

**Darton Academy: Five-Year Plan English-22-23**

Year 7	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme [Written Accuracy Audit /50]	GL Reading Age Test STAR Reading	GL Reading Age Test as appropriate to need STAR Reading [Written Accuracy Audit /50]
End of term assessment	Fiction reading (Charlie and the Chocolate Factory) and descriptive writing	Non-fiction reading (Dalmatians) and formal letter	Shakespeare – Much Ado About Nothing Analysis of extract
Links to prior learning	KS2- links to stereotyping/bullying- how this affects situations. writing about character, writing with empathy, using a novel as a stimuli for creative writing, exploring how this affects situations. Use of spelling, punctuation and grammar Writing for a range of purposes and audiences	Applying knowledge of difficult circumstances to a non-fiction setting A variety of imaginative formal writing tasks using real life characters as a stimuli Autobiography as stimuli using the skills taught through fiction texts. Ability to be able to close read extracts for meaning Accurate use of accurate spelling, punctuation and grammar Developing complexity of writing for a range of purposes and audiences	Exploring themes and characters Oracy skills learnt previously to explore a fictional play Ability to be able to close read extracts from archaic texts for meaning Continued use of accurate spelling, punctuation and grammar Adapting the tone of writing for a range of purposes and audiences Use inference and deduction skills to be able to answer a short literature extract question
Cross Curricular links	Life- bullying, adversity, challenging stereotypes/prejudice Relationships	History- 19 <sup>th</sup> Century school system Geography- Norway, Wales, Llandaff Relationships	Life- relationships, Intimacy, jealousy Law and order system Drama
Misconceptions	Quotation marks- embedding evidence correctly Repeating words from the evidence when commenting on suggested meaning Dropping evidence within a sentence with no context or incorrect comments Descriptive writing- general SPaG errors List question- copy full quotes out instead of paraphrasing American schooling	Quotation marks- embedding evidence correctly Repeating words from the evidence when commenting on suggested meaning ‘Dropping’ evidence within a sentence with no context or incorrect comments Formal writing- Lack of understanding with PAF- general SPaG errors Understanding the difference between fact and fiction Context- boarding school, history, whipped	Understanding of Shakspearian Language Unpicking a transcript/stage directions The sheer amount of characters to decode and analyse Fantasy vs Reality Cultural understanding Narrative structure of the ‘unheard’ conversations Plot within a plot
BIG question	‘How can conflict shape our experiences?’	‘What qualities allow people to survive in difficult circumstances?’	‘When is there a difference between appearance and reality?’
Reading ‘Know how to...’ Knowledge and skills	<b>Wonder-</b> by RJ Palacio <b>Novel study:</b> <i>extract main points; inference; personal response; make relevant notes; challenging topics; rhetorical features for effect; organisation and structure of text.</i>  <b>Poetry – ‘I Am’</b> by Laura from Bullying UK <a href="https://www.familylives.org.uk/about/news-blogs-and-reports/blog/i-am-a-poem-by-laura-from-bullying-uk/">https://www.familylives.org.uk/about/news-blogs-and-reports/blog/i-am-a-poem-by-laura-from-bullying-uk/</a> Should've, Could've, Would've- Emily Greenlee <a href="https://haleycissel.weebly.com/poems-about-bullying.html">https://haleycissel.weebly.com/poems-about-bullying.html</a>  <b>Non Fiction text -</b> <a href="https://www.thesun.co.uk/tvandshowbiz/4891460/julia-roberts-chats-how-new-film-wonder-deeply-affected-her-and-how-facially-disfigured-character-auggie-is-her-new-hero/">https://www.thesun.co.uk/tvandshowbiz/4891460/julia-roberts-chats-how-new-film-wonder-deeply-affected-her-and-how-facially-disfigured-character-auggie-is-her-new-hero/</a>	<b>‘Boy’ by Roald Dahl-</b> <b>NON-FICTION</b> with poems: Blackberry Picking, Mrs Tilscher’s Class plus non-fiction articles on Norway/school punishments <b>Autobiography:</b> Extract main points and information; inference and deduction; historical context; literary and grammatical features for effect; <i>organisation and structure of text.