

Curriculum Overview 2023-2024

Rationale for Curriculum: “All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” National curriculum in England September 2013

The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21st century to give them a grounding for the demands of the 21st century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

	Autumn 1 7 ½ weeks	Autumn 2 7 weeks (6 wks + 1 wk on Origins 2)	Spring 1 5 weeks	Spring 2 5 weeks + roll over 1 week	Summer 1 7 weeks (6 weeks on RB)	Summer 2 7 weeks
<p>Year 7 3/ week + Literacy</p> <p>To ensure all students have reached the end of KS2 skills:</p> <ul style="list-style-type: none"> -word reading (be able to decode) -comprehension -High quality discussion with the teacher -reading and discussing a range of stories, poems and non-fiction -establishing an appreciation and love of reading - focus on vocabulary -read fluently and with confidence - be able to transcribe clearly -plan, revise and evaluate writing -use and recognise inference and figurative language -use SE - understand how to use capital letters, full stops and a range of other punctuation accurately. <p>By the end of Year 7:</p> <ul style="list-style-type: none"> -read easily, fluently and with good understanding - acquire a wide vocabulary (vocab lists) - appreciate our literary heritage (text choices) -write clearly, accurately and coherently, adapting their language (fiction and non-fiction) - use discussion in order to learn; explain clearly their understanding and ideas -are competent in s & l; making formal presentations. 	<p>Twisted Tales</p> <p>Writing</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. Writing a narrative using an image as a prompt. 2. Writing a narrative based on an image thinking about language and structure. 3. Using a 'twisted tale' write your own twisted narrative. <p>End Skills:</p> <ul style="list-style-type: none"> -study a range of fiction texts and understand their purpose, audience and influence of context -analyse the writer's use of words and create their own piece, focusing on making impact and editing it (extended piece) - understand how the writer manipulates the reader through use of word choices and emulating this in own writing -understand and apply how to use figurative language and structure in writing in particular creating tales with twists -develop the habit of reading and making links between literacy and English 	<p>Origins 1</p> <p>Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Shakespeare present Lady Macbeth? 2. How does the writer present Assef, Sohrab and Amir? 3. How does Armitage present the feelings of a homeless person? <p>End Skills:</p> <ul style="list-style-type: none"> - appreciate the literary heritage and learn about the passage of time and effect on a text and reader -trace interpretations of texts and understand the influence of classical themes -debate moral question – looking at influence of context -introduce how to add a sense of debate and an LOA to an answer -writing with the scaffolded structure strip to develop responses -building use of vocabulary 	<p>Origins 2</p> <p>Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. FAR How does Shelley present Frankenstein's creation as a mistake? 2. How does the writer criticise capitalism in The Great Gatsby? 3. How does Duffy present Medusa? <p>End Skills:</p> <ul style="list-style-type: none"> -appreciate the literary heritage and learn about the passage of time and effect on a text and reader -trace interpretations of texts and understand the influence of classical themes -debate moral question – looking at influence of context -introduce how to add a sense of debate and an LOA to an answer -writing with the scaffolded structure strip to develop responses -building use of vocabulary 	<p>Becoming a Non-Fiction Writer</p> <p>Assessments:</p> <p>First FAR: Writing and performing an anecdote.</p> <p>Mid-assessment: Writing a speech to the government about helping children in poverty.</p> <p>Final assessment: Writing a convincing speech.</p> <p>End Skills:</p> <ul style="list-style-type: none"> - Study a range of non-fiction texts and understand their purpose, audience and influence of context. -introduce how to create and continue an LOA - looking at writer's use of word choice, student write clearly looking at connotations -writing with the scaffolded structure strip to develop responses -building use of vocabulary 	<p>Refugee Boy</p> <p>Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. What do we learn about the character of Alem through his behaviour at home? 2. 