

Sir John Talbot's School

CURRICULUM

#togetherwegrow

Marches Academy Trust 

English

Our vision

We aim for a broad 'English' curriculum developing language, literature and literacy skills that are under-pinned by clear explicit real-world purposes. We want our students to leave us as confident readers, writers and speakers so that they enter society as effective communicators.

We aim to foster a love of learning through excellent teaching and selecting diverse, challenging and engaging texts. Cultural capital opportunities should be used to good effect: theatre trips, literacy speaking competitions and oracy club, to enable learning to be 'brought to life.'

We aim to fully prepare all students for their examinations and more importantly life beyond statutory education. We want them to leave us with a love of literature and language that will allow them to live life to the full. We want them to understand significant issues from the past to help broaden their understanding of current society and how the world in which we live has been created by the power of words.



Year 7 English Year Overview

What is my Learning Journey this year?



LITERACY FOR LIFE



#realworldready
What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?

What to expect...

Content – A look into a range of poems on different themes and topics
Assessment – Analysis
Bigger Picture Question – What's the point of poetry?

What to expect

Content – A jump back in time to discover one of Shakespeare's most loved comedies.
Assessment – Reading Analysis
Bigger Picture Question – how is the study of Shakespeare still relevant today? Why is Shakespeare still the most famous author if all time?

START

LP1

Monsters



What to expect

Content – A dive into myths, legends and monsters of literature
Assessment – Speech, Letter
Bigger Picture Question – What makes a monster, a monster? How can we persuade others of our views?

LP2

What's the Point of Poetry?

LP3

Thriller



What to expect

Content – A journey through the stories and real-world experiences of the crime and thriller genres
Assessment – Narrative
Bigger Picture Question – Do the stories of the thriller genres reflect the issues of society?

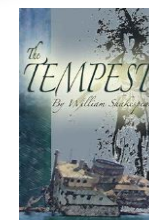
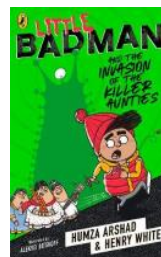
LP4

The Tempest

On to Year 8

Home Learning

Read at least one hour a week



Complete flipped learning tasks

Year 7 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows...	Prior Learning (KS2)	Future learning (KS3)
Monsters	<ul style="list-style-type: none"> -Understand speech writing and performing -Perform a persuasive speech -Read a variety of texts for meaning -Skim, scan, select and analyse from nonfiction texts -Understand persuasive features and how to use them effectively 	<ul style="list-style-type: none"> -A variety of persuasive devices and their effects: power of three; emotive language; rhetorical question; statistics; undermine the opposition; alliteration; direct address; exaggeration. -How to structure a speech -How to structure a letter -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Writing for different purposes -Reading fiction and nonfiction texts -Speak audibly and fluently with an increasing command of Standard English -Gain, maintain and monitor the interest of the listener(s) 	Perfect World scheme Year 8- spiral curriculum, revisiting and deepening knowledge of nonfiction reading and writing.
What's the Point of Poetry?	<ul style="list-style-type: none"> -Read and understand a variety of poems from different genres and cultures that are written for different purposes -Write their own poem -Analyse and annotate poems and exploring their meanings -Comment on how the poem makes them think or feel and form their own opinions on complex issues. 	<ul style="list-style-type: none"> -The student will know key poetic terms such as: Stanza; rhyme; onomatopoeia; simile; metaphor; personification; imagery. -How to structure an analytical paragraph response to a poem. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Exploring poetry -Writing for different purposes -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	The Titanic Year 8- poetry writing. Poetry anthology Year 9- more complex poems- preparing for comparison skill.
Thriller	<ul style="list-style-type: none"> -Read and understand a variety of different texts from the thriller genre -Analyse texts and explore the writer's craft -Write their own narrative piece using thriller conventions 	<ul style="list-style-type: none"> -Understand thriller conventions: pathetic fallacy; suspense and tension; supernatural; plot structure; characterisation; sentence structure; punctuation; vocabulary. -What makes a thriller text -How to structure a successful narrative -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Narrative writing -Narrative exploration -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Using a wide range of devices to build cohesion within and across paragraphs 	Noughts and Crosses Year 8- reading and understanding narratives/ creative writing responses. An Inspector Calls Year 9- reading and understanding narrative/ creative writing responses.
The Tempest	<ul style="list-style-type: none"> -Read, analyse and perform extracts from the play. -Write creatively from character's perspectives. -Understand and show empathy to characters. -Begin to understand play conventions. 	<ul style="list-style-type: none"> -Who Shakespeare was and why Shakespeare is relevant today. -An appreciation of Shakespeare's language. -A secure grasp of the plot and characterisation of the play. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Shakespeare plays -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	Thriller Year 7- plot structure Romeo and Juliet Year 8- more in depth study of Shakespeare's play. Macbeth Year 9- confidence in exploration of key GCSE text.

Year 7 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>Monsters week 1</u> - Read, understand and select information from 'Scientists to lead DNA hunt for Loch Ness monster.' -Analyse the viewpoint presented by a newspaper article on The Loch Ness Monster. -Read and respond to an extract about Medusa showing an understanding of how she is presented in an extract. -Literacy lesson: Recap capital letters and full stops.	Reading and selecting key information from non-fiction and fiction texts. Articulating and communicating ideas, and then organising them coherently for a reader. Students being able to ask relevant questions to extend their understanding and knowledge Distinguish between statements of fact and opinion	Reading non-fiction texts How to analyse articles. Understanding and using full stops and capital letters.
<u>Monsters week 2</u> - Develop literacy skills through reading and responding to questions about The Minotaur. - Analyse an extract from 'Jurassic Park' - Explore how a writer uses language in the Jurassic Park extract. - Literacy lesson: sentence structure and commas.	Basic literacy skills. Capital letters and full stops. Reading and retrieving information. Distinguish between statements of fact and opinion	Decoding non-fiction texts. How to analyse and identify the persuasive techniques. Understanding and using a comma
<u>Monsters week 3</u> - Evaluate what makes an effective speech. - Plan, create, rehearse and deliver a speech giving opinions on whether we should try to bring dinosaurs back to life and create a Jurassic theme park. -Literacy lesson: commas	Pupils should be taught to control their speaking and writing consciously and to use Standard English.	Understanding the structure of a speech. Developing opinion. Using persuasive techniques. Understanding what comma splice is and how to avoid it.
<u>Monsters week 4</u> - Read and understand 'Passage B: Unicorns and Yetis' text. - Sort and classify and summarise information from this text. - Analyse the text and have a class discussion. - Literacy lesson: simple, compound and complex sentences.	Reading and selecting key information from non-fiction and fiction texts.	Develop reading and annotating skills of non-fiction texts. Identifying persuasive techniques. Forming opinion and sharing. Understanding different sentence structures.

