



Fairlands Middle School

We Collaborate, Achieve & Belong

Curriculum Progression Map

Subject: English – Reading and Writing

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Core Text)	Kensuke's Kingdom – Micahael Morpurgo	Everest & Plastic Pollution	Stories from the Caribbean – Trish Cooke	There's a Boy in the Girls' Bathroom – Louis Sachar	Inchcape Rock – Robert Southey	The Lion, the Witch and the Wardrobe – C.S. Lewis
Skills - Reading	Identifying features of a genre. Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated.	Identifying the features of a non-fiction text. Recognising differences of tone and formality.	Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated. Empathising with characters who are different to you.	Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated. Empathising with characters who are different to you.	Making inferences from complex sentence structure Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated.	Identifying features of a genre. Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated.
	Discussing and exploring the meaning of words in context. Discussing the author's use of vocabulary and language					
Skills - Writing	3 rd person narrative Describe settings Create suspense and anticipation in writing.	Formal letter to an adult. Writing to MP about plastic pollution in the sea Non-fiction report about pollution and damage to the natural environment in the Himalayas.	3 rd person narrative Describe characters in detail	Article for a local magazine / paper about the causes and effects of poor behaviour in schools.	1 st Person narrative Describe settings Create suspense and anticipation in writing.	Analytical writing – How does Edmund change throughout the story?
Knowledge	Adventure genre	Conventions of non-fiction The effect of plastic and other rubbish on the natural world. Curriculum links -	Difference between a novel and short story. Concept of 'anthology'	Realistic fiction genre	Format of a poem Narrative poem Exposure to archaic syntax	Fantasy genre Parable / Allegory – a story with a moral message.
Key Vocabulary	Genre, tenacious, loyalty, resilient.	Formidable, austere, unforgiving, daunting, treacherous.	Anthology, duplicitous, ruse, enigmatic	Alienate, disparaging,	Salvage, marauder / marauding, ruthless, calamity	Sinister, malevolent, betrayal, redemption

Stretch and Challenge	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.
Links to Modern Britain	Income differences and financial hardship	Environmental crisis Democracy and representation	Ethnic diversity and recognition of diverse heritage.	Diversity and inclusion Social difference Respect and empathy for others	Historic role of the church in Britain.	Changes with growing up and growing older.
Gatsby links	3,4,8,	3,6,9,7	3,4,8	1,3,6,9	8,3,5	2,3,6
Hinterland Knowledge	Reference to atomic bombs dropped on Hiroshima and Nagasaki during WW2. Knowledge of ships and seafaring.	Author visit – Matt Dickinson. Knowledge of early and recent expeditions to climb Everest	Knowledge of links between traditional stories from different cultures.	Knowledge of how different life experiences might impact behaviour.	Lighthouses, shipwrecks, piracy.	Knowledge of evacuation during the war.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Core Text)	The Graveyard Book – Neil Gaiman	Myths and Legends – Anthony Horowitz adaptation	Floodland – Marcus Sedgwick	Titanic	The Lady of Shalott – Alfred Tennyson	Beowulf – Michael Morpurgo adaptation
Skills - Reading	Identifying features of a genre. Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated.	Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated. Empathising with characters who are different to you.	Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated. Empathising with characters who are different to you.	Identifying the features of a non-fiction text. Recognising differences of tone and formality.	Making inferences from complex sentence structure. Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated.	Making inferences about characters, their feelings and actions. Predicting what might happen based on details stated. Empathising with characters who are different to you.
	Discussing and exploring the meaning of words in context. Discussing the author's use of vocabulary and language					
Skills - Writing	3 rd person narrative Describe settings Create suspense and anticipation in writing.	Analytical writing – What personal and physical weaknesses lead to Achilles' downfall? 3 rd person narrative Describe characters Link	Persuasive Speech – In role as Dooby to persuade the islanders to accept his leadership.	1 st Person narrative (diary) Describe settings Create suspense and anticipation in writing. Non-Fiction report – The building and sinking of the Titanic.	3 rd person narrative – Tell the story of how the Lady of Shalott came to be in the Tower.	3 rd person narrative Describe characters in detail
Knowledge	Fantasy/ Horror Genre	Chronology of Myths studied. Knowledge of myths from different traditions – Norse, Greek, etc.	Dystopian future genre	Knowledge of social differences between passengers, factual information related to the disaster.	Knowledge of Arthurian legends. The Lady is cursed by a mysterious enchantment. Concept of narrative poetry.	Link to earlier unit on mythology.
Key Vocabulary	Macabre, ethereal, surreptitious, inscrutable	Inexorable, Hubristic, Nemesis, invulnerable	Dystopia, subsist, precarious, forlorn, dilapidated.	Catastrophe, calamity, harrowing, ostentatious, opulent, sumptuous, aristocrats	Prequel, chalice, enigmatic, bewildered, aloof, forlorn	Valliant, magnanimous, resolute, valliant, voracious, ominous

