntax arising from the study of the novel.
- Continuation of the weekly spelling programme.
- Extended writing tasks and project work.
- Weekly reading period with pupils' reading monitored.
- Year group half term assessments in each term (to assist with assessment for learning).
- Use of scaffolding tasks for creative writing.
- Writing a book review/presenting an oral review.
- Use of the Structured Reading Programme.
- Use of dictionary worksheets.
- Revision of paragraphing, punctuation of speech, parts of speech.
- Planning/drafting written tasks.
- Working in small groups to present oral tasks.
- Role play.
- Individual speech presentations (biennial Poetry/Public Speaking Competitions).
- Every pupil will have their work on display at some stage in the year.
- Revision of handwriting practice.
- Work on synonyms.
- Various activities in drama.

- Comprehension tasks of poetry and prose, both fiction and non-fiction.
- On line and formal written assessments.
- Activities based upon individual reading choices.

Year 6

- Language work-both formal and informal, explored through letter and diary writing.
- Extended writing/project work.
- Continuing use of class reader.
- Increased use of quotation to support answers to more inferential comprehension tasks.
- Verbal reasoning papers (Autumn term).
- 11+ style papers beginning in Autumn term.
- Weekly reading period.
- Book reviews and writing these formally for display purposes.
- More diversity and more challenging poetry -including writing poetry.
- Writing in role across a range of activities including characters from the set text.
- Alternate years Public Speaking/Poetry Competition.
- Hot-seating exercises to promote empathy/awareness of themes/characterisation.
- Continuation of differentiated spelling programme.
- Conducting interviews.
- Possible reading buddies to younger pupils.
- Greater understanding of more non-fiction and media texts.
- Introduction to bias in the media and authorial intent.
- Giving eye witness and factual accounts.
- Continuing a novel/rewriting the ending of a novel (including emulating the author's style)
- Awareness of some of the literary terms required for CE exams.

Year 7

- Introduction to the CE syllabus.
- End of year exam following style of CE papers.
- Wider use of quotations to support answers across an increasingly wider range of non-fiction texts.
- Application of literary terms with increasing exposure to a variety of poetry including some from other cultures and traditions.
- Greater awareness of audience and writing to meet the needs of the task.
- Balloon debate.
- Writing persuasively and explaining choice of vocabulary and meanings of words.
- Extended writing tasks/project work.
- Peer group marking and assessment both oral and written tasks.

- Role-play/hot seating exercises (linked perhaps to set text).
- Awareness and understanding of the CE themes as well as developing an informed response to the text.
- Some work under timed conditions-half term assessments will develop along these lines.
- More developed use of sensory description in creative writing.
- Brainstorming ideas and planning/drafting exercises.
- Alternate Public Speaking/Poetry Competition.
- Enlarging the study of bias and target audience through a study of advertising.
- Awareness of the differences between spoken and written language.
- Awareness of dialect and colloquialism.
- More analysis of fiction-both orally and written.
- Develop and substantiate an argument-both orally and written.
- Diary writing and communicating emotions.

Year 8

Year 8 continues to build upon the work carried out in Year 7 in more depth with the focus of attention given to CE preparation and Scholarship exams.

The whole CE group (both sets) are currently taught together for one lesson a week allowing the Scholars to have a differentiated lesson.

Small group extra classes are run at break during the Spring and Summer terms to allow further differentiation and to focus on individual needs.

- CE preparation under timed conditions with some model answers given out.
- Peer group assessment and marking.
- Planning/drafting and vocabulary enrichment.
- Revision and extension of knowledge of literary terms.
- Developing an ability to write across a range of tasks including; narrative/descriptive/informative/argumentative.
- Self appraisal and target setting.
- Hot seating and drama (possibly based upon set text).
- Curriculum linked theatre visit.
- Use of non-fiction anthologies.
- Two trial CE exams (November/March) with extensive feedback.
- Differentiated targets set for prep.
- Knowledge of pre-twentieth century authors.
- A wider exposure to poetry from different cultures/traditions.
- Use of a variety of rhetorical techniques in oral and written tasks.
- Use of metaphors/similes and other figures of speech in personal writing.