'Asylum seekers are presented as a problem to society' how far do you agree with this? 3. How does Zephaniah create sympathy for Alem? <p>End Skills:</p> <ul style="list-style-type: none"> -practice use of analysis skills - looking at writer's use of word choice, student write clearly looking at connotations -beginning to form and evaluate their own opinions on a text and practise this -focus on looking at a novel to encourage reading habits -using differentiated structure strips -exploring treatment of theme 	<p>Romeo and Juliet</p> <p>Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. Which 2 themes are most important in the Prologue and why? 2. How is Lord Capulet and Juliet's relationship presented in this extract? 3. How does Shakespeare present the relationship between Lord Capulet and Juliet so far? <p>SPEECHES WEEK – Y 7 debate competition LXM</p> <p>End Skills:</p> <ul style="list-style-type: none"> -appreciate the literary heritage, plays and focus on Shakespeare -participating in discussion/debate -exploring the idea of tragedies and comedies -write about the influence of context (e.g. patriarchal society) -controlled exploration of one theme, looking at development across a whole text -recognising and exploring the writer's use of language throughout the play -forming and evaluating own opinions -learning to develop an independent line of argument

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<p>Year 8 3/ week + Literacy -To embed the skills of analysis (the six sentence paragraph structure) and descriptive and transactional writing. -To embed the skills of speaking and listening.</p> <p>By the end of Year 8: -read easily, fluently and with good understanding - develop the habit of reading - acquire a wide vocabulary - appreciate our literary heritage -write clearly, accurately and coherently, adapting their language - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Ruby in the Smoke Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. First FAR – How does Pullman present Mrs Holland/ Adelaide in Chapter 6? 2. Mid-assessment – how does Pullman present the setting in Chapter 10? 3. Final-assessment: How is Mrs Holland presented in Chapter 18? <p>End Points: -practice use of analysis skills – looking at writer’s use of word choice, student write clearly looking at connotations -beginning to form and evaluate their own opinions on a text and practise this -focus on looking at a novel to encourage reading habits -using differentiated structure strips -exploring character development</p>	<p>Crime Writing Writing</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1 Writing an article on the topic ‘<i>should flogging be abolished as a punishment for juvenile crime</i>’. 2 You are going to imagine that you presenting a speech to the house of commons. You are arguing why universal education is needed to prevent youth crime 3 Write a speech arguing “<i>Why Poverty is the Biggest Criminal in 2020.</i>” <p>End Points: -study a range of non-fiction texts and understand their purpose, audience and influence of context -analyse the writer’s use of words and create their own piece, focusing on making impact and editing it -identify line of argument throughout the text, beginning to develop it - identify how the writer manipulates the reader through use of word choices and emulating this with vocabulary -understand and apply how to use figurative language and structure in writing</p>	<p>Poetic voices Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. Students independently choose a quotation and explain why it show atmosphere is thrilling. (Lesson 2) 2. How does Agard present ideas about Patriotism in Flag? 3. How does Jackie Kay present ideas about identity in <i>Old Tongue</i>? <p>End Points: -appreciate our and others’ heritage and identity -to express clear views on how the writer uses and manipulates you -to express clear views when exploring poems, looking at ideas and meaning -use quotations independently and confidently to back up ideas, looking at more than one meaning (beginning to look at interpretations) -recognising and exploring themes in poems -recognising and exploring the use of patterns of language in poems</p>	<p>Media Writing/ Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. How has the director used the features of the poster to attract audiences?’ 2. Create and evaluate your own storyboard. (Product) 3. Create and evaluate your own storyboard. (Trailer) <p>SPEECHES WEEK – Y8 Marketing their own film/ trailer – dragon’s den pitch?