Stretch and Challenge	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.	Use of more complex sentence structures in writing. Development of alternative versions of the story, or the creation of a new story based on the text.
Links to Modern Britain	Themes of identity, belonging and coming of age. Links to Britain's rich history.	Cultural symbols and archetypes	Climate crisis, Persuasion and rhetorical leadership	Development of shipbuilding and industry, social class and migration	Changing concepts of love and romance.	Historical identity and cultural heritage of the British Isles.
Gatsby links	2,3,9	4,8,9	3,6,7	2,3,5	1,3,5	3,8,9
Hinterland Knowledge	Reference to atomic bombs dropped on Hiroshima and Nagasaki during WW2. Knowledge of ships and seafaring.	Knowledge of common figurative language that originates in mythology eg 'Achilles Heel' '13 th Labour of Hercules'	Geographical knowledge of the UK – Norwich and low-lying areas in the east particularly vulnerable to rising sea levels, some similarity with parts of Somerset.	Touches on Irish history – shipbuilding in Belfast and migration to America in early 20 th C due to hardship and famine.	Knowledge of Arthurian legends, where these stories originated and how they have changed and adapted over the years.	Knowledge of Anglo-Saxon England, migration from Scandinavia and telling stories of an idealised ancestral past.

Year 7	Autumn 1 & Autumn 2	Autumn 2 & Spring 1	Spring 1	Summer 1	Summer 1 & Summer 2
Topic (Core Text)	Bone Talk – Candy Gourlay	Homer's Odyssey – Simon Armitage Dramatisation	Introduction to Poetry	The Knight's Tale - Romance in Literature	Romeo and Juliet – Tragedy
Skills	Analysing an extract Understanding character development and theme.	Reading and performing parts in a play.	Analysing a poem. Identifying underlying meanings. Close reading.	Analysing archaic syntax Identifying underlying meanings. Close reading.	Understanding character development and theme.
Knowledge	Archetype, Analytical paragraph structure.	The story follows the structure of an epic quest. It was usually told aloud as part of the oral tradition. Odysseus is an archetypal epic hero – brave and powerful but fundamentally flawed.	Metaphor (tenor, vehicle, ground). Rhyme, meter. Form and structure Poetic Voice	Develop understanding of metaphor (tenor, vehicle, ground) Courtly love, Representations of romance in literature over time	Antagonist Tragedy as a plot structure, harmatia, Historical context – religious violence and patriarchy. Moral message. Revisit understanding of meter.
Key Vocabulary	Protagonist, impertinent, audacious, catalyst, impulsive, foreshadowing, snide, reassuring, incorrigible	Hubris, xenia, cunning, chronological, tension, resolution, Sisyphean, Protagonist, quest, epic, hero, archetype	Rhyme, meter. Imply, infer, brutal, stanza, transient, imperious, majestic, resistance, resolute	Chivalry / chivalrous, medieval, prowess, disconsolate, impediment, fealty, supplicant, paragon	naïve, overconfident, arrogant, hot-headed, rancour, ineffable, perfidious,
Stretch and Challenge	Focus on authorial intent and method, deeper analysis of technique.	Make links between classical and heritage texts and influence on conventions in modern writing.	Focus on authorial intent and method, deeper analysis of technique.	Make links between classical and heritage texts and influence on conventions in modern writing.	Focus on authorial intent and method, deeper analysis of technique.

Links to Modern Britain	Diversity in society, differences in moral and cultural norms, Imperialism.	Virtue and vice – powerful and strong actors can often be fatally flawed. Recognition of imperfection in each person.	Clarity of communication – expression of complex ideas and emotions, on difficult topics, through carefully selected and nuanced language.	Changing concepts of love and romance	Changing concepts of love and romance. Patriarchy and changes in the social structure.
Gatsby links	2,4,8	3,4,9	2,3,4,8	1,2,3,8	1,2,3,8
Hinterland Knowledge	Philippine-American war, headhunting, traditional tattoos, death rituals	Links to other Greek and Roman myths, Real-life locations of some of the islands visited in the epic.	Background of poets' lives and experiences and reasons for writing poetry.	Knowledge of Chaucer's life – rags to riches story, writer of the oldest known stories in English	History of Italy – division into city states