Year 7 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>Monsters week 5</u> -Explore the conventions of news reports -Write news report. -Deliver news report to the class. -Literacy lesson: simple, compound and complex sentences.	Assessing the effectiveness of their own and others' writing. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	How to structure a news report. Understanding the 3 different sentence structures and be able to use them/identify them.
<u>Monsters week 6</u> -Analyse an extract from Jaws and select information -use real texts to create a guide to staying safe at sea. -Analyse 'Passage A: The Beast of Bodmin Moor' and answer comprehension question. -Literacy: relative clauses.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Reading and annotate to identify persuasive techniques. How to structure a guide. Understanding what relevant clauses are and being able to identify them in a text.
<u>Monsters week 7</u> -Use the Beast of Bodmin text to prepare for your assessment. -Recap persuasive skills and plan assessment. -Complete assessment: persuasive letter. - Literacy: semi colon.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Understanding the persuasive techniques and how to target the audience to achieve a purpose. How to structure a letter. Understand what a semi colon is and how to use it.
<u>Monsters week 8</u> -Watch documentary on The Loch Ness Monster of Beast of Bodmin. -Consolidate learning through class discussion -Feedback on assessment -Literacy: complete descriptive task using all of the techniques learnt this term.	Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.	Articulating opinions and listening to others to other interpretations. Improve work by acting on feedback. Using a full stops, capital letter, comma, semi colon, relative clause and all three different sentence structures accurately.

Year 7 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Poetry week 1 -Students to be introduced to and understand poetic terms that will apply to the rest of the unit. -Explore rhythm and imagery; -Analyse 'T Rex' to develop understanding of metaphor. -Literacy: question mark and exclamation mark.	Recognising simple recurring literary techniques poetry. Develop positive attitudes towards and stamina for writing poetry.	Recap of Basic poetic techniques. Understanding of metaphor. Understanding of onomatopoeia. Develop and articulate opinion. Understand how to use a question and exclamation mark accurate.
Poetry week 2 --Explore alliteration; onomatopoeia and rhyme. -Analyse 'The Sound Collector' to develop my understanding of onomatopoeia. -Analyse F for Fox by Duffy; -Evaluate why poets write these poems and why people enjoy reading them. -look at different poetic forms. -Literacy: apostrophes	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry.	Understanding the purpose of poetry and the context which has influenced this. Evaluation of the poem and forming an opinion. Understanding of a sonnet and effect it creates. Understand how to use an apostrophe.
Poetry week 3 -Explore nonsense poetry like The Jabberwocky -Analyse From a Railway Carriage by Robert Louis Stevenson -Prepare for my assessment on this poem -Literacy: dialogue	Experience of reading about real world events. Reading and understanding language.	Understanding the different purposes for writing and how these can have an effect on political and social change. Understanding how identity is explored through poetry. Understand what dialogue is.
Poetry week 4 -Analyse poems to do with identity and culture; - Literacy: rules of speech	Recognising some different forms of poetry [for example, free verse, narrative poetry].	Understanding rhyme and the effect it creates. Paragraph PEEL structure. Understand the rules of speech.

Year 7 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Poetry week 5 -Prepare to study war poetry by learning about WW1. -Complete a comprehension activity on propaganda. -Read and analyse 'Who's for the game?' by Jesse Pope. -Literacy: rules of speech	Forming opinions. Inferences from texts.	Understanding of WW1 context. Understanding of propaganda. Understanding of an extended metaphor. Put the rules of speech into practise.
Poetry week 6 -Learn about Wilfred Owen and his connection to Shropshire. -Read and begin to explore 'Anthem for Doomed Youth'. -Analyse the poem 'Anthem for Doomed Youth.' -Literacy: verbs	Identifying themes and conventions in a wide range of books and poetry. Drawing inferences from texts about the way people think and feel.	Understanding of Wilfred Owen and his perspective in war. Read and comment on language to explore effect. Understanding of verbs and how to use them for effect in writing.
Poetry week 7 -COMPETITION: take part in a speaking competition by delivering all or part of 'Anthem for Doomed Youth'. -Prepare for final assessment on 'Anthem for Doomed Youth' - Literacy: adjectives	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Develop confidence in speaking skills. PEEL technique and essay structure. Understanding of adjectives and how to use them for effect in writing.
Poetry week 8 -Prepare for final assessment on 'Anthem for Doomed Youth' -Write assessment. -4. Literacy: literacy assessment.	Participating in class discussions. Analysing key extract and considering their effect	Writing using PEEL structure for an extended period of time. Confidence in speaking and listening. Putting the literacy skills together to create a cohesive piece of writing.

The Big Picture Y7 English is a challenging yet welcoming introduction to the study of secondary English. From Jurassic Park and Year Group 7

The Loch Ness Monster to Oliver Twist, students will engage and respond to a wide range of fiction and non-fiction texts, developing their speaking, reading and writing skills.

Intent Monsters; Poetry; Thriller and The Tempest.

Students are baseline tested and then follow schemes which develop speaking, reading and writing skills. The schemes bring in more non-fiction and real-world English than KS2 but build on the creativity that is encouraged in Y5 and Y6. The schemes include texts like those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. Dickens texts have been included to increase challenge. Literacy lessons (vocabulary and grammar) form part of the scheme with students using the building better sentences scheme to study grammar topics such as: word classes, punctuation and sentence structure.

Implementation

There will be four LP units of approx. 10 weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set as independent learning. Students' revision skills will be developed through in class and independent assessment preparation.

WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, delivering speeches to the whole year group (Jurassic Park) enjoying spooky thriller texts (Lamb to the Slaughter), creating their own adaption of The Tempest, enjoying funny poems and exploring climate change, racism and conflict through poetry.

Literacy skills will be addressed through dedicated literacy lessons using the building better sentences scheme, literacy independent learning, key words, words of the week, spelling tests, AR and reading for pleasure.

Key assessments:

Formal assessment will take weeks 4 and week 8.

Mad time will take place weekly during literacy lessons.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Baseline testing
speech, persuasive letter**

Spring Term

**Poetry reading assessments
Thriller writing assessments**

Summer Term

**Extract analysis
Character relationship analysis**

Impact

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready
What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?

Year 8 English Year Overview

What is my Learning Journey this year?



LITERACY FOR LIFE



What to expect...

