

CNCS
Year 7 English: Curriculum Overview

Rationale: In Year 7 students will build on prior knowledge from KS2 and develop their skills in reading and writing through being introduced to a range of fiction and non-fiction texts, such as poetry, prose, drama, articles and speeches. Using a thematic approach, students will learn how to understand and analyse texts for deeper meaning and be able to comment on how writers use language to create meaning. Students will revisit and be introduced to a range of specific subject terminology, learning how to identify and discuss this appropriately as well as to implement it within their own writing. Furthermore, students will be given opportunities to develop their own personal responses to topics (such as activism and cultural poetry) and consider how to communicate this orally to develop their speaking and listening skills.

A learner in Year 7 will know/ have studied:

The significance of plot, character and theme within A Monster Calls/The Book Thief (novel).
A range of non-fiction sources focused on the theme of childhood and activism (voices and identity) considering the social/historical/cultural impacts of this.
A range of poems from other cultures considering writer’s craft and the social/ moral/ cultural contexts of this.
The significance of plot, character, theme and stagecraft within A Midsummer’s Night’s Dream and the impact of drama on an audience.

A learner in Year 7 will be able to:

Reading: understand key parts of a text, identify key information from a text, identify aspects of subject terminology, select relevant words/ phrases and textual references, begin to develop analysis of writer’s language and structural features, begin to analyse the effect on the reader.

Writing: develop creative writing skills focused on using figurative language effectively to describe setting and character, plan a coherent and controlled narrative, confidently plan and produce a range of non-fiction resources including letters, diaries and articles.

SPaG: use capital letters, full stops, simple, compound, complex sentences, commas, apostrophes and speech marks with accuracy, develop their use of higher order SPaG skills such as hyphens, dashes, colons and semi colons.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Childhood (8 weeks)	<p style="text-align: center;"><u>Term 1: Voices and Identity</u></p> <p>Within our transition term, students will develop their love for reading and literature focusing on fiction extract in the unit: Childhood and exploring how this theme is presented through the works of writers such as: Roald Dahl, Lewis Carroll, RJ Palacio, Mark Haddon, Harper Lee. Students will explore extracts through an analytical lens, developing their comprehension and ability to discuss writers’ choices. Furthermore, they will have opportunities to respond creatively through monologue and diary writing. In 1.2, students will turn their attention to the theme of ‘Activism’ and</p>	<p>Term 1.1: Pitstop 1: Reading (Extract Comprehension & Terminology) End Assessment: Diary Writing</p>	<p>Week 1-4 ‘All about Me’ project – set on Classcharts</p> <p>Week 4 – Onwards KS2 SPaG Skills- set on Seneca</p>	<p>Students will recap reading and writing skills expected at the end of KS2 and begin to develop analysis skills through developing their reading fluency. Students can understand and summarise an extract and identify keys parts of the text to demonstrate their comprehension skills, knowledge of subject terminology and begin to analyse meaning and effect of writer’s choices. Students can write accurately and fluently demonstrating their understanding of SPaG skills.</p>
1.2 Activism (7 weeks)		<p>Term 1.2: Pitstop 1: Reading & Writing (Extract Comprehension, Terminology, Explanation</p>	<p>Skills interleaved:</p>	

	learn about a range of child activists such as: Greta Thunberg, Malala Yousafzai, Sonita Alizadeh, Marley Dias and explore a range of contemporary issues. Students will respond through their own speech writing and their ability to express their views orally.	and Inference & Speech Opening) End Assessment: Speech Writing & Performance		<ul style="list-style-type: none"> • Reading and comprehension (KS2) • Awareness of the writer (KS2) • Writing for different purposes (KS2)
2.1 Poems from Other Cultures (6 weeks)	Students will explore the story/message in each of the poems in the Poems from Other Cultures anthology and develop their love of spoken word through identification of relevant evidence in poems, analysing writer's crafts and methods and developing an understanding of poetic techniques. Furthermore, students will hone their speaking and listening skills with a focus on: diction, clarity, tone and communication.	Pitstop 1: Reading (Poetic Terminology & poem analysis) End Assessment: Poetry Performance (Terminology & Poetry Project Performance)	Week 1 – Vocabulary Week 2 & 3 – KS3 SPaG Skills on Seneca Week 4 – Speech Writing Week 5 & 6 – KS3 SPaG Skills on Seneca	Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can understand the key messages and themes within the poem, identify aspects of key poetic terminology, retrieve key quotations and begin to analyse language, structure and tone. Students can confidently learn and perform a poem in a group and are able to communicate their ideas verbally with fluency and confidence. Skills interleaved: <ul style="list-style-type: none"> • Performance skills (KS2) • Improvisation (KS2) • Speaking to an audience (KS2)
2.2 Novel Study (7 weeks)	Students will continue to develop their understanding of literature by reading either A Monster Calls or The Book Thief with a key focus on plot, presentation of characters, relationships and themes. Students will also explore contextual factors impacting the production of the text specifically focusing on social/moral/historical context of morals and fables. Students will begin to analyse the novel by identifying key quotations, exploring meaning and effects using a range of subject terminology and expressing their perceptions through character monologues.	Pitstop 1: Reading (Extract Comprehension, Terminology, Explanation and Inference & SPaG) End Assessment: Reading and Writing (Extract Comprehension, Terminology, Explanation and Inference, SPaG & Character monologue)	Week 1 – Vocabulary Week 2 & 3 – KS2 SPaG Skills on Seneca Week 4 – Diary Writing Week 5 & 6 – KS2 SPaG Skills on Seneca	Students can understand a text and respond to questions based on character/theme/relationships using key evidence to support their ideas. Students will have read a novel in depth and will have developed their ability to discuss and debate key themes and ideas. Students can use descriptive devices with confidence to achieve effects and write with purpose. Skills interleaved: <ul style="list-style-type: none"> • Reading and comprehension (KS2)

