



Wollaston School: 2023/24 Curriculum Map for (*English*).
Curriculum Lead: (*Jonathan Litt*)



Curriculum Aim and scope:

In English we study a range of challenging texts, across all key stages in order to develop the reading and writing skills that will encourage curiosity, enthusiasm and independence in our learners as both readers and writers. Reading is at the heart of all we do but the texts are supplemented by topics of study that encourage students to be inquisitive and to ask, and answer, provocative questions about the world around us. All lessons are underpinned with the core literacy skills necessary to be confident learners both in English but also across the school.

What are your aims for this subject?

For all students to leave in year 11 with a love of reading, exposure to writers from a range of backgrounds and secure literacy skills.

In line with the aims of the English National Curriculum, we aim to encourage students throughout KS3 to:

- Develop an appreciation and love of reading through the teaching of high-quality works covering a range of forms and authors.
- Read independently for challenge, interest and enjoyment.
- Develop an understanding of increasingly challenging texts and vocabulary.
- Develop creative, imaginative, and independent skills when inferring texts and producing their own forms of writing.
- Develop a critical understanding of how language works to create meaning for an audience.
- Develop independent opinions when analysing the work of others.
- Develop confidence and take risks in their work, experimenting with language to achieve different purposes and appeal to a variety of audiences.
- Develop a clear understanding of different forms and purposes of writing, and have the ability to demonstrate this in their own work.
- Proof-read and self-correct work with confidence.

Year	Term	Unit	Description of what is being taught	Links to National Curriculum	Subject Specific Terminology and Key Words	Prior knowledge (including previous key stage/retrieval required)	Assessment and Homework (How is the learning being checked- how do you know it is being remembered?)
Year 7	1	Theme: Setting Study of a modern novel: Trash	Students will learn about context and setting and its effect on the novel. They will start to develop skills in language analysis: inference and deduction writer's intentions, character perceptions, wider themes as well as being introduced to a range of forms and purpose of writing.	Links to Language Paper 1 – GCSE specification, allowing students to read, understand and analyse a text. Specific links to cultural capital and broader understanding and knowledge of different societies, worlds, and cultures. Students complete GCSE style tasks – listing, impressions, evaluate, descriptive writing.	Key words: <i>Atmosphere, environment, surrounding, senses, ambiance, sensations, inference, context.</i>	KS2 – Students will be able to effectively write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing.) Students arriving to KS3 should correctly spell most words from the Year 5/6 spelling list, use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Assessment: either Reading: extract based, how is mood and atmosphere is created through the description of the setting? Or Writing: Persuasive speech writing- Who's responsibility is it to help children living in dumpsites?
	2	Theme: Setting Continued Study of a modern novel: Trash	Students will learn about context and setting and its effect on the novel. They will start to develop skills in language analysis: inference and deduction, writer's intentions, character perceptions, wider themes as well as being introduced to a range of forms and purpose of writing.	Links to Language Paper 1 – GCSE specification, allowing students to read, understand and analyse a text. Specific links to cultural capital and broader understanding and knowledge of different societies, worlds, and cultures. Students complete GCSE style tasks – listing, impressions, evaluate, descriptive writing.	Key words: <i>Atmosphere, environment, surrounding, senses, ambiance, sensations, inference, context.</i>	KS2 – Students will be able to effectively write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing.) Students arriving to KS3 should correctly spell most words from the Year 5/6	Assessment: either Reading: extract based, how is mood and atmosphere is created through the description of the setting? Or Writing: Persuasive speech writing- Who's responsibility is it to help children living in dumpsites?