Content – An exploration of the playscript of *Noughts and Crosses*
Assessment – Analysis of character and extracts
Bigger Picture Question – What can we learn about society from studying *Noughts and Crosses*?



LP3

The Titanic

What to expect

Content – Shakespeare's *Romeo and Juliet*
Assessment – Analysis of extracts
Bigger Picture Question – Why is Shakespeare still relevant today?



START

LP1

A Perfect World

What to expect

Content – Advertising, persuasive language, activism
Assessment – Pitch and speech
Bigger Picture Question – What would make a perfect world? What do we need to improve?

LP2

Noughts and Crosses



What to expect

Content – A jump back in time to learn about *The Titanic*
Assessment – film review and Reading Analysis
Bigger Picture Question – What can we learn about society from studying *The Titanic*? How have things changed?

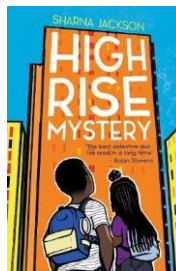
LP4

Romeo and Juliet

On to Year 9

Home Learning

Read at least one hour a week



Complete flipped learning tasks

Year 8 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading;; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows..	Prior Learning (KS2)	Future learning (KS3)
Perfect World LP	<ul style="list-style-type: none"> -Understand persuasive speech writing and how to perform a speech -Analyse and evaluate nonfiction texts -Read and decode a variety of texts written for different purposes and form an opinion on these. 	<ul style="list-style-type: none"> -A variety of persuasive devices and their effects: power of three; emotive language; rhetorical question; statistics; undermine the opposition; alliteration; direct address; exaggeration. -How English can lead to many careers. -How to structure a speech. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Writing for different purposes -Reading fiction and nonfiction texts -speak audibly and fluently with an increasing command of Standard English 	-An Inspector Calls Year 9- speech writing
Noughts and Crosses LP	<ul style="list-style-type: none"> -Read, analyse and evaluate the play exploring issues of diversity and revolution. -Write creatively to show character understanding. -Understand key terms associated with plays. 	<ul style="list-style-type: none"> -A variety of stagecraft techniques: stage directions; characters; plot; playwright; lighting; act; scene; soliloquy. -A secure grasp of character and plot. -Key themes such as diversity and revolution. -How literacy texts can be adapted for different platforms. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of plays -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	<ul style="list-style-type: none"> -An Inspector Calls Year 9- play study -Poetry Anthology Year 9 (poems based on diversity)
Titanic LP	<ul style="list-style-type: none"> -Read and understand nonfiction texts. -Analyse and evaluate nonfiction texts. -Explore 1912 context through texts and media films. 	<ul style="list-style-type: none"> -1912 context: hierarchy; classism; sexism; patriarchy. -How the class divide affected Edwardian society. -How to structure reviews -Build on knowledge of persuasive devices. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Reading nonfiction texts -Analysing and interpreting different texts. 	-An Inspector Calls Year 9- 1912 context
Romeo and Juliet LP	<ul style="list-style-type: none"> -Read, analyse and evaluate extracts from the play -Perform Shakespeare -Produce creative writing from character's perspectives 	<ul style="list-style-type: none"> -Develop a broader understanding of Shakespeare's -Key knowledge, plot and characterisation. -How to structure an analytical response. -Recap knowledge of stage craft. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Shakespeare plays - gain, maintain and monitor the interest of the listener(s) 	-Macbeth year 9- studying Shakespeare

Year 8 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>Perfect World Week 5</u> -Develop component 2 style reading and synthesis skills using articles about activism and the housing crisis; -Analyse and explore views on Grenfell Tower and £1 homes in Liverpool. -Literacy lesson: simple, compound and complex sentences.	<u>Monsters scheme:</u> Transactional writing Writing for different purposes Synthesising skills Understanding articles	How to effectively synthesis information How to analyse articles How to structure an article for effect
<u>Perfect World Week 6</u> -Evaluate a documentary on the housing crisis selecting relevant details. Literacy: relative clauses.	<u>Monsters scheme:</u> Transactional writing Evaluation of the writer's craft Retrieval of information	How writers use language for specific effect How to successfully retrieve information from nonfiction sources. How to use relative clauses to heighten sentence effect.
<u>Perfect World Week 7</u> -revise the features of persuasive speech writing -evaluate and annotate a range of persuasive speeches; -plan my assessment. - Literacy: semi colon.	<u>Monsters scheme:</u> Transactional writing Persuasive rhetoric Writing to persuade Planning	How to use persuasive rhetoric effectively in a creative piece How to successfully plan and draft work How to use semi colons for effect
<u>Perfect World Week 8</u> -complete a speech on a contemporary issue such as housing -Literacy: complete descriptive task using all of the techniques learnt this term	<u>Monsters scheme:</u> Transactional writing Speech writing Descriptive writing	How to write and perform a successful speech. What rhetoric is used in nonfiction pieces and how to vary this to achieve effect How to write to describe effectively.

Year 8 English Curriculum Unit Core Elements

<u>Lesson title/enquiry</u>	<u>Prior knowledge/links to previous years (including KS2)</u>	<u>Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.</u>
<u>Noughts and Crosses Week 1</u> -explore the context surrounding the play; -Introduce the characters and themes within the play; -students are to read, analyse and act out key scenes from Act 1 focussing on understanding setting; characterisation and key themes. -Literacy: question mark and exclamation mark.	<u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively	Who the main characters are in the play Play conventions and how these effect the way the play is to be read/ performed How to successfully produce a piece of drama in a group What happens in the first half of Act 1
<u>Noughts and Crosses Week 2</u> -revise DA FORREST features -revise newspaper conventions and write an article based on the play; -Explore the character of Callum and write a diary entry from his perspective. -Literacy: apostrophes	<u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Newspaper writing- Monsters scheme year 7 Diary writing- Thriller Year 7	What DA FORREST stands for and how the features are used effectively to enhance transactional writing Newspaper writing features Diary writing conventions Detailed knowledge of the character of Callum and his role in the play Detailed knowledge of the middle of Act 1
<u>Noughts and Crosses Week 3</u> -Explore the character of Jude and his role in Act 1; -read to the end of Act 1, exploring and analysing key scenes in detail; -students to take part in a prosecution activity and perform piece to the class -Introduce requirements for first mini assessment. -Literacy: dialogue	<u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Analysis assessment: The Tempest- Year 7 What's the Point of Poetry- Year 7	Detailed knowledge of the character of Jude Letter writing conventions The role of a judge and jury Detailed knowledge of the end of Act 1
<u>Noughts and Crosses Week 4</u> <u>Complete my assessment:-</u> Complete assessment How is Callum presented in Act 1?; -read, analyse, respond and perform key scenes from Act 2 to develop my understanding of plot and characterisation; -explore institutionalised racism and its role in the play; -consider Blackman's motive for writing the play; -receive feedback on my first assessment and understand how to improve my analysis. - Literacy: rules of speech	<u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Analysis assessment: The Tempest- Year 7 What's the Point of Poetry- Year 7	How to write analytically How to analyse quotations Blackman's intention How to improve my analytical writing Detailed knowledge of the beginning of Act 2