				<ul style="list-style-type: none"> • Understand plot, characters and themes (KS2) • Awareness of the writer (KS2) • Use different writing styles (KS2)
3.1 Creative Writing (4 weeks)	Within term 2.2, students will explore writer's craft through the topic of magic and fantasy. Students will develop their writing skills focusing specifically on use of figurative language and descriptive devices to create a controlled narrative. Specific SPaG skills will be recapped with a focus planning, drafting, writing and editing work.	Pitstop 1: Reading (Creative terminology & descriptive writing) End Assessment: Narrative Writing (fable/moral)	Week 1 – Vocabulary Week 2 & 3 – KS2 SPaG Skills on Seneca Week 4 – Creative Writing Week 5 & 6 – KS2 SPaG Skills on Seneca	<p><u>Students can understand the meaning of fiction extracts and begin</u> to consider how writer's use figurative techniques to create effects on the reader. Students can also plan and implement a range of creative devices with accuracy and effect focusing on description and control.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Awareness of the writer's method (KS2) • Use of accurate SPaG (KS2)
3.2 A Midsummer Night's Dream (7 weeks)	Students will further their love of literary heritage through Shakespeare's A Midsummer Night's Dream. Students will develop understanding of plot; presentation and developments of key characters, key themes, relationships between characters and social/moral/historical context of Shakespearean theatre, patriarchal society and limitations on women, beliefs in magic and the supernatural, knowledge of dramatic devices.	Pitstop 1: Reading and Writing (Comprehension plot questions, Dramatic Terminology & Character diary entry) End Assessment: Reading and Writing (Comprehension plot questions, Character Monologue & Monologue performance)	Week 1 – Vocabulary Week 2 & 3 – A Midsummer Night's Dream on Seneca Week 4 – Character Profile Week 5 & 6 – A Midsummer Night's Dream on Seneca	<p>Students can understand and appreciate Shakespeare's presentation of plot, character and theme and begin to analyse key dramatic terminology. Students can use descriptive devices with confidence and produce a range of writing (diary / letter/ monologue) to consolidate their knowledge of plot and character.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Understand plot, characters and themes (KS2) • Performance skills (KS2) • Awareness of the writer's method (KS2)
Wider Reading Opportunities: Students will have a fortnightly library lesson where they will select a book of their choice to read for pleasure. Students will explore a range of key literary figures monthly through our literary calendar including; Charles Dickens, Rudyard Kipling, J. M Barrie and more.				

Year 8 English: Curriculum Overview

Rationale: In Year 8 students will build on prior knowledge from Year 7 and KS2 to continue to develop their skills in reading and writing through exploring a range of fiction and non-fiction texts, such as prose, poetry and drama alongside a variety of non-fiction text types such as diaries, articles and speeches. Using a thematic approach, students will learn how to understand and analyse texts for deeper meaning and be able to comment on how writers use language to create meaning using subject terminology. Students will revisit and be introduced to a range of specific subject terminology, learning how to identify and discuss this appropriately as well as to implement it within their own writing. Furthermore, students will be given opportunities to develop their own personal responses to topics (such as equality and prejudice and conflict poetry) and consider how to communicate this orally to develop their speaking and listening skills.

A learner in Year 8 will know/ have studied:
 The significance of plot, character and theme within Animal Farm (novel).
 A range of fictional extracts on sources focused on the theme of Heroes and Villains (Greek Mythology).
 A range of non-fiction sources focused on the theme of prejudice and equality considering the social/historical/cultural impacts of this.
 A range of poems exploring the theme of power and conflict considering writer’s craft and the social/ moral/ cultural contexts of this.
 The significance of plot, character, theme and stagecraft within Romeo and Juliet and the impact of drama on an audience.

A learner in Year 8 will be able to:
 Reading: understand key parts of a text, identify key information from a text, identify aspects of subject terminology, select relevant words/ phrases and textual references, analyse writers use of language for meaning and effect (considering connotations of key words/ phrases), analyse writers use of structure for meaning and effect and begin to analyse writers use of tone for meaning and effect.
 Writing: develop creative writing skills focused on using figurative language effectively to describe setting and character, plan a coherent and controlled narrative, confidently plan and produce a range of non-fiction resources including letters (formal and informal), diaries, articles and guides, write creatively to achieve particular effects (tension, mystery...) and confidently implement figurative devices and structural features to create an engaging narrative. Write for a range of different purposes to express own opinion and adapt language and tone to suit context and task.
 SPaG: use capital letters, full stops, simple, compound, complex sentences, commas, apostrophes, speech marks, colons, semi-colons, hyphens, parenthesis, ellipsis, sentence types (declarative, imperative, exclamatory, interrogative), paragraphing (for effect) with accuracy and precision.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Transition: Heroes and Villains (8 weeks)	Students will explore a range of fiction extracts used to develop and re-cap reading and writing skills, spelling and vocab focused on Greek Mythology in their transition from Year 7 to Year 8. Students will recap and practice how to understand, summarise, retrieve information, identify key parts of the text, explain, infer,	1.1 Baseline: Writing (Persuasive Writing - SPaG) 1.1 Pitstop: Reading (Comprehension, Terminology, Explanation and Inference)	Week 1 – Vocabulary Week 2 & 3 – KS3 Reading and Writing Skills on Seneca	Students will recap reading and writing skills expected at the end of Year 7 and develop analysis skills through developing their reading fluency of more complex texts. Students can understand and summarise an extract and identify keys parts of the text to demonstrate their comprehension skills,