Year 8	Autumn 1 & Autumn 2	Autumn 2 & Spring 1	Spring 1	Summer 1	Summer 1 & Summer 2
Topic (Core Text)	Rhetoric	Introduction to Romanticism	Frankenstein – Mary Shelley Gothic Horror	A Christmas Carol – Charles Dickens	Noughts and Crosses – Malorie Blackman (stage adaptation)
Skills	Identify key features of a persuasive argument. Identify rhetorical devices in speech. Write a speech using rhetorical devices	Analysing a poem. Identifying underlying meanings. Close reading.	Analysing the writer’s social and moral message.	Analysing the writer’s social and moral message.	Reading and performing parts in a play. Analysing the writer’s social and moral message.
Knowledge	Key speakers: Aristotle, Cicero, Martin Luther King, Sojourner Truth, Malala Yousafzai, Emma Watson, Julia Gillard, William Wilberforce, Charlie Chaplin Links to ‘Fighting for freedom’ and ‘Struggle for human rights’ modules in history	The sublime, reverence for nature and for God, reaction to the age of enlightenment. Link to ‘Turning to Revolution’ module in History.	Galvanism was an attempt to bring living things back to life with electricity.	Dickens wrote the text for mainly middle-class readers. It sold in huge numbers as Victorians gave it to each other as a Christmas present. Many of the traditions we associate with Christmas today originate in the book. Dickens wrote the text as an attack on greed and selfishness, and to encourage others to see Christmas as a time for generosity and kindness.	Alternative history / speculative fiction. A comment on racial inequality and injustice in society.
Key Vocabulary	Pathos, ethos, logos, hyperbole, drama, anecdote, rebuttal, rhetorical question, tone, direct address.	Stanza, lyric, solitude, the sublime, figurative, industrial, pastoral	Archetype, epistolary, pivotal moment, macabre, morality, panacea, callous	Avarice, benefactor, redemption, goodwill, vulnerable, miserly, dismissive, misanthrope, repentance	Ethnic, racism, segregation, prejudice, pride, discrimination, egalitarian, precarious, quagmire, ubiquitous, intransigence.
Stretch and Challenge	Effectiveness of persuasion, dangers of powerful rhetoric	Focus on authorial intent and method, deeper analysis of technique.	Make links between classical and heritage texts and influence on conventions in modern writing.	Focus on authorial intent and method, deeper analysis of technique. Make links between classical and heritage texts and influence on conventions in modern writing.	Make links between classical and heritage texts and influence on conventions in modern writing.
Links to Modern Britain	Politics, populism and persuasion	Timeless questions of man’s ability to control and subvert nature.	Role of science and technology in society, links to AI.	Socio-economic injustice. Virtues and vices.	Ethnic diversity and inequality.
Gatsby links	1,3,6	1,2,3,4	2,3,8	2,3,6	3,4,9
Hinterland Knowledge	Reference to atomic bombs dropped on Hiroshima and Nagasaki during WW2. Knowledge of ships and seafaring.	Lives of Romantic writers. Links to Gothic unit, to history and to the arts.	Links to modern texts inspired by the Gothic.	Victorian social history, 1834 poor law, the workhouse, history of Christmas.	Knowledge of real examples of racial injustice and segregation that inspired the book.

Gatsby Links Key:

1. Critical thinking skills: Studying English fosters critical thinking by analyzing diverse texts, evaluating perspectives, and articulating ideas effectively, cultivating the skills needed to assess information, form reasoned opinions, and engage in informed discourse.	2. Analytical skills: Studying English develops analytical skills by examining literature, dissecting language nuances, and interpreting diverse texts, fostering the ability to scrutinize information critically and draw insightful conclusions.	3. Effective communication: Studying English cultivates effective communication by honing language proficiency, refining verbal and written expression, and fostering the ability to convey ideas persuasively, crucial for interpersonal and professional success.
4. Cultural awareness and empathy: Studying English promotes cultural awareness by exploring diverse literature and language use, fostering empathy, understanding different perspectives, and nurturing an appreciation for the richness of global cultures and histories.	5. Problem-solving abilities: Studying English enhances problem-solving skills by encouraging analysis of complex scenarios, fostering creativity in finding solutions, and promoting effective communication, vital for navigating challenges in diverse contexts.	6. Citizenship and civic engagement: Studying English encourages civic engagement by examining societal issues in literature, developing critical thinking and communication skills, empowering individuals to participate in informed discussions and contribute to community dialogue.
7. Career paths in English: Studying English can lead to careers in writing, education, editing, journalism, marketing, communication, law, and more. Graduates often excel in roles requiring strong communication, critical thinking, and creativity.	8. Interdisciplinary connections: English intersects with various subjects, fostering interdisciplinary connections. Literature relates to history; language studies align with linguistics; rhetoric bridges with philosophy, law, and communication.	9. A sense of identity and purpose: Studying English enables students to explore diverse narratives, fostering self-discovery and empathy. By understanding varied perspectives, they develop a sense of identity and purpose through literature's rich human experiences.