Year 8 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<p><u>Noughts and Crosses Week 5</u> -Explore the characterisation of Ryan in detail in Act 2; - Read the second half of Act 2 exploring plot, themes and characterisation in detail; -produce a newspaper article surrounding the kidnapping. -Literacy lesson: simple, compound and complex sentences.</p>	<p><u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Letter writing: Monsters- Year 7</p>	<p>Detailed knowledge of the character of Ryan</p> <p>Detailed knowledge of the middle of Act 2</p> <p>Newspaper writing conventions</p> <p>How to adapt my writing for purpose</p> <p>How to perform confidently to an audience</p>
<p><u>Noughts and Crosses Week 6</u> -read to the end of the play; -develop a deeper understanding of Blackman's purpose of writing the play; -analyse key scenes exploring the playwright's technique; -Complete my assessment analysing how Blackman creates tension in a passage from the novel. Literacy: relative clauses.</p>	<p><u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Analysis assessment: The Tempest- Year 7 What's the Point of Poetry- Year 7</p>	<p>Detailed knowledge of the end of Act 2</p> <p>How to analyse Blackman's use of language and Cooke's stagecraft</p> <p>Explore how the writer creates tension in the play</p>
<p><u>Noughts and Crosses Week 7</u> -explore review conventions; -write a review of the play. - Literacy: semi colon.</p>	<p><u>-The Tempest scheme year 7</u> Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively Review writing: KS2</p>	<p>What conventions review writing includes</p> <p>How to write a successful review</p>
<p><u>Noughts and Crosses Week 8 and 9</u> -complete a character consolidation task; -create a performance based on the play; -receive feedback on my final assessment and understand how to improve my writing. -Literacy: complete descriptive task using all of the techniques learnt this term</p>	<p>-The Tempest scheme year 7 Play conventions Stage direction effect How playwrights craft characterisation How to perform a piece effectively</p>	<p>Detailed knowledge of all of the characters and their importance in the play</p> <p>How writers develop characterisation to convey a message</p> <p>How to perform confidently to the class</p>

The Big Picture Y8 English adds challenge and diversity as students focus on real-world persuasive writing and speaking, Shakespeare's Romeo and Juliet and The Tempest, discrimination, racism and sexism in Of Mice and Men and social inequality through The Titanic.

Year Group 8

Intent. Perfect World, Noughts and Crosses Playscript, The Titanic, Romeo and Juliet.

Students build on the skills developed in Y7 by studying texts with more complex and challenging themes.. The schemes include texts like those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. In Y8 the real-world focus becomes more explicit to develop students' understanding of where English can lead to. Literacy lessons form part of the scheme with students using the building better sentences scheme to study grammar topics such as: word classes, punctuation and sentence structure.

Implementation

There will be four LP units of approx. 10 weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed by in class and independent learning assessment preparation.

WOW moments: presenting their own housing development and pitching to their peers, enjoying acting out and watching Romeo and Juliet, reading and exploring complex issues and relationships in Noughts and Crosses, exploring real-life stories about The Titanic.

Literacy skills will be addressed through dedicated literacy lessons using the building better sentences scheme, literacy independent learning, key words, words of the week, spelling tests, AR and reading for pleasure

Key assessments:

Formal assessment will take weeks 4 and week 8.

Mad time will take place weekly during literacy lessons.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Presentation/pitch to sell houses
Speech to Parliament on an important issue/
creative writing piece based on Noughts and Crosses**

Spring Term

**Analysis of extracts
Titanic writing assessment**

Summer Term

Analysis of Shakespeare's extracts

Impact

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

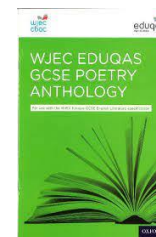
Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>Perfect World Week 1:</u> -Research housing developments -Design a perfect housing estate considering environmental and social factors -Explore issues surrounding housing in my local area. -Literacy lesson: Recap capital letters ad full stops.	<u>Monsters scheme:</u> Transactional writing Writing for different purposes Reading nonfiction texts Performing speeches	How to use punctuation effectively. How to read and decode nonfiction texts effectively. What estate agents do and how their job links to English.
<u>Perfect World Week 2</u> -Re-cap persuasive features (DA FORREST) -Analyse the language used in promotional and marketing material -Evaluate why 'The Exchange, Grange Walk in Bermondsey' won awards for its campaign -Plan and produce a promotional brochure for a housing estate. -Literacy lesson: sentence structure and commas.	<u>Monsters scheme:</u> Transactional writing Persuasive writing Writing for different purposes Leaflet writing	What persuasive features are and how to use them effectively. How writers use leaflets to persuade. How to adapt your writing for different transactional purposes. How to use sentence structures effectively to achieve effect.
<u>Perfect World Week 3</u> -Understand how to act as a website editor and improve and correct Right Move adverts -Evaluate what makes effective pitching by watching some 'Apprentice' pitches -Literacy lesson: commas	<u>Monsters scheme:</u> Transactional writing Proof reading skills Revise persuasive features Revise pitch conventions	Proof reading and editing. Evaluation of nonfiction texts. Decoding advertisements and their effect.
<u>Perfect World Week 4</u> -Revise rhetorical features and write a persuasive pitch for a welcome event at the launch of new housing development; -Deliver a speech to the class and receive peer feedback; -COMPETITION: students take part in a cross-trust completion delivering speeches. -Literacy lesson: simple, compound and complex sentences.	<u>Monsters scheme:</u> Transactional writing Persuasive writing Performing for audiences	Speech writing. Sentence demarcation. Speech performance. How to vary sentence structure to achieve effect.

Year 9 English Literature Year Overview

What is my Learning Journey this year?