</i>  <b>Poetry:</b> Blackberry Picking- Seamus Heaney <a href="https://www.poetryfoundation.org/poems/50981/blackberry-picking">https://www.poetryfoundation.org/poems/50981/blackberry-picking</a>  <b>Mrs Tilscher’s Class-</b> Carol Ann Duffy <a href="https://www.scottishpoetrylibrary.org.uk/poem/in-mrs-tilschers-class/">https://www.scottishpoetrylibrary.org.uk/poem/in-mrs-tilschers-class/</a>  <b>Fiction text – Matilda extract (Mrs Trunchbull)</b> <a href="https://www.mrsrussellsclassroom2018.com/uploads/1/5/1/7/15174532/extract_from_matilda_by_roald_dahl.pdf">https://www.mrsrussellsclassroom2018.com/uploads/1/5/1/7/15174532/extract_from_matilda_by_roald_dahl.pdf</a>	<b>‘Much Ado About Nothing’ by Shakespeare-</b> extract based- tracking the theme of love and relationships). <b>ARCHAIC</b> with: Sonnet 130 and Sonnet 292 plus non-fiction articles on Elizabethan theatre conventions/extracts from Bill Bryson’s ‘Shakespeare’ <b>Play:</b> identify and understand main ideas and themes; social, cultural and historical context; layout, form and presentation in texts.  <b>Poetry - Sonnet 130 and Sonnet 292</b> <a href="http://www.shakespeare-online.com/sonnets/130.html">http://www.shakespeare-online.com/sonnets/130.html</a> <a href="https://thegreatestpoemsever.blogspot.com/2008/01/blog-post.html">https://thegreatestpoemsever.blogspot.com/2008/01/blog-post.html</a>  <b>Non-fiction articles on Elizabethan theatre conventions/extracts from Bill Bryson’s ‘Shakespeare’</b>  <a href="https://www.telegraph.co.uk/culture/books/non-fictionreviews/3667996/Bill-Bryson-Shakespeare-anorak.html">https://www.telegraph.co.uk/culture/books/non-fictionreviews/3667996/Bill-Bryson-Shakespeare-anorak.html</a>  <a href="http://www.aboutbritain.com/articles/elizabethan-theatre.asp">http://www.aboutbritain.com/articles/elizabethan-theatre.asp</a>
Spoken language ‘Know how to...’	<b>Dragon’s Den-</b> <i>Identify key features of pitch; verbal and non-verbal techniques; tailor and structure vocabulary- pitch an idea for an online help group called ‘It is ok to be different.’</i>	<b>Debate in small groups</b> - ‘Boarding school is a wonderful opportunity for children to develop independence.’: <i>clear and relevant contributions; sift and summarise points; Standard English; different roles in discussion</i>	<b>Paired role play</b> – Benedick and Beatrice Reciting poetry (Trust competition): <i>dramatic approaches and develop dramatic performances</i>
Writing ‘Know how to...’	<b>3<sup>rd</sup> person description of a scene:</b> <i>Range of vocabulary; Redrafting and editing; zooming in; show not tell; types of sentences</i> <b>1<sup>st</sup> person description:</b> <i>character voice; sentence length variety; tenses.</i> .	<b>Formal letter from school:</b> <i>Format; Standard English; develop detailed paragraphs; topic sentences</i> <b>Persuasive guide to Norway:</b> <i>precise vocabulary; giving facts and examples; adding detail; persuasive devices</i>	<b>Diary:</b> <i>point of view; sequencing; tenses</i> <b>Writing Poetry</b> (Trust competition): <i>figurative language; precise vocabulary; editing and proofreading</i>
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary	Adjective, adverb, autobiography, clause, conjunction, compound, first person, future, main clause, metaphor, noun, past tense, pronouns, present tense, sentence, Standard English, subordinate clause, tense, third person, verb, vowel and consonant, noun phrases.		