		<p>Theme: Study of poetry</p> <p>Focus on diversity and other cultures</p>	<p>Students will begin their exploration of poets /contexts alongside an introduction to poetic methods. They will continue their development of how to discuss writer's intentions as well as gaining understanding of the form of the poetry.</p>		<p>Key words: <i>Anaphora, monosyllabic, semantic field, enjambment, caesura, simile, metaphor, imagery, stanza</i></p>	<p>spelling list, use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>	<p>Assessment: either</p> <p>Reading: How does the poet portray the theme of... focusing on ONE poem from the anthology</p> <p>or Writing: to write a 3-stanza poem using an extended metaphor.</p>
	3	<p>Theme: Reading and Writing Skills</p>	<p>Students will practise and develop reading skills including scanning and skimming. Develop independence when reading and retrieve information. Practise identifying precise inferences from a text and begin to develop a personal response to a text. For writing, students will learn to identify different sentence types and be able to use these confidently in their writing and for different effects. Students will learn to use features appropriate for the format of writing and the importance of sequencing ideas in a logical order, separating through paragraphs and other cohesive devices.</p>	<p>Students will explore at a deeper level fiction and non-fiction reading and writing skills, inference, explicit and implicit information, how to analyse language choices and a writer's intention, referring to contextual understanding, tone and format of writing, persuasive techniques. Articles have</p>	<p>Key words: <i>Inference, explicit, explain, non-fiction, tone, implicit, analyse, fiction, evidence, context</i></p>	<p>KS2 - Students have prior knowledge of superlatives, modal verbs, adverbs, alliteration, emotive language, similes, metaphors, rhetorical questions, formal and informal tone, cohesion between paragraphs, speech writing, chronology, and emotive language.</p>	<p>Assessment: either</p> <p>Reading: GCSE style 'How does the writer show the thought and feelings of....' using a text of choice from the scheme.</p> <p>Writing: Persuasive Letter writing- write a letter to Katie Hopkins expressing your views.</p>

4	<p>Theme: Reading and Writing Skills continued</p> <p>Theme: Study of poetry</p> <p>Focus on diversity and other cultures</p>	<p>Students will continue their exploration of poets /contexts alongside a continued introduction to poetic methods. They will continue their development of how to discuss writer’s intentions as well as gaining understanding of the form of the poetry.</p>	<p>Students will explore at a deeper level fiction and non-fiction reading and writing skills, inference, explicit and implicit information, how to analyse language choices and a writer’s intention, referring to contextual understanding, tone and format of writing, persuasive techniques. Articles have</p>	<p>Key words: <i>Inference, explicit, explain, non-fiction, tone, implicit, analyse, fiction, evidence, context</i></p> <p>Key words: <i>Inference, explicit, explain, non-fiction, tone, implicit, analyse, fiction, evidence, context</i></p>	<p>KS2 - Students have prior knowledge of superlatives, modal verbs, adverbs, alliteration, emotive language, similes, metaphors, rhetorical questions, formal and informal tone, cohesion between paragraphs, speech writing, chronology, and emotive language.</p>	<p>Assessment: either Reading: GCSE style ‘How does the writer show the thought and feelings of....’ using a text of choice from the scheme.</p> <p>Writing: Persuasive Letter writing- write a letter to Katie Hopkins expressing your views.</p> <p>Assessment: Either Reading: How does the poet portray the theme of... focusing on ONE poem from the anthology</p> <p>Or Writing: to write a 3-stanza poem using an extended metaphor.</p>
5	<p>Theme: Genre</p> <p>Genre Study of dystopian literature</p>	<p>Students will understand the conventions of the dystopian genre: settings, characters, plots. They will gain an understanding of narrative forms and their effect. Students will be able to use their knowledge to plan and create a dystopian setting (utilising the taught conventions) through descriptive writing.</p>	<p>Understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text.</p>	<p>Key words: <i>Genre, antagonist, protagonist, post-apocalyptic, danger, mystery, decay, loneliness, nostalgia, loss.</i></p>	<p>Prior knowledge of narrative reading and writing skills across KS2 including – use of suspension and tension, figurative language, variety of sentence openers.</p>	<p>Assessment: either Reading: selected extract from booklet - ‘How does the writer use features of the dystopian genre?’</p> <p>or Writing: creative writing 3rd person omniscient narrative – picture / title stimulus ‘A Dystopian World.’ Students create a description of a dystopian world.</p>