#realworldready
What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



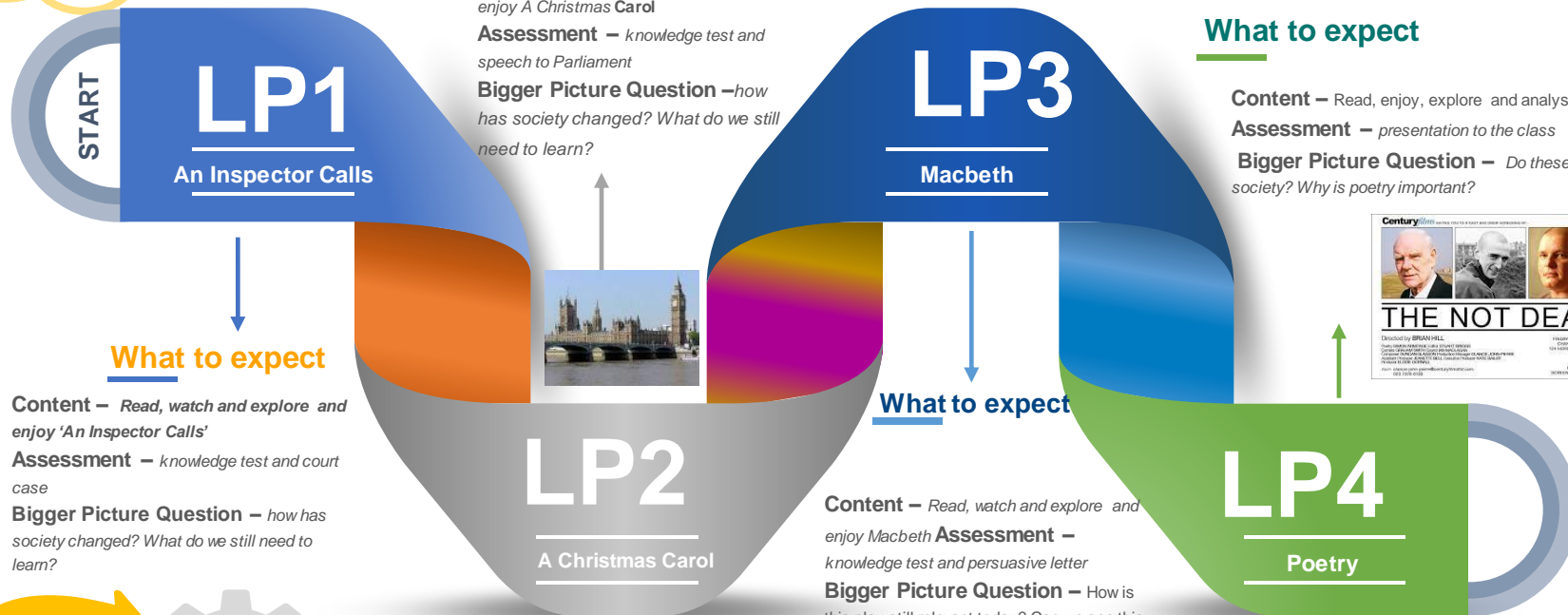
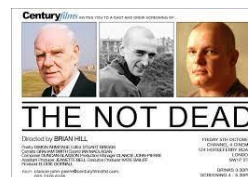
What to expect...



Content – Read, watch and explore and enjoy *A Christmas Carol*
Assessment – knowledge test and speech to Parliament
Bigger Picture Question – how has society changed? What do we still need to learn?

What to expect

Content – Read, enjoy, explore and analyse poetry
Assessment – presentation to the class
Bigger Picture Question – Do these poems reflect our society? Why is poetry important?



What to expect

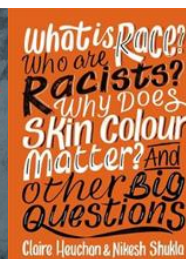
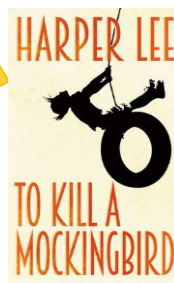
Content – Read, watch and explore and enjoy *'An Inspector Calls'*
Assessment – knowledge test and court case
Bigger Picture Question – how has society changed? What do we still need to learn?

What to expect

Content – Read, watch and explore and enjoy *Macbeth*
Assessment – knowledge test and persuasive letter
Bigger Picture Question – How is this play still relevant today? Can we see this play in a new way?

Home Learning

Read at least one hour a week



Complete flipped learning tasks

Year 9 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading;; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows...	Prior Learning (KS2)	Future learning (KS3)
An Inspector Calls LP	<ul style="list-style-type: none"> -Understand the difference in 1912 and 1945 context -Explore the effect of stage directions. -Understand character and the plot of the play. -Empathise and respond to characters -Explore Priestley's purpose surrounding characterisation and plot. 	<ul style="list-style-type: none"> -What the play is about -How the 1945 society responded to the play -The author's intention -Subject terminology -Recap speech structure and how to use persuasive devices for effect. -How to structure an essay response -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of plays -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	-A Christmas Carol- context
A Christmas Carol LP	<ul style="list-style-type: none"> -Understand 1843 context -Understand the Poor Law -Understand the novelist's purpose -Understand Dickens' life -Understand character and plot structure 	<ul style="list-style-type: none"> -What the novel is about. -How the Victorian society responded to the novel. -The author's intention -In-depth plot and character understanding -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of Victorian Literature -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	-Poetry such as London due to knowledge of context
Macbeth LP	<ul style="list-style-type: none"> -In depth character and plot in knowledge -Understands Jacobean context and how it relates to the play. 	<ul style="list-style-type: none"> -What the play is about -How the Jacobean society responded to the play -Author's intention -In-depth plot and character understanding -The relevance of King James' court in the play. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of Shakespeare plays -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	-Understanding of context needed for greater knowledge of poetry
Poetry LP	<ul style="list-style-type: none"> -Build on the skills acquired in previous schemes surrounding poetry knowledge. Understand the topic and language features of each of the 18 poems in the anthology -Understand the context of the poems 	<ul style="list-style-type: none"> -What each of the 18 poems are about -How they link to set themes and context -Why the poems are relevant? -Poet's intention -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of poetry and language analysis -preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>AIC Week 1</u> *explore key contextual concepts such as socialism, capitalism, morality and responsibility; * learn about J.B Priestley; *use the stage directions at the start of the play to design the set for act 1.	-Decoding complex language -Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Edwardian context- The Titanic	1912 context knowledge JB Priestley and his life Stage directions and their influence on the play Key terms: socialism and capitalism
<u>AIC Week 2</u> *read and understand Act 1 in a theatre style lesson; *take part in a Mr Birling 'Life Stories' interview activity.	-Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Understanding and analysing characters	How playwrights use devices to create effect Key character knowledge of Mr Birling Theatre set design and how this influences a writer's intention
<u>AIC Week 3</u> * read and understand Act 2 and Act 3 acting out key sections selected by my teacher; * research and compare the roles of women from different classes with a focus on Eva and Sheila; * complete a formative knowledge test on An Inspector Calls.	-Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Understanding and analysing characters -class hierarchy and how this affects representation -Edwardian context- The Titanic	How playwrights use devices to create effect Roles of women in 1912 Key knowledge of Sheila, Sybil and Eva
<u>AIC week 4</u> *explore the presentation of males in An Inspector Calls; * explore and evaluate the issue of consent regarding Eric and Eva; * debate the ending of An Inspector Calls and consider Priestley's purpose.	-Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Understanding and analysing characters -Edwardian context- The Titanic	Roles of males in 1912 Class division Key knowledge of Eric and Gerald Priestley's intention and how this affected his play's ending.