	identify aspects of subject terminology, select key quotations, consider with developing confidence the meanings and effects of language, structure and tone.	1.1 End: Writing (Diary/Monologue Writing)	Week 4 – Letter Writing Week 5-7 - KS3 Reading and Writing Skills on Seneca	knowledge of subject terminology and to analyse meaning and effect of writer’s choices. Students can write accurately and fluently demonstrating their understanding of SPaG skills and begin to tailor their writing for purpose, audience and tone. Skills interleaved: - Reading a text (KS2) - Understanding of a text (KS2/3) - Identification of devices (KS3)
1.2 Animal Farm (7 weeks)	Within 1.2 students will develop their passion for reading through Animal Farm. Students will understand the plot; presentation and development of key characters, key themes, relationships between characters and the social/moral/historical context of the Russian Revolution and communism. Students will recap and develop their SPaG skills developing and adapting language and tone to write for different purposes and audiences with a key focus on planning, rehearsing and performing a speech considering structure, tone, clarity and diction.	1.2 Pitstop: Reading (Comprehension, Terminology, Explanation and Inference & SPaG) 1.2 End: Reading & Writing (Comprehension, Explanation and Inference & Character Monologue Performance)	Week 1 – Vocabulary Week 2 & 3 – Animal Farm on Seneca Week 4 – Diary Writing Week 5-7 - Animal Farm on Seneca	Students can understand a text and comment on the meaning and effect using terminology. Students can respond to questions based on characters/themes/relationships. Students will have read a novel in depth and will have developed their ability to discuss and debate key themes and ideas. Skills interleaved: - Reading and understanding a novel (KS2/3) - Identification of key evidence (KS3) - Exploring evidence for meaning and effects using terminology (KS3) - Spoken word performance (KS2/3)
2.1. Equality and Prejudice Non-Fiction Reading and Writing (6 weeks)	Exploration of a range of extracts used to explore how writers present equality and prejudice including diaries, articles, report and letters. Students will become adept at identifying and using DAFOREST devices and adapting writing using purpose, audience, form and tone (PAFT). Students will continue to recap of basic SPaG skills with a focus on use of higher order skills and writing with cohesion and accuracy. Focus on	2.1 Pitstop: Reading & Writing (Terminology & Article Writing) 2.1 End: Reading & Writing (Terminology & Speech Writing)	Week 1 – Vocabulary Week 2 & 3 – KS3 Punctuation on Seneca Week 4 – Speech Writing	Students can understand and respond to questions on non-fiction extracts and begin to consider how writer’s use rhetorical techniques to create effects. Students can also research, plan and implement rhetorical devices in a range of transactional tasks with confidence and write for a range of purposes and audiences using accurate SPaG. Skills interleaved:

	planning, drafting, writing and editing transactional writing.		Week 5-7 – KS3 Punctuation on Seneca	<ul style="list-style-type: none"> - Writing for different audiences (KS2/3) - Using rhetorical devices (KS3) - Using accurate SPaG (KS2/3)
2.2 Power and Conflict Poetry (7 weeks)	Students will understand and appreciate the story/message in each of the poems in the power and conflict anthology by identifying relevant evidence from poems, beginning to analyse writer’s crafts and methods, developing an understanding of poetic techniques. Students will hone their speaking and listening skills with a focus on: diction, clarity, tone and communication.	<p>2.2 Pitstop: Reading (Poetic Terminology & Poem Analysis)</p> <p>2.2 End: (Terminology, SPaG & Poetry Project Performance)</p>	<p>Week 1 – Vocabulary</p> <p>Week 2 & 3 – KS3 Grammar on Seneca</p> <p>Week 4 – Diary Writing</p> <p>Week 5 & 6 – KS3 Grammar on Seneca</p>	<p>Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can understand the key messages and themes within the poem, identify aspects of key poetic terminology, retrieve key quotations and analyse language, structure and tone and the effect created. Students can confidently learn and perform a poem in a group and are able to communicate their ideas verbally with fluency and confidence.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> - Understanding a text’s message (KS3) - Identifying poetic techniques (KS3) - Exploring effects (KS3) - Spoken word performance (KS2/3)
3.1 Creative Writing (4 weeks)	Students will express their creative flair through a range of fiction used to explore how writer’s create tension, suspense, character and mystery while considering form and structure of narrative and descriptive writing. Students will use higher order writing skills to develop cohesion and accuracy while focusing on planning, drafting, writing and editing work considering plot, characterisation, development and creating mood and atmosphere.	<p>3.1 Pitstop: Writing (Opening to a Narrative)</p> <p>3.1 End: Writing (Narrative Writing and SPaG)</p>	<p>Week 1 – Vocabulary</p> <p>Week 2 & 3 – KS3 SPaG on Seneca</p> <p>Week 4 – Narrative Writing</p> <p>Week 5 – KS3 SPaG on Seneca</p>	<p>Students can understand and respond to questions on fiction extracts and begin to consider how writer’s use figurative techniques to create effects. Students can also plan and implement a range of creative devices with accuracy and effect focusing on creating character and engagement and develop a narrative plot with control and coherence using accurate SPaG.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> - Accurate SPaG (KS2/3) - Writing for different purposes (KS2/3) - Awareness of writer’s craft (KS2/3)