	6	<p>Theme: Character</p> <p>An introduction to Shakespeare's characters.</p>	<p>Students will be introduced to Shakespeare's language through the study of a range of his most famous characters. They will gain an understanding of the basic Shakespearian comedies and tragedies as well as developing appreciation of how language choices made by the author are meaningful and deliberate. They will start to recognise the use of figurative language with growing independence and learn to develop character voice in their writing.</p>	<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through drama; Shakespeare.</p> <p>Read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p>Key words: <i>Victim, hero, villain, regal, tyrant, noble, flat and round characters.</i></p>	<p>Study of Shakespeare in drama – performance, characters, props, lighting, staging, speech. Students have prior knowledge of monologues, soliloquies, prose, figurative and literal language.</p>	<p>Assessment: either</p> <p>Reading: extract based – character focus. i.e., 'How does Shakespeare use language to present...'</p> <p>or Writing: Diary writing. Writing from the perspective of a character reflecting on events of the play.</p>
Year 8	1	<p>Theme: Character and diversity.</p> <p>Study of a modern novel: My Sister Lives on the Mantelpiece</p>	<p>Students will build on skills considering the importance of context and setting and its effect on the novel. Continued development of reading for meaning, considering a writer's literary methods in relation to character. Study of narrative writing with focus on 1st person narration and 'showing not telling'. Exploration of themes: loss, grief, relationships, prejudice, racism.</p>	<p>Develop an appreciation and love of reading through books, contemporary focus. learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p>	<p>Key words: <i>immature, generous, protagonist, energetic, compassionate, benevolent, islamophobia, affable.</i></p>	<p>Through KS2 and Year 7 learning students are familiar with reading books. The unit to finish Year 7 has a focus on characters, as does the first unit of year 8 so they can continue on the learning of characterisation, reading for meaning, 1st person narrative style, omniscient narrative style. Students will continue writing at length and spend time with a focus on analytical</p>	<p>Assessment: either</p> <p>Reading: extract based – focus on impressions of a character: Jamie, Sunya.</p> <p>or Writing: writing a narrative gap – filling in a 'missing piece' of narrative – 1st person or 3rd person omniscient.</p>

						writing and development of extended responses.	
2	<p>Theme: Character and diversity.</p> <p>Continued study of a modern novel: My Sister Lives on the Mantelpiece</p> <p>Theme: Study of poetry focused on love and relationships.</p>	<p>Students will build on skills considering the importance of context and setting and its effect on the novel. Continued development of reading for meaning, considering a writer's literary methods in relation to character. Study of narrative writing with focus on 1st person narration and 'showing not telling'. Exploration of themes: loss, grief, relationships, prejudice, racism.</p> <p>Students will further develop their exploration of poets /contexts. They will be introduced to varying forms of poetry and continue their development of how to discuss writer's intentions and overarching messages through identification an annotation of poetic devices. Students will be introduced to the language of comparison: comparing poems in relation to themes, messages, and methods</p>	<p>Develop an appreciation and love of reading through books, contemporary focus. learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p>	<p>Key words: <i>immature, generous, protagonist, energetic, compassionate, benevolent, islamophobia, affable.</i></p> <p>Key words: <i>Quatrain, stanza, rhythm, rhyme scheme, metre, couplet, stress, pace, syntax, device, convey, representation</i></p>	<p>Through KS2 and Year 7 learning students are familiar with reading books. The unit to finish Year 7 has a focus on characters, as does the first unit of year 8 so they can continue on the learning of characterisation, reading for meaning, 1st person narrative style, omniscient narrative style. Students will continue writing at length and spend time with a focus on analytical writing and development of extended responses.</p>	<p>Assessment: either</p> <p>Reading: extract based – focus on impressions of a character: Jamie, Sunya.</p> <p>or Writing: writing a narrative gap – filling in a 'missing piece' of narrative – 1st person or 3rd person omniscient.</p> <p>Assessment: either</p> <p>Reading: comparison question across TWO poems, taken from the anthology.</p> <p>or Writing: to write a narrative poem focused on a personal relationship.</p>	
3	Theme: Setting	Student will gain an understanding of the	Develop an appreciation and love of reading, and read	Key words: <i>pathetic fallacy,</i>	Through KS2 and Year 7 learning, students are	Assessment: either	