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>AIC Week 5</u> -take part in an extract sort and market place analysis activity; -Create an AIC board/card game to consolidate knowledge of plot and character; -begin to understand how to write an essay and answer a question on how Sheila Birling is presented in the play.	-Understanding key characters and engaging with writer's use of language --Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Edwardian context- The Titanic	-analysis of key scenes -analysis of Priestley's use of language -how to structure an extended answer
<u>AIC Week 6</u> -cinematic experience: watch and review the film version of An Inspector Calls; * review the film/theatre version with a focus on how drama is created.	-Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -persuasive devices -review convention writing -Edwardian context- The Titanic	-review writing -how to structure transactional pieces -how to use punctuation/language/persuasive devices for effect
<u>AIC week 7</u> -prepare, plan and rehearse for a courtroom speaking and listening assessment prosecuting members of the Birling family.	-Play studies in Noughts and Crosses/ The Tempest/ Romeo and Juliet -Edwardian context- The Titanic	-speech writing -persuasive devices and how to use these for impact -confident communication skills and presenting for maximum impact

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>ACC week 1</u> * take part in a role- play activity to explore the life of rich and poor Victorians; * find out about the life of Charles Dickens; * read and discuss Stave 1 with a focus on Marley's ghost; * track Scrooge's transformation using his social media profile.	<ul style="list-style-type: none"> Thriller scheme year 7 – Dickens stories, 19th century context. Drama aspects in Shakespeare Character analysis 	What Victorian society was like How context influenced Dickens Key facts about Charles Dickens Key information about characters and plot
<u>ACC week 2</u> *read and discuss Stave 2 with a focus on Fezziwig and Belle. * take part in a hot-seating task to consolidate knowledge of plot and characters; * track Scrooge's transformation across the novella.	<ul style="list-style-type: none"> Thriller scheme year 7 – Dickens stories, 19th century context. Drama aspects in Shakespeare Character analysis 	Key understanding of character and plot How to analyse Dickens' language
<u>ACC week 3</u> *enjoy reading and discussing Stave 3 with a focus on the Cratchits and Ignorance and Want; * research Victorian Christmas traditions and how Dickens' impacted them; * watch the YouTube Video: The Origins of a Christmas Carol; * track Scrooge's transformation	<ul style="list-style-type: none"> Thriller scheme year 7 – Dickens stories, 19th century context. Drama aspects in Shakespeare Character analysis Research skills 	Key understanding of character and plot How to analyse Dickens' language Victorian Christmas traditions and how this influenced the novella.
<u>ACC week 4</u> * enjoy reading and discussing Stave 4 with a focus on the supernatural presentation of the ghost; *track Scrooge's transformation * complete a formative knowledge test on the plot and characters of the novel; *Begin to understand how to write an essay on Scrooge and complete a question regarding his transformation in the novella.	<ul style="list-style-type: none"> Thriller scheme year 7 – Dickens stories, 19th century context. Drama aspects in Shakespeare Character analysis Essay writing skills taught in multiple units at KS3 and KS2. 	Analysis skills Essay structuring Key understanding of character and plot How to analyse Dickens' language

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>ACC Week 5</u> *enjoy reading and discussing Stave 5 with a focus on evidence of Scrooge's transformation; * track Scrooge's transformation.	Read and engage with challenging texts Understand Victorian context and how this influenced Dickens	Key understanding of character and plot How to analyse Dickens' language Dickens' intention
<u>ACC Week 6</u> * enjoy a cinematic experience watching A Christmas Carol; * play the ACC board game to consolidate my understanding of the plot of the novel; * recap any areas of missing or weak understanding.	Analysis of various texts Explore and analyse characters and plot Analyse the writer's craft	Key understanding of character and plot How to analyse Dickens' language
<u>ACC Week 7</u> * revise transactional structures and devices; * imagine you are Charles Dickens' contemporary and write a protest speech to Parliament or a factual report on the topic of child labour and child poverty.	Transactional writing Writing for different purposes Persuasive devices Speeches	How to write a persuasive speech How to punctuate accurately Report writing

The Big Picture

Year Group 9

Y9 English is an engaging and exciting introduction to the texts students will be examined on for GCSE.

Intent This two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, A Christmas Carol, Macbeth and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Students use the texts as a starting point for transactional tasks. Year two focuses on examination preparation and recall. Both years set the scene and prepare the foundations for students to study Literature at A Level and beyond.

Implementation There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed by in class and assessment preparation.

WOW moments: theatre trips, the court-case prosecuting the Birling family, the speech to Parliament, exploring and enjoying Macbeth, presenting to the class on their favourite poems.

Literacy skills will be addressed through key words, words of the week, spelling tests, AR, reading for pleasure and 'read every lesson' in class.

Key assessments:

Formal assessment will take place approx. 4 and week 8.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Court-case speech
Essay**

Spring Term

**Speech to Parliament
Essay**

Summer Term

**Persuasive letter – Macbeth
Essay
Class presentation - Poetry**

Impact

Good: Students can access KS4 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS4 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

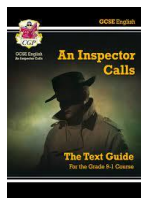
Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

Year 10 English Literature Year Overview

What is my Learning Journey this year?

#realworldready

What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...

Content – revisiting characters and themes of our settext A Christmas Carol; essay writing skills; quotation challenges; exam practice.