<p>3.2 Romeo and Juliet (7 weeks)</p>	<p>Students will appreciate Shakespearean tragedy through the plot, characters and themes in Romeo and Juliet. Students will also explore the social/moral/historical context of Shakespearean theatre, patriarchal society and limitations on women, knowledge of stage craft and the structure and conventions of tragedy (Greek and Shakespearean). Students will practice their analytical skills and begin to offer alternative interpretations of writer’s dramatic choices.</p>	<p>3.2 Pitstop: Reading (Comprehension, Dramatic Terminology & Diary Entry)</p> <p>3.2 End: Reading & Writing (Comprehension, Character Monologue & Monologue Performance)</p>	<p>Week 1 – Vocabulary</p> <p>Week 2 & 3 – Romeo and Juliet on Seneca</p> <p>Week 4 – Character Profile</p> <p>Week 5 & 6 – Romeo and Juliet on Seneca</p>	<p>Students can understand and appreciate Shakespeare’s presentation of plot, character and theme and analyse key dramatic terminology whilst beginning to evaluate Shakespearean tragedy. Students can use descriptive devices with confidence and produce a range of writing (diary / letter/ monologue) to consolidate their knowledge of plot, character and theme using accurate SPaG.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> - Reading and understanding a text (KS2/3) - Identifying key evidence (KS3) - Exploring evidence for meaning and effects (KS3) - Accurately using and identifying dramatic devices (KS3) - Performing monologues (KS2/3)
<p>Wider Reading Opportunities: Students will have a fortnightly library lesson where they will select a book of their choice to read for pleasure. Students will explore a range of key literary figures monthly through our literary calendar including; Charles Dickens, Rudyard Kipling, J. M Barrie and more.</p>				

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Year 9 English: Curriculum Overview

Rationale: In Year 9 students will refine their reading and writing skills developed in Year 7 and 8 and be introduced to key concepts and content relevant to their GCSE English Language and Literature skills. Students will develop their understanding of how different contexts and time periods influence writers and begin to develop their own viewpoints towards writers' ideas.

A learner in Year 9 will know:

The context, plot, characters, key themes and some quotations of the following GCSE texts:

- Macbeth (Shakespeare)

The context and knowledge of a range of 19th century poetry

The context, plot, characters and key themes of Noughts and Crosses / Lord of the Flies

The context and knowledge of The Importance of Being Earnest or Blood Brothers

Transactional Writing: Text types:

- Diary entry, letter (formal and informal), speech, CV

English literary/linguistic terminology

Rules of a debate

A learner in Year 9 will be able to:

- Read, understand and respond to a range of texts (poetry, fiction, plays, non-fiction)
- Analyse writers' craft using literary/linguistic terminology
- Respond to writing tasks by planning, constructing, editing and re-drafting
- Write with accuracy and some ambition, using accurate and varied sentence control, punctuation, spellings and vocabulary.
- Speak clearly, effectively and confidently in a formal setting

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Novel Study: Noughts and Crosses / Lord of the Flies (8 weeks)	<p><u>Transition</u> Students will study a dystopian novel and explore the novel for plot, character and key themes.</p> <ul style="list-style-type: none"> - Read and understand implicit and explicit information - Selecting relevant quotations - Identify writers' techniques with accuracy - Begin to analyse writer's craft and comment on meaning and effect - Adapt writing for particular forms, purposes and audiences - Features of a diary 	<p>Pitstop 1: 20 marks</p> <ul style="list-style-type: none"> ➤ Plot comprehension (5 marks) Terminology (5 marks) Exploring writer's craft (5 marks) & SPaG (5 marks) 	<p>Week 1-2: Subject terminology (Seneca)</p> <p>Weeks 3-7: Seneca (English Language Skills)</p>	<p><u>End point:</u> Students understand and can recall the plot of Noughts and Crosses. They can respond to an extract focusing on character or theme while exploring writer's craft. Students can recall the conventions for diary writing and express their thoughts and feelings with clarity.</p> <p><u>Skills Interleaved</u></p> <ul style="list-style-type: none"> - Read, understand an extract (KS3 transition units) - Identify key subject terminology (various KS3 units)

	<ul style="list-style-type: none"> - Use of different sentence structures - Accurate use of SpaG 	<p>End Assessment: Plot Comprehension (10 marks) End Assessment: 20 marks</p> <ul style="list-style-type: none"> ➤ Diary Writing (20 marks) 		<ul style="list-style-type: none"> - Variation of sentence structures for effect (KS3 units) - Apply contextual factors (Various KS3 units – poetry study/ novel study)
1.2 Drama Study: The Importance of Being Earnest or Blood Brothers and Up for Debate (7 weeks)	Students will read the play and consider context, plot and characters when demonstrating understanding. Students will focus on developing their analysis skills and consider how this can be articulated through public speaking and debate.	<p>Pitstop 1: (30 marks)*</p> <ul style="list-style-type: none"> ➤ Plot comprehension (10 marks) ➤ Extract analysis (15 marks) ➤ SPaG (5 marks) <p>End Assessment: Debate (P/M/D)</p>	Weekly Seneca activities set to consolidate understanding of The Importance of Being Earnest/ Blood Brothers	<p>End Point</p> <p>Students understand and can recall the plot of TIOBE/BB. They can respond to an extract, placing it in the play and analysing writers’ methods and techniques. Students can recall the rules of a formal debate and can articulate their ideas confidently.</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Influence of context (Year 7 2.1 Year 8 1.2) - Analysis of writers’ ideas (various KS3 units) - Ability to select evidence (various KS3 units) - Dramatic conventions and terminology (Year 7 3.2 Year 8 3.2) - Speaking and Listening (Year 7 3.1 Year 8 2.2)
2.1 Romantic and Victorian Poetry (6 weeks)	<p><u>Fiction Reading and Writing</u></p> <p>Students will be introduced to key concepts of Romanticism and features of Victorian Poetry. Students will explore the context of the late-18th and 19th century and consider how key figures from this period reflect the tensions and anxieties of the time.</p> <p>Key poets studied will include:</p> <p>Blake Wordsworth Keats Rossetti Tennyson</p>	<p>Pit Stop: Poetic terminology (5 marks) Analysis of poem (15 marks)</p> <p>End Assessment: 1.SPAG (5 marks) 2.Analysis of a poem (15 marks)</p>	Weekly Seneca activities set to consolidate SPaG and Vocabulary skills	<p><u>End Point</u></p> <p>Students understand the context of late-18th and 19th century and how to respond to an unseen poem</p> <p>Students can write a 15 mark response analysing poets’ presentation of theme.</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Understanding of poetic devices (Year 7 3.1, Year 8 2.2) - Read, understand and discuss a poem for meaning and effect (Year 7 3.1, Year 8 2.2)