		<p>Theme: Either: 19th Century Literature: Frankenstein or Boy 87</p>	<p>features of their chosen genre and develop their understating of how context impacts our understanding. There will be opportunities to consider aspects of ethics and morality (the plight of refugees and playing God). Students will develop their skills of annotation when reading for meaning. Further teaching of narrative forms with focus on the effect of voice and third person omniscient. Students will also become confident in the identification and used of challenging literary methods. pathetic fallacy, contrast, juxtaposition, foreshadowing, foreboding as relevant to the chosen text.</p>	<p>increasingly challenging material independently through: reading a wide range of including in particular whole books, with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, contemporary, including prose, and seminal world literature knowing the purpose, audience for and context of the writing and drawing on this knowledge to support meaning studying setting, plot, and characterisation, and the effects of these</p> <p>write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing</p>	<p><i>contrast, juxtaposition, foreshadowing, contemporary, modern, description, impact, perceptions, contrast.</i></p>	<p>familiar with reading books. Students have already had a focus on setting from KS2 and Trash with a close focus on the use of setting in narrative reading. Students will expand their knowledge of setting through descriptive writing, pathetic fallacy and language choices.</p>	<p>Reading How does the writer use setting to.... (for example, create drama and tension)</p> <p>or Writing: descriptive writing of a setting using third person omniscient narration.</p>
4		<p>Theme: Setting Continued study of 19th Century Literature:</p>	<p>Student will gain an understanding of the features of their chosen genre and develop their understating of how context</p>	<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p>	<p>Key words: <i>pathetic fallacy, contrast, juxtaposition, foreshadowing,</i></p>	<p>Through KS2 and Year 7 learning, students are familiar with reading books. Students have already had a focus on</p>	<p>Assessment: either Reading How does the writer use setting to.... (for example, create drama and tension)</p>

		<p>Frankenstein or Boy 87</p> <p>Theme: Continued study of poetry focused on love and relationships.</p>	<p>impacts our understanding. There will be opportunities to consider aspects of ethics and morality (the plight of refugees and playing God). Students will develop their skills of annotation when reading for meaning. Further teaching of narrative forms with focus on the effect of voice and third person omniscient. Students will also become confident in the identification and used of challenging literary methods. pathetic fallacy, contrast, juxtaposition, foreshadowing, foreboding as relevant to the chosen text.</p> <p>Students will further develop their exploration of poets /contexts. They will be introduced to varying forms of poetry and continue their development of how to discuss writer’s intentions and overarching messages through identification an annotation of poetic devices. Students will be introduced to the language of comparison: comparing</p>	<p>reading a wide range of including in particular whole books, with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, contemporary, including prose, and seminal world literature knowing the purpose, audience for and context of the writing and drawing on this knowledge to support meaning studying setting, plot, and characterisation, and the effects of these</p> <p>write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing</p>	<p><i>contemporary, modern, description, impact, perceptions, contrast.</i></p> <p>Key words: <i>Quatrain, stanza, rhythm, rhyme scheme, metre, couplet, stress, pace, syntax, device, convey, representation</i></p>	<p>setting from KS2 and Trash with a close focus on the use of setting in narrative reading. Students will expand their knowledge of setting through descriptive writing, pathetic fallacy and language choices.</p>	<p>or Writing: descriptive writing of a setting using third person omniscient narration.</p> <p>Assessment: either Reading: comparison question across TWO poems, taken from the anthology.</p> <p>or Writing: to write a narrative poem focused on a personal relationship.</p>
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			poems in relation to themes, messages, and methods				
5	Theme: Form Study of a play: Either Noughts and Crosses or Coram Boy	Students will build on previous text exploration with a focus on the form of a play. They will understand the conventions of the form and how features work alongside language to create meaning. Students will be increasingly independent in their analysis of texts and identification of literary methods and their effects. Students will understand the form and purpose of a review and it's conventions. They will <i>demonstrate</i> the ability to adapt their language for form, audience and purpose.	Develop an appreciation and love of reading, and read increasingly challenging material independently through: plays with a wide coverage of genres, contemporary, including prose, poetry and drama; read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	Key words: <i>Immersive theatre, naturalism, realism, monologue, stage directions, lighting,</i>	Students have a growing familiarity with plays and performances from KS2 and into KS3 having more recently studied William Shakespeare's characters. Students will expand on their knowledge of stagecraft, speech and dialogue, stage direction and scripts.	Assessment: either Reading: Extract focus: How are language and form used to create a reaction from the audience? or Writing: write a review of Act 1 for a teenage audience.	
6	Theme: Form Continued study of a play: either Noughts and Crosses or Coram Boy	Students will build on previous text exploration with a focus on the form of a play. They will understand the conventions of the form and how features work alongside language to create	Develop an appreciation and love of reading, and read increasingly challenging material independently through: plays with a wide coverage of genres, contemporary,	Key words: <i>Immersive theatre, naturalism, realism, monologue,</i>	Students have a growing familiarity with plays and performances from KS2 and into KS3 having more recently studied William Shakespeare's characters. Students will expand on	Assessment: either Reading: Extract focus: How are language and form used to create a reaction from the audience?	