Assessment – weekly formative essays and one summative essay assessment

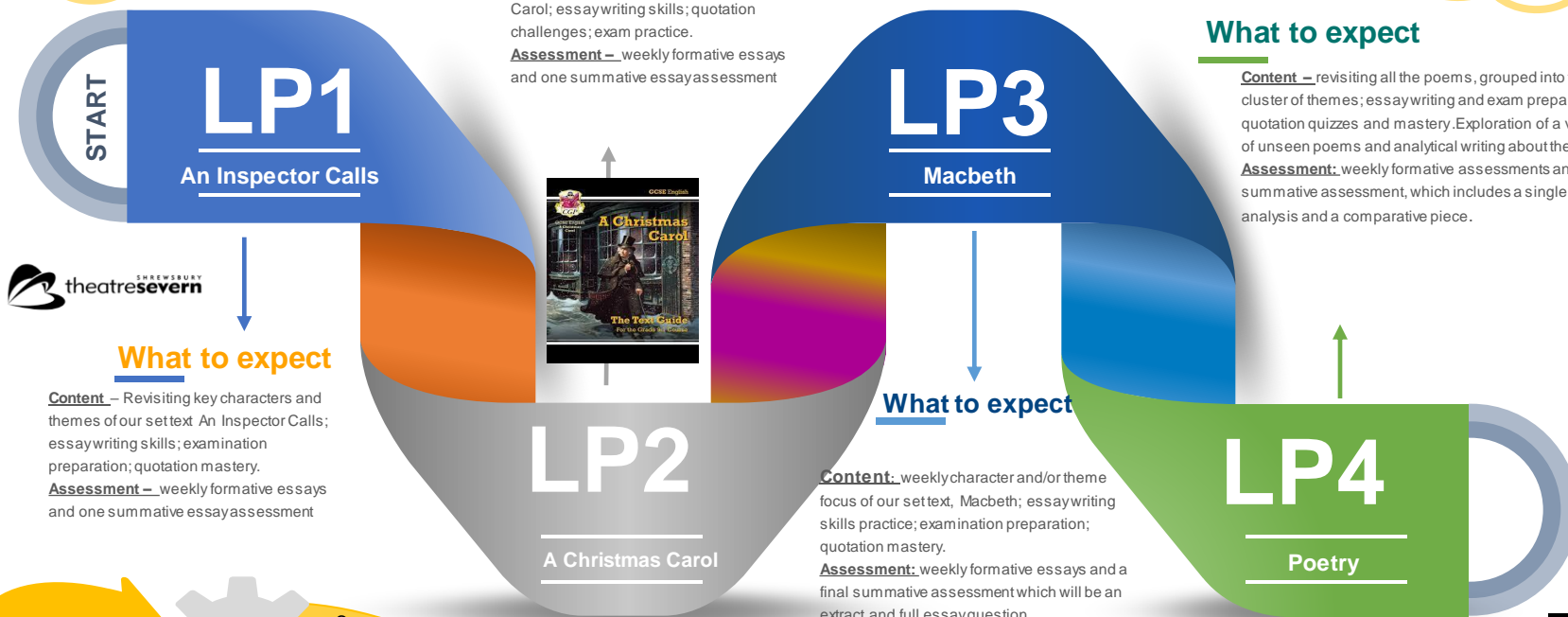


2 rounds of mocks- one in November and one in March

What to expect

Content – revisiting all the poems, grouped into their cluster of themes; essay writing and exam preparation; quotation quizzes and mastery. Exploration of a variety of unseen poems and analytical writing about them.

Assessment – weekly formative assessments and one summative assessment, which includes a single poem analysis and a comparative piece.



What to expect

Content – Revisiting key characters and themes of our settext An Inspector Calls; essay writing skills; examination preparation; quotation mastery.

Assessment – weekly formative essays and one summative essay assessment

What to expect

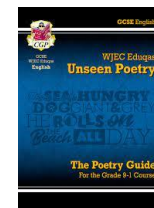
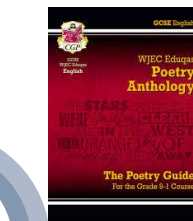
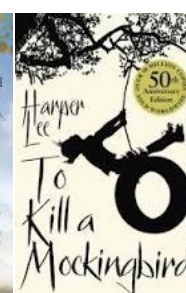
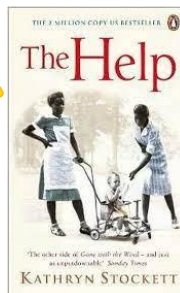
Content – weekly character and/or theme focus of our settext, Macbeth; essay writing skills practice; examination preparation; quotation mastery.

Assessment – weekly formative essays and a final summative assessment which will be an extract and full essay question.

Home Learning

Complete revision using GCSE POD and your notes

1 hour free reading a week



Complete flipped learning tasks

The Big Picture

Y10 English builds on the learning at Y9 and prepares students for their GCSE examination.

Year Group 10

Intent This is a two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, A Christmas Carol, Macbeth and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Year two focuses on examination preparation and recall. Both years set the scene and prepare the foundations for students to study Literature at A Level and beyond.

Implementation There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation: quotes grids, flashcards and regular testing will prepare students for their external exams.

WOW moments: theatre trips, developing confidence writing extended essays – feeling pride in how far they have come.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Exam question: AIC
Exam question: ACC

Spring Term

Exam question: Macbeth
Exam question: Poetry

Summer Term

Unseen poetry assessment
GCSE English Literature Exam

Impact

Good: Students can access KS4 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS4 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

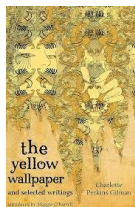
Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.

Year 11 English Language Year Overview

What is my Learning Journey this year?

#realworldready

What is the point of the English Language? How does English Literature reflect our daily lives? What careers utilise English?



2 rounds of mocks- one in November and one in March

START

LP1

Narrative Writing

What to expect...

Eduqas examination preparation on real-world writing. Explore a variety of different writing genres and learn how to adapt your writing for purpose. Explore a range of persuasive language and devices and analyse the effect it creates for the reader.

Assessment: You will write transactional pieces – at least 1 from each genre and then complete a blind, timed assessment which will be graded formally by your teacher.

LP3

Reading Skills 1

What to expect

Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects. Comparison is a key feature of this component, and you will learn how to compare texts in detail.

Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

What to expect

Eduqas examination preparation on writing stories. Study of short stories and understanding how a writer uses their craft to create suspense and tension. Experimenting with language devices and practicing using punctuation for effect. Learning exciting, new vocabulary to enhance the writing experience.

Assessment: three narrative pieces marked and graded by my teacher

LP2

Transactional Writing

What to expect

Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects.

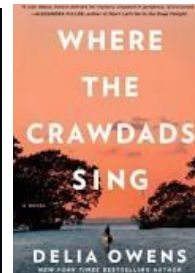
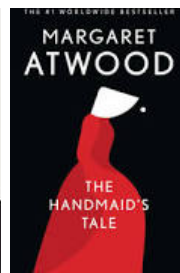
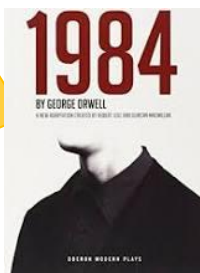
Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

LP4

Reading Skills 2

Home Learning

Read at least one hour a week



Complete flipped learning tasks

The Big Picture

Year Group 11

Y11 English Language prepares students for their English Language GCSE and for life beyond KS4 whether that be further academic study or a different pathway.