	Students will also be exposed to a range of different poetic forms: Ballad, Sonnet, Dramatic Monologue and be able to comment on features confidently			- Apply contextual factors (Various KS3 units – poetry study/ novel study)
<u>2.2 Introduction to Macbeth (7 weeks)</u>	<p>Introduction to Macbeth</p> <p>Students will be introduced to Shakespeare’s Jacobean Tragedy Macbeth and will explore the context, plot and key characters. They will be able to talk confidently about the key events of the play and to analyse key extracts for meaning. They will recall key features of drama and key conventions of the tragic genre.</p>	<p>Pit Stop 1: Dramatic terminology (5 marks)</p> <p>Plot/context questions (10 marks)</p> <p>End Assessment : Extract: Translation test (5 marks) Extract analysis - (15 marks)</p>	Weekly Seneca activities set to consolidate understanding of Macbeth	<p><u>End point:</u></p> <p>Students can recall key plot events in Macbeth, the key characters and context in the play. Students can read a Shakespearean extract (Macbeth) and translate key references into modern English. Students can analyse an extract and can plan and construct an essay response using the whole play to shape their response, whilst beginning to build an evaluative argument.</p> <p><u>Skills Interleaved</u></p> <ul style="list-style-type: none"> • Shakespeare study (Year 7 3.2, Year 8 3.2) • Shakespearean tragedy (Year 8 3.2) • Ability to analyse an extract (various KS3 units) <p>- Identifying dramatic devices (KS3 drama text units)</p>
3.1 Fiction Reading and Writing (4 weeks)	<p><u>Fiction Reading and Writing</u></p> <p>Students will recap key skills of reading and crafted writing. Students will focus on planning, crafting and constructing a clear narrative story that is clearly linked and influenced by a particular stimuli.</p>	<p>Pit Stop 1: Students to write the opening to a narrative. AO5 – developing character (background, voice, perspective, dialogue (12 marks) AO6 SPaG (8 marks)</p> <p>End Assessment: Students to write a narrative (40 marks) AO5/AO6</p>	Weekly Seneca activities set to consolidate SPaG and Vocabulary skills	<p><u>End Point</u></p> <p>Students understand and can recall the plot of An Inspector Calls. They can respond to an extract, placing it in the play and analysing writers’ methods and techniques. Students can recall the rules of a formal debate and can articulate their ideas confidently.</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Accurate SPaG (KS2/3) - Writing for different purposes (KS2/3) - Awareness of writer’s craft (KS2/3) - Variation of sentences (KS2/3)

				<ul style="list-style-type: none"> Structuring a narrative (Year 7 2.2 Year 8 3.1)
3.2 Introduction to Professional Communications (7 weeks)	<p><u>Introduction Professional Communications (GCSE Language Transition Unit)</u></p> <p>Students will be introduced to the requirements of GCSE English Language through the theme of professional communications. Students will explore key aspects of component 2 focusing on PAFT, professional communication and oracy skills.</p>	<p>Pit Stop: Transactional writing task (20 marks)</p> <p>End Assessment: English Language Comp 2 Mock Exam (60/80 marks)</p> <p>Spoken English Presentation (P/M/D)</p>	<p>Weekly Seneca activities focusing on SPaG and English Language skills</p>	<p><u>End point:</u></p> <p>Students can write fluently about, and compare, 2 texts linked by theme, identifying relevance evidence and exploring how writers' methods influence a reader/ their own reading of a text. Students can respond to real-life transactional writing tasks, identify and plan for the accurate purpose, audience, form, tone</p> <p>Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation</p> <p>Students can deliver a presentation to their peers with confidence and only notes/PPT to rely on</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Writing for different audiences (KS2/3) - Using rhetorical devices (KS3) <ul style="list-style-type: none"> - Using accurate SPaG (KS2/3) - Speaking and Listening (Year 9 2.2)

Wider Reading Opportunities:

15 Under 15 book recommendations: There's a boy in the girl's bathroom- Louis Sachar, The Haunting by Alan Titchmarsh, Pride and Prejudice by Jane Austen , Shadow Spinner by Susan Fletcher, Aristotle and Dante discover the secrets of the universe Benjamin Alire Sáenz, Moxie Jennifer Mathieu, Cinderella is Dead by Kalynn Bayron, The Grand Dark by Richard Kadrey, We Free the Stars by Hafsah Faizal, The Cruel Prince by Holly Black, Divergent by Veronica Roth We Were Liar E.Lockhart, They both Die at the End by Adam Silvera, The Girl of Ink and Stars by Kiran Hargrave, The House on Mango Street by Sandra Cisneros, The Colours that Blind by Rutendo Tavengerwei, Toffee by Sarah Crossan, The Quiet at the End of the World by Lauren James

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Year 10 English: Curriculum Overview

Rationale: In Year 10 students will work towards completing their GCSE English Language qualification (Eduqas specification). They will develop skills of reading and writing building on prior learning in KS2 and KS3 and understand how to approach all aspects of the examination with security and confidence. Students will also develop their oracy skills and have the opportunity to plan, draft, write, learn and perform a speech to their peers on a topic of their choice.