		<p>Theme: Continued study of poetry focused on love and relationships.</p>	<p>meaning. Students will be increasingly independent in their analysis of texts and identification of literary methods and their effects. Students will understand the form and purpose of a review and its conventions. They will <i>demonstrate</i> the ability to adapt their language for form, audience and purpose.</p> <p>Students will further develop their exploration of poets /contexts. They will be introduced to varying forms of poetry and continue their development of how to discuss writer's intentions and overarching messages through identification an annotation of poetic devices. Students will be introduced to the language of comparison: comparing poems in relation to themes, messages, and methods</p>	<p>including prose, poetry and drama; read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p><i>stage directions, lighting,</i></p> <p>Key words: <i>Quatrain, stanza, rhythm, rhyme scheme, metre, couplet, stress, pace, syntax, device, convey, representation</i></p>	<p>their knowledge of stagecraft, speech and dialogue, stage direction and scripts.</p>	<p>or Writing: write a review of Act 1 for a teenage audience.</p> <p>Assessment: either Reading: comparison question across TWO poems, taken from the anthology.</p> <p>or Writing: to write a narrative poem focused on a personal relationship.</p>
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Year 9	1	<p>Theme: Character and context</p> <p>Novel study: Of Mice and Men</p>	<p>Students will develop a confident understanding of how the attitudes of the time are reflected in the writer's methods. They will further develop their analytical and academic written style, fluently embed quotations into sentences and be able to analyse extracts independently. Students will focus on communicating character voice through description, with careful vocabulary choices and a range of figurative devices. They will be able to vary sentence types to create fluency and emphasis.</p>	<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction including in particular whole books with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature contemporary, and seminal world literature. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories,</p>	<p><i>Key words:</i> Great Depression, Dust Bowl, American, Dream, Segregation, Migrant, Sexism, Misogyny, Isolation, Racism, Lynching, Idealism, Marginalisation, Ranch hands, loyal, foil, anti-hero.</p>	<p>Building upon fiction reading from Year 7 and 8 students now study a more complex text with a variety of themes and issues, students will develop writing at length including analysis of themes and context, language and authorial intent. Students will approach GCSE style questions including How, List and Impressions questions looking at extracts and the wider novel.</p>	<p>Assessment: either Reading: 'How does Steinbeck present...in section...?'</p> <p>Or Writing: Diary writing character reflection on events demonstrating awareness of context.</p>
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				<p>scripts, poetry and other imaginative writing; Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>			
	2	<p>Theme: Controversy</p> <p>Explored through non-fiction texts.</p>	<p>Students will be able to identify specific choices an author has made to create meaning and discuss their effects, including more complex ideas like tone and structure of writing. They will be able to respond confidently to a 'how' question, beginning to comment on the writer's choices and focusing on clear and concise explanation. They will consolidate knowledge of persuasive techniques and to use these judiciously in their writing to achieve their purpose. They will begin to write with a 'tone' and consider language and other choices and how these create tone and have a</p>	<p>Making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning making critical comparisons across texts</p> <p>Notes and polished scripts for talks and presentations</p>	<p>Key words: <i>Alliteration, anecdote, hyperbole, metaphor, rule of 3, emotive language, facts, opinions, rhetorical questions, ethical, critical thinking, consequences, bias.</i></p>	<p>Students have a broader focus on non-fiction writing here, students will consider purpose, audience, tone and format of articles and writing as well as comparing viewpoints and ideas and consideration of complex and universal issues.</p>	<p>Assessment: either Reading: How does the speaker present their feelings about the issues in this speech? Or Writing: transactional – speech writing to persuade on a social issue.</p>