Intent

Students develop their English skills through reading, discussing, exploring and creating a range of texts. They will engage with influential literature and factual writing too. They will have the opportunity to write their own texts: narrative and transactional. They will learn how to respond critically and thoughtfully to fiction and non-fiction texts. Students leave Y11 ready for the real world and in a position to continue studying English if they wish.

Implementation There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill: Narrative Writing, Transactional Writing, Reading Fiction, Reading Non-Fiction.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: reading extracts from 1984, A Handmaid's Tale, The Yellow Wallpaper, To Kill a Mockingbird... Writing letters, speeches and reports on important issues, CV writing/ job applications.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Narrative writing
Transactional writing

Spring Term

Fiction reading analysis
Non-Fiction reading analysis

Summer Term

GCSE English Language Exam

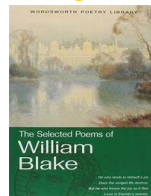
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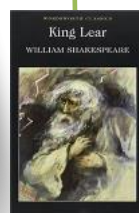
Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready
Which degree courses and professions
follow on from the study of English
Literature A Level?



What to expect...

Learn about the poetry of William Blake.
Explore Shakespeare's 'King Lear'



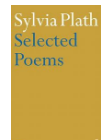
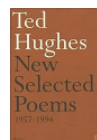
LP3 Revision and Exam Skills

What to expect

Support to complete your independent
extended essay.



START LP1 Poetry and Drama



What to expect

Learn about the poetry of Sylvia Plath, Ted
Hughes.
Explore 'The Duchess of Malfi' and 'A
Streetcar Named Desire'

LP2 Poetry and Drama

What to expect



Eduqas examination preparation using the
mark schemes and WAGOLL materials

LP4 NEA

Home
Learning

Complete independent revision



[King Lear | Shakespeare Learning Zone \(rsc.org.uk\)](http://rsc.org.uk)
[BBC - History - William Blake](#)
[BBC Arts - BBC Arts - The Duchess of Malfi](#)
[Revision Cards - A Streetcar Named Desire: A Level, Context \(yorknotes.com\)](#)

Organise your revision
Complete flipped learning tasks

The Big Picture Y12 and Y13 English Literature offers students the opportunity to study a diverse range of drama, poetry and prose texts. The texts studied are challenging and thought-provoking and prepare students for continued academic study.

Year Group 12

Intent

Over the two-year course, students develop confidence engaging with and studying stimulating texts. They learn to write academic essays and engage in thoughtful, sensitive and challenging discussion. They learn how contexts impact writers, readers and audiences and review and respond to critical interpretations. They gain knowledge of and appreciation for the craft of writing. Students will have opportunities to watch theatre productions and film versions of the texts to aid their learning.

Implementation:

Drama unit = King Lear, A Streetcar Named Desire and The Duchess of Malfi.

Poetry unit: Plath, Hughes and William Blake.

Unseen unit: prose and poetry

NEA – student choice + Atonement.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure. Elements of the course are delivered through online independent learning.

Contact time will be focused on discussion and teaching – written work and extended essays will be set to complete in independent study time.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: theatre trips, Storyhouse library visit and pride in accessing and discussing challenging texts

Literacy skills will be addressed through key words, words of the week and developing English for academic writing skills (university preparation)

Autumn Term

**End of unit 'Drama' texts
assessment**

Spring Term

**End of unit 'Poetry' text
assessment**

Summer Term

**Unseen assessment
NEA draft**

Impact

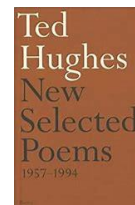
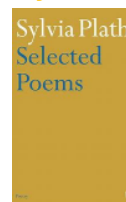
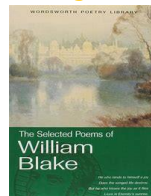
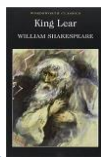
Good: Students can access KS5 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS5 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready

Which degree courses and professions follow on from the study of English Literature A Level?



What to expect...

Revise the poetry of William Blake.
Delve deeper into Shakespeare's 'King Lear'

What to expect

GCE A LEVEL

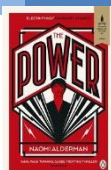


WJEC Eduqas GCE A LEVEL in
ENGLISH LITERATURE
ACCREDITED BY OFQUAL

START

LP1

Drama and NEA



What to expect

Revise the poetry of Sylvia Plath, Ted Hughes.
Delve Deeper into the comparisons of 'The Duchess of Malfi' and 'A Streetcar Named Desire'

LP2

Poetry and Drama

LP3

Revision and Exam Skills

What to expect



Eduqas examination preparation using the mark schemes and WAGOLL materials

LP4

Final Exams

Home Learning

Complete independent revision



[King Lear | Shakespeare Learning Zone \(rsc.org.uk\)](https://www.rsc.org.uk/)
[BBC - History - William Blake](#)
[BBC Arts - BBC Arts - The Duchess of Malfi](#)
[Revision Cards - A Streetcar Named Desire: A Level, Context \(yorknotes.com\)](#)



Organise your revision
Complete flipped learning tasks

The Big Picture Y12 and Y13 English Literature offers students the opportunity to study a diverse range of drama, poetry and prose texts. The texts studied are challenging and thought-provoking and prepare students for continued academic study.

Year Group 13

Intent

Over the two-year course, students develop confidence engaging with and studying stimulating texts. They learn to write academic essays and engage in thoughtful, sensitive and challenging discussion. They learn how contexts impact writers, readers and audiences and review and respond to critical interpretations. They gain knowledge of and appreciation for the craft of writing. Students will have opportunities to watch theatre productions and film versions of the texts to aid their learning.

Implementation:

Drama unit = King Lear, A Streetcar Named Desire and The Duchess of Malfi.

Poetry unit: Plath, Hughes and William Blake.

Unseen unit- prose and poetry.

NEA – student choice + Atonement.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure. Elements of the course are delivered through online independent learning.

Contact time will be focused on discussion and teaching – written work and extended essays will be set to complete in independent study time.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: theatre trips, Storyhouse library visit and pride in accessing and discussing challenging texts

Literacy skills will be addressed through key words, words of the week and developing English for academic writing skills (university preparation)

Autumn Term

**Mock Examination
NEA**

Spring Term

**Mock Examination
NEA**

Summer Term

A Level Examination

Impact

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