Assessment Objectives

Reading

AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

AO2 - Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4 Evaluate texts critically and support this with appropriate textual references

Writing

AO5

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spoken Language

AO7 - Demonstrate presentation skills in a formal setting

AO8 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9 - Use spoken Standard English effectively in speeches and presentations.

A Learner in Year 10 will know:

Reading: Students will have read and explored a wide variety of fiction-non-fiction extracts from 19th Century to the modern day; they will know 19th Century context and influences; a range of cultural topics/new items

Writing: Students know the conventions of the text types (letters, articles, reports, diary entries, reviews, guides, speeches, email, blog); differences between formal/informal writing/tone/register; the differences between targeted audiences and strategies to adapt writing to suit; a range of language/structural devices to use to influence the reader; strategies for planning/editing of own work;

Spoken English: the conventions of performance/presentation; in-depth research/study into a topic of their choice.

A learner in Year 10 will be able to:

Reading: *Read and understand a range of fiction/non-fiction texts from 19th Century to the modern day. They will be able to identify a range of relevant evidence, analyse writer's craft and methods and be able to discuss the impact on the reader whilst using subject terminology. Students will be able to evaluate the successes of texts and will be able to make comparisons between them.*

Writing: *Demonstrate good technical accuracy in their original writing such as sentence control/construction, accurate spellings, accurate uses of punctuation and accurate grammar. They will be able to plan and edit their own writing accordingly and be able to write for different purposes, audiences and forms.*

Spoken English: *express challenging/sophisticated ideas using a range of vocabulary, organise ideas coherently and meet the needs of an audience, listen and respond to questions in detail.*

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Introduction to Component 2 (8 weeks)	<u>Introduction to Component 2</u> Students will be introduced to English Language Component 2 (19 th and 21 st Century non-fiction reading and Transactional and Persuasive Writing)	Pitstop 1: Reading (AO1, AO2)	Educake: English Language Component 2 Activities	<u>End point:</u> -Students can write fluently about 2 texts linked by theme, identifying relevance evidence and exploring how writers' methods influence a reader/ their own reading of a text. Students can make comparisons across texts.

	<p>Students will understand the requirements of the GCSE and understand key concepts such as:</p> <ul style="list-style-type: none"> - 19th century context - Exposure to a range of 19th and 21st century texts - Persuasive and Rhetorical Devices - The features of key text types: guide, letter (formal), article (magazine), speech - How to adapt writing for different purposes, audiences and forms - How to use vocabulary and punctuation accurately and to achieve effect - How to research a topic of their choice - How to identify, interpret, analyse, evaluate and compare writer's choices 	<p>End Assessment: Transactional Writing (AO5, AO6)</p> <p>End Assessment; Component 2 Section A Reading (AO1, AO2, AO3, AO4)</p>	<p>Ongoing: Spoken Language Preparation (Weekly schedule set by teacher)</p>	<p>-Students can respond to real-life transactional writing tasks, identify and plan for the accurate purpose, audience, form, tone</p> <p>-Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation</p> <p>-Students can deliver a presentation to their peers with confidence and only notes/PPT to rely on</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Knowledge of 19th century context (Year 9 ACC study) - Knowledge of English Language GCSE requirements (Year 9 English Language transition unit) - Development of Speaking and Listening (KS3 S&L units)
<p>1.2 Introduction to Component 1 (7 weeks)</p>	<p><u>Introduction to Component 1</u></p> <p>Students will be introduced to English Language Component 1 (20th Century fiction reading and narrative writing)</p> <p>Students will understand the requirements of the GCSE and understand key concepts such as:</p> <ul style="list-style-type: none"> - Exposure to a range of 20th century reading texts - Creative and structural devices - The features of a coherent narrative - How to adapt writing and implement creative features of effect - How to use vocabulary and punctuation accurately and to achieve effect 	<p>Pit Stop 1: Narrative writing (40 marks)</p> <p>Pit Stop 2: AO1 (5 marks) /AO2 (10 marks)</p> <p>End Assessment: AO4 (10 marks) / Spoken English (P/M/D)</p>	<p>Educake: English Language Component 1 Activities</p> <p>Ongoing: Spoken Language Preparation (Weekly schedule set by teacher)</p>	<p><u>End Point</u></p> <p>-Students can write fluently about a fictional extract, identifying relevant evidence and exploring how writer's methods influence a reader/their own reading of a text.</p> <p>-Students can choose 1 of 4 provided narrative titles as a stimulus for their own writing. They can plan, construct, edit and proof read their narrative (500 approx. words).</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Knowledge of fiction extracts (KS3 units of study) - Knowledge of writer's craft and how to construct a story (KS3 units of study)