</p> <p>End Points: -appreciate the literary heritage and learn about another culture/ subject -confidently and independently explore the effect of context and audience -analyse language and structure looking at connotations and themes -learning to develop an independent line of argument in marketing a media campaign</p>	<p>Ready Player One Writing (ETA Dec 2023)</p> <p>Assessments:</p> <p>End Points: - Reading and understanding the genre of dystopian literature - Experience of reading extracts as well as a whole text. - Preparation for organising and developing a narrative effectively - Write clearly, accurately and coherently for a range of different audiences – building on skills they have learned (longer pieces of writing with more use of devices) -accurately use SPAG</p>	<p>Merchant of Venice Reading</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. Starting with this conversation, explore how Shakespeare presents attitudes towards Shylock in The Merchant of Venice. 2. Starting with this speech explore how Shakespeare presents ideas about romantic love in The Merchant of Venice 3. Starting with this speech explore how Shakespeare presents ideas about revenge/Portia as a strong character. <p>End Points: -appreciate the literary heritage, plays and focus on Shakespeare -participating in discussion/debate -exploring the idea of tragedies -write about the influence of context (e.g. patriarchal society) -recognising and exploring the writer’s use of patterns and themes throughout the play -forming and evaluating own opinions -learning to develop an independent line of argument</p>
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<p>Year 9 4/ week To embed the skills of analysis and writing – descriptive and transactional focused on subordinated sentences and making meaning clear.</p> <p>By the end of KS3 -read easily, fluently and with good understanding - develop the habit of reading - acquire a wide vocabulary - appreciate our literary heritage -write clearly, accurately and coherently, adapting their language - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>For GCSE Literature: A01 – response to task and whole text -Use of relevant quotations to support views A02 – (perceptive) analysis of language and structure (e.g. patterns and themes) with accurate subject terminology -understanding and examination of effects on the reader A03 – understanding of how ideas/perspectives and context influence texts</p>	<p>Gothic Writing</p> <p>Assessments: 1. Write (up) your own gothic tale based on an image. 5 paragraphs. 2. Establishing a Gothic Settings in your writing 3. 40 mins to write your own Gothic Tale based on the image OR the opening of your gothic story.</p> <p>End Points: - Preparation for organising and developing a narrative effectively -Write clearly, accurately and coherently for a range of different audiences – building on skills they have learned (longer pieces of writing with more use of devices) -accurately use SPAG</p>	<p>The Crucible Reading</p> <p>Assessments: 1. FAR: How is Abigail Williams presented in Act One? 2. How is justice presented? 3. Final assessment: How far do you agree John Proctor is a morally good man?</p> <p>End Points: Use the department reading structure to analyse texts (differentiated) - Confidently look at connotations and elaborate when explaining writer’s choice of words including use of subject terminology - Confidently and clearly explain and elaborate thoughts and ideas -Use teacher discussion and questioning to develop their answers and link to context -Understand of writer’s intentions and relation the 20th century with effects on the audience -Select own quotations</p>	<p>Perspectives (S & L) x 4 and Writing The H8 U Give x1</p> <p>Assessments: 1. First FAR: Infodemic/ Pandemic written task 2. Mid-assessment: Freedom of Speech written task 3. Final assessment: Protest written task OR 4. Final assessment: Girls in Education written task</p> <p>End Points: -Re-focus on non-fiction and clearly explaining views -Revise construction of arguments in non-fiction settings – adapting their writing -Focus on using a range of techniques accurately and for effect -analyse, edit and draft their own writing -perform speeches -understand the marking criteria and expectations for Spoken Language Understand the world.</p>	<p>The H8 U Give Reading</p> <p>Assessments: 1.FAR: How does Thomas present the setting of Garden Heights? 2. Mid-assessment: How is Khalil presented in this extract and the rest of the novel? 3. Final assessment: How is the theme of racism presented in “The Hate U Give”?</p> <p>End Points: -Developing an LOA -Developing and consolidating connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life</p>	<p>Families poetry Reading</p> <p>Assessments: 1. FAR: Reading analysis of an unseen poem. 2. Mid-assessment: Analysis of a poem and comparison of 2 poems. 3. Final assessment: Analysis of a poem and comparison of 2 poems.</p> <p>End points: Developing an LOA -Developing and consolidating connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life</p>	<p>AIC Reading</p> <p>Assessments: 1 FAR: Mr Birling present his ideas about employer’s responsibility OR presentation of social class 2. Mid-Assessment: Character of Sheila OR collective responsibility 3. Final assessment: Importance or experience or social injustice.</p> <p>End Points: -Developing an LOA -Developing and consolidating connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life</p>