			confident understanding of form.	and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting ideas and arguments with any necessary factual detail Understanding how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
	3	Theme: Theme and form Shakespeare: Romeo and Juliet	Students will develop their understanding of Shakespeare's language, analysing key scenes with increasing independence. They will be guided in annotating play scripts – paying attention to stage directions; structural features – how acts / scenes begin and end and are positioned for dramatic effect in order to further develop a writer's message. They will begin to identify recurring themes within the text and consider how they are reflected in the writer's methods and write confidently about this.	Develop an appreciation and love of reading, and read increasingly challenging material independently through: plays with a wide coverage of genres, contemporary, including prose, poetry and drama; read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range studying setting, plot, and characterisation, and the effects of these	Key words: <i>Monologue,</i> <i>dramatic irony,</i> <i>imagery,</i> <i>soliloquy, verse,</i> <i>prologue</i>	Students have a growing familiarity with plays and performances from KS2 and KS3 having more recently studied William Shakespeare's characters and Noughts and Crosses adaptation. Students will expand on their knowledge of stagecraft, speech and dialogue, stage direction and scripts including reference to GCSE style questions with thematic or character focus.	Assessment: either Reading: How is violence presented in this extract and other parts of the play? Or Writing: Writing a soliloquy as one of the characters.

				understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.			
	4	<p>Theme: Comparing texts</p> <p>English Language GCSE skills through Crime short stories.</p>	<p>Students will gain an introduction to the conventions of the crime genre. They will be able to comment on a writer's structural choices and how they create meaning. They will develop their ability to annotate texts for language, writers' methods, and structure: focusing on how tension is created and confidently form inferences about a character. They will communicate these ideas fluently using embedded quotations. Students will be introduced to the form of report writing as well as building on narrative skills considering how language and structure are used for effect.</p>	<p>Making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning making critical comparisons across texts</p> <p>Notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting</p>	<p>Key words: <i>Genre, simple, compound, complex sentences, connectives, intentions, deduction, inference, impressions, codes and conventions, narrative, context</i></p>	<p>Students to study a range of short stories linking to crime, students will develop their skills of comparison thinking about how a writer builds an impression of a character. They will also focus on thematic study – genre and conventions of. Students will begin to build their own concepts of narrative writing and how to create a mood or tone through language choices.</p>	<p>Assessment: either</p> <p>Reading: Compare how the writers' use language and structure to present their female protagonists.</p> <p>Or Writing: Narrative writing utilising the crime conventions starting with a given title: 'In Cold Blood' / 'Monday Murder Club' / 'Cover Her Tracks'</p>