	<ul style="list-style-type: none"> - How to identify, interpret, analyse and evaluate writer's choices 			<ul style="list-style-type: none"> - Knowledge of how to use spelling, punctuation, grammar and vocabulary to achieve particular effect (KS2, KS3)
2.1 Component 2 Development (6 Weeks)	<p><u>Component 2 Development</u></p> <p>Students will recap the requirements for component 2. Students will be taught through a range of paired extracts to develop skills of comparison and synthesis. Students will be taught features of remaining text types and learn to develop their content with depth and detail</p>	<p>January Mock Exams: Full Component 1</p> <p>End Assessment: Full Component 2</p>	<p>Educake: English Language Component 2 Activities</p> <p>Narrative writing development and practice</p>	<p>End Point</p> <p>Students can write fluently about 2 texts linked by theme in 1 hour, identifying relevance evidence and exploring how writers' methods influence a reader/their own reading of a text. Students can make comparisons across texts.</p> <ul style="list-style-type: none"> -Students can respond to real-life transactional writing tasks (2 in 1 hour), identify and plan for the accurate purpose, audience, form, tone -Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation
2.2 Component 1 Development (7 weeks)	<p><u>Component 1 Development</u></p> <p>Students will recap the requirements for Component 1. Students will evaluate and develop an opinion based on a provided text, weighing up where their opinion develops/changes throughout</p> <ul style="list-style-type: none"> -Students will use accurate spelling, punctuation and grammar in their original writing -Students will plan and construct a piece of original, narrative writing which engages the reader through a convincing/realistic plot, convincing character insight and development, and through carefully crafted language choices 	<p>March Mock Exams: Full Component 2</p> <p>End Assessment: Full Component 1</p>	<p>Educake: English Language Component 1 Activities</p> <p>Transactional writing development and practice</p>	<p>End Point</p> <ul style="list-style-type: none"> -Students can write fluently about a fictional extract, identifying relevant evidence and exploring how writer's methods influence a reader/their own reading of a text. -Students can choose 1 of 4 provided narrative titles as a stimulus for their own writing. They can plan, construct, edit and proof read their narrative (500 approx words).
3.1 Revision (4 weeks)	<p><u>GCSE English Language Revision</u></p> <p>Students will revise the key requirements, skills and knowledge required for Component 1 and Component 2.</p>	<p>Pit Stop 1: Component 1 Full Paper</p> <p>Pit Stop 2: Component 2 Full Paper</p>	<p>Structured revision booklet</p>	<p><u>End point:</u></p> <ul style="list-style-type: none"> -Students can complete the GCSE English Language examinations with confidence

<p>3.2 Introduction to GCSE English Literature Eduqas Poetry Anthology (7 weeks)</p>	<p><u>GCSE English Literature: Component 2 Poetry Anthology</u> Students will be introduced and taught the contents of their GCSE English Literature Poetry Anthology Students will understand the context, story, structure, language and key messages of each poem.</p>	<p>Pitstop: War and Love/ Relationships knowledge check End Assessment: Nature/ Power/ People and Place Knowledge Check</p>	<p>Educake: Eduqas Poetry</p>	<p><u>End point:</u> -Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can write fluently and academically, analysing the poet's choices of language, structure and tone effectively. Students can apply knowledge of context appropriately to highlight their analysis -Students are beginning to make comparisons between poems (key ideas, language, structure, tone, contexts) and are starting to recall evidence from the poems. Skills Interleaved - Poetry units taught (Year 7-8_ - Introduction to Eduqas War/ Love Poetry (Year 9)</p>
<p><u>Wider Reading Opportunities:</u> 18 Under 18 recommendations: The Bell Jar by Sylvia Plath, This Lie Will Kill You by Chelsea pitcher, The Midnight Library by Matt Haig, Blackout by Dhonielle Clayton, 1984 by George Orwell, The Girl On the Train by Paula Hawkins, Evolution of a Girl by L.E.Bowman, Eleanor and Park by Rainbow Rowell, The Women of Brewster Place by Gloria Naylor, Catherine House by Elisabeth Thomas, The Westing Game by Ellen Raskin, Girl in Pieces by Kathleen Glasgow, The Great Godden by Meg Rosoff, The Prime of Miss Jean Brodie by Muriel Spark , Love in English by Maria.E.Andreu, Geese are Never Swans by Eva Clark, Sanctuary by Abby Sher, Punching the Air by Ibi Zoboi</p>				

CNCS
Year 11 English: Curriculum Overview

Rationale: In Year 11 students will work towards completing their GCSE English Literature qualification (Eduqas specification). They will develop skills of reading, analysis, evaluation and crafting and constructing exam style responses building on prior learning in KS3 and understand how to approach all aspects of the examination with security and confidence.

Assessment Objectives

AO1 Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

A learner in Year 11 will know:

The context, plot, characters, key themes and some quotations of the following GCSE texts:

- An Inspector Calls (Priestley)
- A Christmas Carol (Dickens)
- Macbeth (Shakespeare)
- Poetry Anthology (Eduqas-18 poems)

Knowledge of how to read, understand and analyse unseen poetry

A learner in Year 11 will be able to:

- Write fluently about the texts/poems/play
- Maintain a critical and personal response (using appropriate vocabulary, spellings and grammar)
- Analyse writers' craft in depth, using accurate/relevant subject terminology
- Recall a wide range of textual references and demonstrate an understanding of the relationships between texts/poems.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 An Inspector Calls (8 weeks)	<p style="text-align: center;"><u>An Inspector Calls</u></p> <p>Students will be introduced to English Literature requirements and focus on their study of An Inspector Calls. Students will know the context, plot, key characters and themes and be able to approach exam style questions and link their ideas to Priestley's intentions. Where appropriate, students will be able to identify and analyse writer's craft and key</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG rated</p>	<p>Educake: An Inspector Calls revision activities</p> <p>Ongoing: Poetry Revision</p>	<p><u>End point:</u></p> <p>Students can understand and respond to an essay style question based on character/theme/relationships. Students can contextualise an extract provided from the play and analyse the writer's use of language, structure and tone. Students can construct an academic essay in response to the question using wider knowledge of the play and the extract.</p>

	dramatic devices to develop their own critical response.	End Assessment: Essay response (35 + 5 SPAG = 40 marks)		Skills Interleaved <ul style="list-style-type: none"> - Knowledge of An Inspector Calls context/ plot (Year 9) - Analysis of writer's ideas (Year 8-9) - Application of contextual factors (Year 8-9)
1.2 A Christmas Carol (7 weeks)	<p style="text-align: center;"><u>A Christmas Carol</u></p> <p>Students to understand the narrative of 19th Century Novel. Students will explore Dickens' use of literary techniques to explore key themes in the novel. Students will develop their critical writing skills with a focus on exploring social/historical influences.</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG</p> <p>End Assessment: Essay response (40 marks)</p> <p>November Mocks: Comp 2 Paper</p>	<p>Educake: A Christmas Carol</p> <p>Ongoing: Poetry Revision</p>	<p><u>End Point</u></p> <p>Students can understand and respond to an essay style question based on character/theme/relationships. Students can contextualise an extract provided from the novella and analyse the writer's use of language, structure and tone. Students can construct an academic essay in response to the question using wider knowledge of the novella and the extract.</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Knowledge of 19th Century (Year 9 and Year 10) - Knowledge of A Christmas Carol context/ plot (Year 9) - Analysis of writer's ideas (Year 8-9) - Application of contextual factors (Year 8-9)
2.1 Macbeth (6 weeks)	<p style="text-align: center;"><u>Macbeth</u></p> <p>Students to understand the narrative of the play text Macbeth. Students will explore Shakespeare's use of dramatic techniques to explore key themes in the play. Students will develop their critical writing skills with a focus on exploring social/historical influences.</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation Text (peer assessed – RAG)</p> <p>End Assessment: Essay Response (25 marks)</p> <p>Feb Mocks: Component 1 Paper</p>	<p>Educake: Macbeth activities</p> <p>Ongoing: Poetry Revision (Unseen)</p>	<p><u>End Point</u></p> <p>Students can understand and respond to an extract-based question on Macbeth. They can contextualise an extract provided and can analyse writer's use of language, structure, tone and dramatic effects on the audience. Students can also respond to an essay style question based on character/theme/relationships from the play. Students can plan a response effectively, using their knowledge of the whole play, detailing specific textual details. They can construct an academic, fluent essay in response to the question, using varied sentence structure and vocabulary.</p>

				<p>Skills Interleaved</p> <ul style="list-style-type: none"> - Context of Shakespearean Tragedy (Year 8 and Year 9) - Knowledge of Macbeth context/ plot (Year 9) - Analysis of writer's ideas (Year 8-9) - Application of contextual factors (Year 8-9)
2.2 Poetry Revision (Anthology and Unseen) (7 weeks)	<p><u>Poetry (Anthology and Unseen)</u></p> <p>The students will understand 18 named Anthology poems and develop their ability to infer and analyse poetry with a focus on the themes of war, conflict, identity, nature, power & prejudice, love, relationships. Students will study a poetry from across different time periods and will evaluate the writers' intentions in relation to poetic movements (Romantic etc) as well as historical context (WW1, etc).</p> <p>The students will develop their ability to infer, analyse and compare poetry that is unseen. Students will use prior knowledge of Power & Conflict to evaluate meanings of language.</p>	<p>Pit Stop 1: Poem analysis (15 marks)</p> <p>Pit Stop 2: Poem analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG</p> <p>End Assessment: Comparative essay (25 marks)</p>	<p>Educake: Poetry Activities</p> <p>Ongoing quotation revision</p>	<p>End Point</p> <p>Students can understand and respond to a thematic question based on one of the poems from the poetry anthology/unseen poem. They can write fluently and academically, analysing the poet's choices of language, structure and tone effectively. Students can apply knowledge of context appropriately (where relevant) to highlight their analysis. Students can compare poems and presentation of themes.</p>
3.1 Revision (4 weeks)	<p><u>GCSE English Literature Revision</u></p> <p>Students will revise the key requirements, skills and knowledge required for Component 1 and Component 2.</p>	<p>Pit Stop 1: Component 1 Full Paper</p> <p>Pit Stop 2: Component 2 Full Paper</p>	Structured revision activities	<p><u>End point:</u></p> <p>-Students can complete the GCSE English Literature examinations with confidence</p>

Wider Reading Opportunities:

18 Under 18 recommendations: The Bell Jar by Sylvia Plath, This Lie Will Kill You by Chelsea Pitcher, The Midnight Library by Matt Haig, Blackout by Dhonielle Clayton, 1984 by George Orwell, The Girl On the Train by Paula Hawkins, Evolution of a Girl by L.E. Bowman, Eleanor and Park by Rainbow Rowell, The Women of Brewster Place by Gloria Naylor, Catherine House by Elisabeth Thomas, The Westing Game by Ellen Raskin, Girl in Pieces by Kathleen Glasgow, The Great Godden by Meg Rosoff, The Prime of Miss Jean Brodie by Muriel Spark, Love in English by Maria E. Andreu, Geese are Never Swans by Eva Clark, Sanctuary by Abby Sher, Punching the Air by Ibi Zoboi