Support Unit	Description of a market – 3 <sup>rd</sup> person	Formal letter to a newspaper	Writing about character
Enrichment focus	<b>Charity in the community</b> Class vs class challenge: produce an anti-bullying campaign as a class- use ‘Ditch the Label for inspiration.’ Each class will then go head-to-head to pitch their idea to Mrs Briggs- the winning team will produce their campaign for the Darton website!	<b>Environment and the Global World</b> Global warming campaign. What can pupils do to reduce Global Warming? Promise leaf pledges for atrium. <b>[See resources in TDrive]</b>	<b>Delta Poetry Competition</b> Poetry Slam- Spoken Word Poetry <a href="http://www.poetryslam.org.uk/schools/poems.html">http://www.poetryslam.org.uk/schools/poems.html</a> Students discover the fun and flexibility of poetry through poetry slam examples, studying the elements of poetry, identifying the poetry in song lyrics, and writing their own "odes."  <b>Outside speakers- Midsummer Night’s Dream</b>

Year 8	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme [Written Accuracy Audit /50]	GL Reading Age Test STAR Reading	GL Reading Age Test as appropriate to need STAR Reading [Written Accuracy Audit /50]
End of term assessment	Fiction reading (Daydreamer) and creative writing	Non-fiction reading (Weather) and speech writing	Modern play – Curious Incident Analysis of whole play
Links to prior learning	KS2/3- links to adversity, power and corruption- how this affects situations. Writing about complex characters, writing with empathy and sympathy, using a complex novel as a stimuli for creative writing, exploring how this affects situations. Use of spelling, punctuation and grammar Adapting the tone of writing for a wider range of purposes and audiences	Applying knowledge of difficult circumstances to a more culturally challenging non-fiction setting A wider variety of imaginative formal writing tasks using real life characters as a stimuli Autobiography as stimuli using the skills taught through challenging fiction texts and complex narrative voice Ability to be able to close read more challenging extracts for meaning Accurate use of accurate spelling, punctuation and grammar Developing complexity of writing for a wider range of purposes and audiences	Exploring more challenging themes and characters Building confidence with oracy skills to explore a more challenging fictional play Ability to be able to close read extracts from non-linear texts for meaning Continued use of accurate spelling, punctuation and grammar Adapting the tone of writing for a range of purposes and audiences Use inference and deduction skills to be able to answer a more challenging literature extract question
Cross Curricular links	History/Geog Life Relationships Art- Propaganda	History/Geog RE Life- consent, arranged marriage, law Terrorism	Life- Autism, disabilities Relationships- Adultery, marriage
Misconceptions	BBK- Marxism, Russian Revolution/capitalism Vocabulary- archaic text, lack of synonyms Dense text- struggle to engage with how hard the vocabulary Letter- struggle to ‘debate’ See it as a story about a farm- not power and corruption.	BBK- Taliban, Pakistan, Religion, current issues in the news- Cultural Capital Vocabulary- words they have never heard before Non- Fiction- she is real- they don’t know who she is- Alien Culture	Complexity of narrator- hard to grasp Understanding of Shakspearian Language Transcript/stage directions The sheer amount of characters to decode and analyse Fantasy vs Reality Cultural understanding Narrative structure of the ‘unheard’ conversations Plot within a plot
BIG question	‘How can power corrupt?’	‘How can you overcome adversity?’	‘What makes us different?’