				ideas and arguments with any necessary factual detail Understanding how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
5	<p>Theme: Narrative voice</p> <p>Modern Novel study: A Curious Incident of the Dog in the Night-time or Pigeon English</p>	Students will be able to use empathy skills to consider how different characters would view a situation, and to then reflect this in vocabulary, sentence structures and tone of writing. They will learn to consider how a character would use language carefully, using their reading of the character so far to inform their choices when crafting and know how to include specific choices from the novel appropriately without compromising the tone of the piece. They will be able to explain how the writer's choices create an individual narrative voice, with use of terminology and understand the importance of the writer's structural choices.	<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <p>reading a wide range of fiction including in particular whole books with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature contemporary, and seminal world literature.</p> <p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>making inferences and referring to evidence in the text</p> <p>knowing the purpose, audience for and context of the writing and drawing on</p>	<p>Key words: <i>Context, intentions, impressions, context, dialogue, tone, empathy, omniscient, first person, purpose, bias</i></p>	Continuation of study of a novel, as the final novel of KS3 students will be expected to expand on every level of analysing prose – setting, characters, themes, context, language, description, comparison. Students will also be expected to use their knowledge of writing to complete extended tasks of fiction and non-fiction writing detailing characterisation, purpose and audience.	<p>Assessment: either</p> <p>Reading: character question exploring thoughts and feelings, using a selected extract (of choice) from either novel.</p> <p>Or Writing: News report on a key event.</p>	

				<p>this knowledge to support comprehension</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing;</p> <p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>			
	6	Theme: Introduction to GCSE War Poetry	<p>Students will develop an increasingly independent ability to analyse poetry, building on previous taught skills. They will develop a clear understanding of the effect of poetic voices and the impact of the contextual backdrop of war poets, conflicts, and propaganda and work to identify significant recurring themes. Students will develop</p>	<p>Read and appreciate the depth and power of the English literary heritage through:</p> <p>The range will include: Poetry since 1789.</p>	<p>Key words: <i>Propaganda, conflict, patriot, patriotism, patriotic, rhyme, rhythm, metaphor, stanza, authorial method, imagery</i></p>	<p>Students will begin to study a thematic unit of poems – war based. Some of these poems are GCSE poems that they will revisit at KS4. Students will expand their knowledge of analysing poems using prior knowledge and building upon it. Students will develop their ability to compare poems, looking</p>	<p>Assessment: either</p> <p>Reading: Presentation of war – comparison across TWO poems</p> <p>Or Writing: Creative writing - title stimulus 'Lest We Forget' / 'Your Country Needs You!'</p>

			recognition of poetic methods, forms and structures: free verse, sonnet, narrative and exploration of the importance of sound. They will develop detail in their annotations in line with GCSE expectations.			at poetic techniques, tone and mood.	
Year 10	1	Fiction Reading and Writing	20th Century Reading. In this unit, students study a range of literature extracts, around 60-100 lines long, and they are assessed on these through a range of structured questions. This is worth 20% of their Language grade. This leads students onto Prose Writing. This is again worth 20% of the final Language grade and here, students are asked to write their own story based on a list of four titles provided.	GCSE Specification read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences 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,	Key words: <i>Implicit, explicit, impressions, how, evaluate, justify.</i>	Building upon inference skills from KS3, students continue to explore fiction extracts and expand on their ability to extract, analyse, evaluate, and justify. Students will work more autonomously at this level and complete extended timed written tasks, using implicit and explicit information. Writing tasks will be developing the ability to write creatively and at length, exploring structure, speech, themes, genres, language and vocab.	Assessment: Fiction R and W GCSE paper (sat as separate units)