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<p>Year 10 5/ week To master the skills of analysis and embed the GCSE English Literature knowledge and skills, along with mastery of speaking and listening.</p> <p>For GCSE Literature: A01 – response to task and whole text -Use of relevant quotations to support views A02 – (perceptive) analysis of language and structure (e.g. patterns and themes) with accurate subject terminology -understanding and examination of effects on the reader A03 – understanding of how ideas/perspectives and context influence texts</p>	<p>Macbeth</p> <p>Essay once a week</p> <p>Assessment: 1. FAR: Theme of the supernatural Act 1 Sc1 2. Mid Assessment: Theme of guilt Act 2 Sc 2 3. Final assessment: Macbeth as a corrupted by power</p>	<p>ACC</p> <p>PPE1 P1 (W/C 11/12)</p> <p>Assessment: 1. FAR: Scrooge as powerful character 2. Mid-assessment: The effect of memory 3: Final assessment: Different attitudes to wealth- may change the final assessment to being the PPE paper depending on time.</p>	<p>Poetry + Unseen</p> <p>Assessment: 1. Comparison of two poems 2. comparison of 2 poems 3. Unseen poem and comparison</p> <p>(All to be confirmed nearer the time)</p>	<p>AIC/All revision</p> <p>PPE 2 (w/c 04/03)</p> <p>Assessment: FAR: Selfishness or the role of men in the play. 2 . PPE2 3. Final- Inspector and responsibility or similarities between Eric and Sheila</p>	<p>Revision and Drop Down days</p> <p>Assessment: 1. FAR: Up to teachers to work on their classes weakest element.</p> <p>EXAMS P1: 13/05/24 P2: 20/05/24</p>	<p>Year 10 S and L</p> <p>Resources from The Economist – SOW TBR</p> <p>Assessment: 1. FAR: Mark first draft of speech (P2, Q5) list on system 2. Mid-assessment: Spoken Language endorsement (D, M, P) 3. Final assessment: P2, Q5</p>
<p>Year 10 Skills and End Points</p>	<ul style="list-style-type: none"> -Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer's word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer's purpose with focus on theories and context -Exploration of writer's purpose and construction of meanings using tentative writing <p>Term 6:</p> <ul style="list-style-type: none"> -Re-focus on non-fiction and clearly explaining views -Revise construction of arguments in non-fiction settings – adapting their writing -Focus on using a range of techniques accurately and for effect -analyse, edit and draft their own writing -perform speeches -understand the marking criteria and expectations for P2, Q5 of English Language GCSE 					
<p>Year 11 4/ week To continue to master the skills of analysis and master the writing skills for English Language GCSE</p> <p>See mid-term plan for assessments.</p>	<p>Paper 2 Writing</p> <p>Paper 2 Reading</p> <p>PPE1 3- P2 only w/c 13/11 and 20/11</p> <p>DIRT</p> <p>Paper 1 Writing</p>	<p>Paper 1 Reading</p> <p>PPE2 – P1 and P2 w/c 05/02 and 19/02</p>	<p>DIRT revision</p> <p>8 week plan</p>	<p>EXAMS P1: 23/05/24 P2: 06/06/24</p>		
<p>Year 11 Skills and End Points</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Consolidating and developing connotations and elaborating explanations on writer's word choices in extracts -Making links throughout the whole text (extract) -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction of the ideas and perceptions -Following an argument throughout a piece of writing -Exploration of writer's purpose with focus how language is used and manipulated -Exploration of writer's purpose and construction of meanings using tentative writing -Analysing structure of a text <p>Writing:</p> <ul style="list-style-type: none"> -Focus on fiction and non-fiction and clearly explaining views -Revise construction of arguments in non-fiction settings – adapting their writing -Focus on using a range of techniques accurately and for effect -Consciously crafting sentences and writing -Using a range of punctuation, effectively and for particular purposes -Analyse, edit and draft their own writing confidently and independently 					