Reading text ‘Know how to...’	<p><b>‘Animal Farm’ by George Orwell:</b> <b>RESISTANT TEXT - analogy and political commentary</b> with extracts from ‘Tale of Two Cities’ &amp; ‘Brave New World’, poem Vultures’ by Chinua Achebe plus non-fiction on ‘Windmills’/Russian history <b>Novel study:</b> <i>Retrieve information and distinguish between fact and opinion; inference and deduction to explore layers of meaning; precise points with textual support; literary heritage; form, layout and presentation create effects; effect of literary texts.</i></p> <p><b>Poetry – Create their own Animal Farm ‘Blackout Poetry’-</b> <a href="https://www.pinterest.co.uk/pin/541346817690871762/">https://www.pinterest.co.uk/pin/541346817690871762/</a></p> <p><b>Die for your Killer-</b> <a href="https://hellopoetry.com/tag/capitalism/">https://hellopoetry.com/tag/capitalism/</a></p> <p><b>Non Fiction texts:</b> Extracts from ‘Tale of Two Cities’- <a href="https://www.thebookseller.com/feature/tale-two-cities-extract-338979">https://www.thebookseller.com/feature/tale-two-cities-extract-338979</a></p> <p>‘Brave New World’- <a href="https://www.huxley.net/bnw/one.html">https://www.huxley.net/bnw/one.html</a></p>	<p><b>‘I am Malala’ by Malala Yousafzai- knowledge- see Curriculum Intent</b> <b>NON-FICTION: AUTOBIOGRAPHY/RESISTANT TEXT</b> <b>CULTURAL DIFFERENCE</b> with extract from ‘A Thousand Splendid Suns’, poems: ‘I Look to the World’ by Langston Hughes, Presents from my Aunts in Pakistan. <b>Autobiography:</b> <i>Notes from different sources; trace development of writer’s ideas, viewpoint and themes; precise points with textual support; structural and organisational choices create effects.</i> <b>Poetry – ‘I Look at the World’- Langston Hughes</b> <a href="https://www.poetryfoundation.org/poetrymagazine/poems/52005/i-look-at-the-world">https://www.poetryfoundation.org/poetrymagazine/poems/52005/i-look-at-the-world</a></p> <p><b>Texts</b> - Extracts from ‘A Thousand Splendid Suns’ - <a href="https://www.bookbrowse.com/excerpts/index.cfm/book_number/1991/page_number/1/a-thousand-splendid-suns#excerpt">https://www.bookbrowse.com/excerpts/index.cfm/book_number/1991/page_number/1/a-thousand-splendid-suns#excerpt</a></p>	<p><b>Blood Brothers</b> Complex story line following the lives of multiple characters in 1960’s Liverpool. The narrative is punctuated with dialogue from the narrator and shifts in time making it a challenging but engaging read.</p> <p><b>Play:</b> <i>Inference/layers of meaning; make relevant notes; writer’s ideas/themes; context; explain how specific choices create effect.</i></p> <p><b>Poetry – Two Scavengers – Lawrence Ferlingetti</b> <a href="https://genius.com/Lawrence-ferlinghetti-two-savengers-in-a-truck-annotated">https://genius.com/Lawrence-ferlinghetti-two-savengers-in-a-truck-annotated</a></p>
Spoken language ‘Know how to...’	<p><b>Debates and speeches:</b> <i>Structure speech effectively for clarity and effect, sustain contributions to group discussion, adapt SE for purpose and audience.</i></p>	<p><b>Debate about inspirational role models:</b> <i>Sustain effective contributions, Explain speakers’ intentions from a range of contexts, use a range of verbal and no-verbal techniques.</i></p>	<p><b>Performance based reading – linked to the story competition:</b> <i>range of verbal and non-verbal techniques, develop &amp; evaluate dramatic performance and roles, explain effect of features of speech and strategies of speakers.</i></p>
Writing ‘Know how to...’	<p><b>Diary:</b> <i>distinctive character voice; precise vocabulary; exploring range of formats; tenses.</i> <b>Narrative:</b> <i>Character voice; writing accurately in correct tense; proof reading &amp; redrafting; show not tell development</i></p>	<p><b>Speech:</b> <i>planning &amp; shaping ideas; Standard English; organising cohesively; further development of paragraphs</i> <b>Article on someone you admire:</b> <i>Planning &amp; organising; shaping &amp; organising ideas; audience &amp; purpose; persuasive devices; giving your opinion</i></p>	<p><b>Writing a Script:</b> <i>Format &amp; planning; character voice; experimenting with sentence lengths; sophisticated punctuation</i> <b>Letter to a Director:</b> <i>Planning &amp; organising; precise vocabulary for a specific effect; standard English and tenses.</i></p>
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary Year 7 vocabulary plus:	Allegory, regime, persecution, autism, character, empathy, homophone, modal verbs, narrator, point of view, active/passive voice, synonym, plural, prefix, suffix, register.		