				demonstrating to others and participating in debate			
	2	Novel (A Christmas Carol) and War Poetry	Students are taught the novel A Christmas Carol – including information on Dickens, characters, quotes, context, themes, approaching an exam question.	GCSE Specification	Key words: <i>Social injustice, poverty, benevolent, foil.</i>	Students build upon their analytical skills, through exploration of the set text. Students will be challenged with reading more complex stories with the ability to write about them in detail, memorising key aspect, quotes, characters and themes.	Assessment: GCSE ACC Q
	3	Post-19th Century Play (Blood Brothers or An Inspector Calls) and Unseen Poetry Assessment: GCSE BB/AIC Q	Students are taught the play Blood Brothers OR An Inspector Calls – including information on Russell/Priestley, characters, quotes, context, themes, stage craft and approaching an exam question.	GCSE Specification	Key words: <i>Class, socialism, capitalism, poverty, fate.</i>	Students build upon their analytical skills, through exploration of the set text. Students will be challenged with reading more complex plays with the ability to write about them in detail, memorising key aspect, quotes, characters and themes.	Assessment: GCSE BB/AIC Q
	4	Non-Fiction Reading and Writing	Non-Fiction Reading and Transactional/Persuasive Writing, both of which are worth 30% of the final grade, are studied towards the end of the year. The Non-Fiction Reading unit asks students to study some 19th and 21st century non-fiction texts and compare them through a range of structured questions while the transactional/persuasive writing requires students to answer two compulsory questions.	GCSE Specification	Key words: <i>Purpose, audience, format, tone.</i>	Building upon inference skills from KS3, students continue to explore non-fiction extracts and expand on their ability to extract, analyse, evaluate, and justify. Students will work more autonomously at this level and complete extended timed written tasks, using implicit and explicit information. Writing tasks will be developing the ability to write at length with	Assessment: Non-Fiction R GCSE paper

						attention on purpose, audience, format and tone within writing.	
	5	Anthology Poetry	A selection of 17 poems under multiple themes.	GCSE Specification	Key words: <i>Effect, mood, tone, structure, semantics, imagery.</i>	Students build upon their knowledge of analysing poetry using context to build upon understanding. Students continue to compare themes and authors intentions and purpose.	Assessment: GCSE Q
	6	Spoken Language and Anthology Poetry	Students will give a 5-10 minute speech of their choosing to the class with questions.	GCSE Specification The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 4 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.	Key words: <i>Tone, mood, formal, informal, pace.</i>	Students will craft a speech, using knowledge from the prior unit about tone, pace, format and audience. Students will work autonomously and research a relevant topic and incorporate responding to questions.	Assessment: GCSE Spoken Language assessment

<p>Year 11</p>	<p>1</p>	<p>Shakespeare (Macbeth or Romeo & Juliet) and Anthology Poetry</p>	<p>Students are taught the play Macbeth OR Romeo and Juliet including information on Shakespeare, characters, quotes, context, themes, stage craft and approaching an extract and whole play question.</p>	<p>GCSE Specification read and appreciate the depth and power of the English literary heritage through:</p> <p>reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:</p> <p>at least one play by Shakespeare works from the 19th, 20th and 21st centuries poetry since 1789, including representative Romantic poetry re-reading literature and other writing as a basis for making comparisons choosing and reading books independently for challenge, interest and enjoyment</p>	<p>Key words: <i>Tragedy, Jacobean, purpose, intent, supernatural, gender, guilt, ambition.</i></p>	<p>Students build upon their analytical skills, through exploration of the set text. Students will be challenged with reading more complex plays with the ability to write about them in detail, memorising key aspect, quotes, characters and themes. Students will use their contextual understanding and knowledge of performance to respond to set extract and whole play responses.</p>	<p>Assessment: GCSE Q</p>
	<p>2</p>	<p>GCSE Revision: ACC and BB/AIC</p>		<p>GCSE Specification read and appreciate the depth and power of the English literary heritage through:</p> <p>reading a wide range of high-quality, challenging,</p>			<p>Assessment: GCSE Q</p>

				<p>classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:</p> <p>at least one play by Shakespeare works from the 19th, 20th and 21st centuries poetry since 1789, including representative Romantic poetry re-reading literature and other writing as a basis for making comparisons choosing and reading books independently for challenge, interest and enjoyment</p>			
	3	GCSE Revision: Fiction R + W		<p>GCSE Specification write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points,</p>			Assessment: GCSE Q

				<p>and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p>			
	4	Non-Fiction R & W		<p>GCSE Specification</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</p> <p>selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices,</p>			Assessment: GCSE Q

				to reflect audience, purpose and context, and using Standard English where appropriate			
	5	Tailored revision		GCSE Specification			Assessment: GCSE Q
	6	Tailored revision		GCSE Specification			Assessment: GCSE Q