Support Unit	Creative writing – A time you made a mistake	Speech to your class on school lunches	Writing about the whole play
Enrichment focus	<p><b>Local manifestos about community issues</b> <b>Y8 are going to raise awareness for endangered species.</b> <b>We have made links with the park and we are going to take our best work to display at the park in the education buildings</b></p>	<p><b>World History – Unsung Heroes PEACE DAY</b></p> <p><b>‘Hidden Heroes’ campaign</b></p> <p><b>Raise money for charities within the community</b></p> <p><b>Links to form time pledges</b></p>	Delta Poetry Competition

Year 9	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme [Written Accuracy Audit /50]	GL Reading Age Test STAR Reading	GL Reading Age Test as appropriate to need STAR Reading [Written Accuracy Audit /50]
End of term assessment	Lord of the Flies/narrative writing	Non-fiction reading/speech writing	Literature: whole play essay question (45 mins)
Links to prior learning	KS2/3- links to power and corruption- how this affects situations in more challenging circumstances Writing about complex characters, writing with empathy and sympathy, using a complex novel as a stimuli for analysis and writing in narrative voice. Use of spelling, punctuation and grammar Adapting the tone of writing for a wide range of purposes and audiences	Applying knowledge of how we change as people through unfamiliar circumstances A wider variety of imaginative formal writing tasks using real life scenarios as a stimuli Autobiography as stimuli using the skills taught through challenging fiction texts and complex narrative voice Building understanding of geographical and historical context Accurate use of spelling, punctuation and grammar Applying writing skills for new purposes and audiences	Exploring more challenging themes and characters Consolidating and refining oracy skills to explore a challenging, archaic play Independent close reading of extracts from non-linear texts Secured use of accurate spelling, punctuation and grammar Use inference and deduction skills to be able to answer an extended literature extract question
Cross Curricular links	RE, SMSC, lies, deceit. Dystopian Literature. Power and corruption.	RE. SMSC. History. Politics. Stereotyping.	Love and relationships Marriage- arranged marriage at 13 Consent Family relationships throughout History
Misconceptions	Cultural capital- lack of understanding of hardships, lies and deceit Narrative structure and voice is complex Told through the use of non-fiction newspaper aricles.	Historical knowledge Cultural capital- lack of travel experience/historical references Beliefs/religions Geographical understanding	Understanding of Shakspearian Language Transcript/stage directions- lack of understanding of the purpose The volume of characters to decode and analyse Fantasy vs Reality Cultural understanding Narrative structure of the ‘unheard’ conversations Plot within a plot
BIG question	How do our relationships change us as people?	Can we make a difference?	Are our lives guided by fate or choice?
Reading text ‘Know how to...’	<b>The Supreme Lie</b> <b>Novel study:</b> <i>explore different layers of meaning; make notes; analyse and respond to viewpoints, purposes and themes; interpret texts with textual evidence; different cultures; literary, grammatical and rhetorical features and effects.</i>  <b>Non-Fiction:</b> <b>A Brighter Sun extract</b> <i>The term <u>tradition</u> refers more specifically to the customs handed down from one generation to another. In the following extract the writer describes part of the preparations for a wedding among the Indian community of a village in Trinidad in the Caribbean.</i>  <b>Poetry:</b> <b>The Little Black Boy- William Blake</b>  <b>Blessing- Imtiaz Dharker</b>  <a href="#">Blessing (Imtiaz Dharker) (lyrikline.org)</a>  <a href="#">Mississippi River flood of 1927   Description &amp; Facts   Britannica</a>	<b>‘Born a Crime’- Trevor Noah</b> <b>Non-fiction study:</b> <i>make relevant notes to aid in development of detailed interpretation of ideas; analyse in detail use of literary, rhetorical and grammatical devices; analyse in detail how structural/organisational choices affect a range of readers.</i>  <i>What is Apartheid? What role does religion play in society? Who is Nelson Mandela and what impact did he have on South Africa? How does language create an important role in Trevor’s life? How is the South African Education system presented?</i>  <b>Half Caste- John Agard</b>  <b>Immorality Act</b>	<b>Romeo and Juliet</b> - Shakespeare- <b>Play:</b> retrieve information; make notes; analyse and respond to themes; analyse how meaning is conveyed in different forms and layouts; analyse structural and organisational choices.  <b>Poetry:</b> <b>Carol Anne Duffy</b> self-supported study / Mrs Darwin/Anne Hathaway/The Devil’s Wife/Medusa collection from The World’s Wife <b>various poems</b> and link to history of feminism.  <b>Non Fiction:</b> <b>News report</b> on Moors Murders – Brady/Hindley- <a href="http://brady.manchestereveningnews.co.uk/?_ga=2.212718036.1756384011.1585683926-1107935496.1585683924">http://brady.manchestereveningnews.co.uk/?_ga=2.212718036.1756384011.1585683926-1107935496.1585683924</a>  Modern world <b>article</b> on youth’s love of technology  <a href="https://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking">https://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking</a>  <a href="https://parents.au.reachout.com/skills-to-build/wellbeing/technology-and-teenagers">https://parents.au.reachout.com/skills-to-build/wellbeing/technology-and-teenagers</a>  STRETCH and CHALLENGE: <a href="https://dc.cod.edu/cgi/viewcontent.cgi?referer=https://uk.search.yahoo.com/&amp;httpsredir=1&amp;article=1197&amp;context=essai">https://dc.cod.edu/cgi/viewcontent.cgi?referer=https://uk.search.yahoo.com/&amp;httpsredir=1&amp;article=1197&amp;context=essai</a>
Spoken language ‘Know how to...’	<b>Dramatic monologue as the Suprema:</b> <i>sustain range of performances &amp; roles; analyse themes and ideas in a range of contexts; develop and draw on range of verbal and non-verbal techniques.</i>	<i>actively involve listeners through selection of techniques; analyse underlying themes or issues in a range of contexts; use SE suitable for range of listeners..</i>	<b>Collaborate to create and perform a ‘hidden’ scene:</b> <i>sustain range of performances &amp; roles; respond and give constructive feedback; respond to recognise strengths and improvements. (Recorded for review in Y10)</i>
Writing ‘Know how to...’	<b>1<sup>st</sup> Person Descriptive Writing:</b> <i>vocabulary beyond usual range; use punctuation to shape meaning; shape and craft ideas.</i>  <b>Narrative - extra chapter:</b> <i>Shaping &amp; crafting ideas; vocabulary beyond normal range; developing range of sentence structure.</i>	<b>News report</b> <i>Planning for P/A; specific format layout; developing editing &amp; proof reading.</i>  <b>Article</b> <i>You have been asked to write an article for the school magazine on the importance of knowing other languages to open opportunities for yourself. (Can we make a difference?) You should think about examples (from the text or your own examples) which support your ideas and how you will build your paragraphs.</i>	<b>Create an extra/hidden scene:</b> <i>plan explicitly for clear sense of form and purpose; create a distinctive character voice, shape and craft ideas through language.</i> <b>Review of film version:</b> <i>plan for specific purpose and audience; establish clear and logical viewpoint; shape and sequence ideas within paragraphs.</i> <b>Report on the deaths of both characters</b> <i>Fluently sustain SE; sustain character voice and logical viewpoint; use archaic and relevant vocabulary beyond usual range.</i>
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary Year 7 & 8 vocabulary +	Inclusion, exclusion, prejudice, soliloquy, aside,	Received Pronunciation, treason, ambition, apparition, manipulative, regicide, theme, tragedy, rhetoric, argument.	
Support Unit	Creative writing - narrative	Transactional writing- article writing	Literature: theme-based question, responding to whole text.
Enrichment focus SMSC	<b>Combatting loneliness in the community</b>  <b>Create a community campaign where you either:</b> <b>Pledge to help the homeless</b> <b>Pledge to help the elderly</b>	<b>Charity work- Giving back to society</b> <b>Wellness/Mindfulness calendar</b> <b>TBC by staff at a later date</b>  <b>PEACE day for Ukraine</b>	<b>Performance –Shakespeare festival</b>  <b>More to follow</b>  <b>Make the Globe Theatre</b>

	Pledge to bring people together within your community		<p>Recreate a famous play and perform a section each in your groups</p> <p>Study the background of Shakespeare and present findings</p> <p>Create information bunting</p> <p>‘Learning’ stalls for other students to learn new information</p> <p>English Day- Shakey Fest</p> <p>Over 3 periods, students present what they have made over the two weeks.</p> <p>Final showdown judged by SLT</p> <p><b>Outside speakers- Romeo and Juliet</b></p>
Constantly revisiting capital letters, full stops, commas (list, subordination), apostrophes; question marks; exclamation marks; speech marks; simple sentences, complex sentences, compound sentences, spelling patterns.			