

English – Year 7	Head of Department: Miss R Fisher
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Each half term in Year 7 students engage in a block planned scheme of learning and this will be taught alongside a continuous curriculum. The continuous curriculum involves: reading for pleasure, dynamic reading (including poems from Diverse Cultures and Let's Think), writing for pleasure & writing for construction and correctness. Productive outcomes for spoken English and exploratory talk are included within the continuous curriculum and blocked schemes but not formally assessed. Self- and peer-assessment is integral to learning and students are encouraged to develop meta-cognitive strategies by reflecting on their learning in a variety of ways to make progress.

Term	Scheme	Details	Core Piece
Autumn	Continuous Curriculum	Independent Reading [reading for pleasure] Free Writing [writing for pleasure] Vocabulary and spelling [literacy] Poems by writers from diverse cultures [dynamic reading] Library lessons	
Autumn	Independent Writing	Students will read 'Lamb to the Slaughter' in class and then plan and write a personal letter as a character from this short story.	Writing for a purpose and audience
Autumn	Story-writing	Students develop story-writing skills, learning how writers make deliberate linguistic, organisational and stylistic choices to achieve particular effects and purposes and they will have the opportunity to engage in story-writing. They will, hopefully, benefit from a writing workshop by a popular author and develop their own skills in the light of what they learn about showing, not telling, in order to make stories exciting.	Story Writing in 2 parts: (a) write a descriptive scene-setting paragraph for 'The Landlady' (b) write their own story opening and (c) write an evaluation of the skills they have used and how they have made their writing effective
Autumn / Spring	Detective & Mystery Fiction	This unit draws on students' reading over the summer holiday (Y6 detective fiction reading list). They practise key reading skills - infer, predict, deduce, speculate – and develop experience of effective pair and group talk for learning. Students will need to read independently, using the Y6 reading list and they will read a range of short stories, developing active responses. They also focus on developing their opinions and conveying these in interesting and engaging ways through careful language choices, by writing a short review on a book they have read from the crime / mystery genre.	Book review
Spring	Continuous Curriculum	Free Writing [writing for pleasure] Vocabulary and spelling [literacy] Class Reader [reading for pleasure] Library lessons	
Spring	Poetry: imagery	Students explore the importance of imagery, how it is used and to what purpose and effect, in a range of texts: literary non-fiction, media texts and poetry. They will consider the effects of imagery on the reader, and develop their personal responses. They develop their written skills in responding to texts in a formal analytical form, using the point, evidence, explain (PEE) structure.	Analytical response to the poet's use of imagery & its effect on the reader



Summer	Continuous Curriculum	Independent Reading [reading for pleasure] Free Writing [writing for pleasure] Vocabulary and spelling [literacy] Poems from diverse cultures [dynamic reading] Class Reader [reading for pleasure] Let's Think [dynamic reading]	
Summer	Reading Assessment [EXAM]	Students develop familiarity with reading assessment questions and how to answer them, focusing on finding relevant evidence, explaining the effect of language and structure on the reader and commenting on the writer's viewpoint. Then they will be formally assessed.	Exam-conditions unseen literary reading assessment
Summer	Writing Assessment [EXAM]	Narrative Writing	Write about a time that ...
Summer	Shakespeare: <i>The Tempest</i>	Students investigate one of Shakespeare's plays, <i>The Tempest</i> , through a series of drama, research, discussion and reading activities. Students will trace some key developments within the story and explore Shakespeare's language in a number of key scenes, focusing on how language is used to reveal character, relationships and feelings. Students also have the opportunity to rehearse and perform extracts from the play. They begin to develop further their skills in literary analysis.	Speaking outcome
Summer	Media: news articles	Students learn about the organisation, style and language of newspapers. Through enquiry-based work, they develop their understanding of bias and of how significantly newspaper reporting varies according to the newspaper's viewpoint. In addition, students will explore the concept of fake news and blogs. Students produce a lively news article of their own.	Write a lively and persuasive opinion piece for a news-reading audience, and deliver this as a spoken assessment
Summer Home Learning	Reading for pleasure	Read a minimum of one story. Use a website like this one to do a search for recommended books for 11-12 year olds, by genre: <a href="https://www.booktrust.org.uk/books-and-reading/bookfinder/">https://www.booktrust.org.uk/books-and-reading/bookfinder/</a> Write a brief review.	NA

English – Year 8	Head of Department: Miss R Fisher
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Each half term in Year 8 students engage in a block planned scheme of learning and this will be taught alongside a continuous curriculum. The continuous curriculum includes: reading for pleasure, active reading (including poems from diverse cultures and non-fiction media texts), writing for pleasure & writing for construction and correctness. Productive outcomes for spoken English and exploratory talk are included within blocked schemes but not formally assessed. Self- and peer-assessment is integral to learning and students are encouraged to develop meta-cognitive strategies by reflecting on their learning in a variety of ways to make progress.

Term	Scheme	Details	Core Piece
Autumn	Continuous Curriculum	Independent Reading [reading for pleasure] Free Writing [writing for pleasure] Vocabulary and spelling [literacy] Poems by writers from diverse cultures [dynamic reading] Non-Fiction and Media Texts [dynamic reading] Library lessons	
Autumn	Independent Writing Assessment	Over 2 lessons, plan and write a lively and informative article for new Year 7 students entitled: How to Cope with Secondary School	Writing for a purpose and audience
Autumn	<i>Oliver Twist</i>	Students study Charles Dickens' <i>Oliver Twist</i> , using extracts from the novel and the Roman Polanski film version. They develop their understanding of social conditions for the Victorian poor which Dickens highlights, such as life for orphans, the workhouse, life for apprentices and travelling beggars. Students will trace Oliver's experiences, developing their skills in empathising with characters. Students will develop their understanding of Oliver's reactions to his experiences and of his language. Finally, students develop their understanding of diary-writing and put themselves in Oliver's shoes to produce his diary.	Write Oliver's <b>lively</b> diary based on events leading up to his stay in Mr Brownlow's house
Autumn	Gothic horror and narrative writing	Students will read a wide range of short stories and novel extracts from Gothic horror, developing their understanding of the purpose and common features of the genre, and develop their skills in reading and responding to challenging texts, including significant pre-20 <sup>th</sup> century and modern texts. Students use their reading experiences as inspiration for writing their own narrative piece, with a focus on setting and descriptive detail, to build mood and atmosphere.	Write the opening chapter for a narrative in a Gothic style, with a focus on setting and descriptive detail, to build a mood of suspense, tension and fear
Spring	Continuous Curriculum	Independent Reading [reading for pleasure] Free Writing [writing for pleasure] Vocabulary and spelling [literacy]	



		Non-Fiction & Media Texts Class Reader [reading for pleasure] Library lessons	
Spring	Reading Assessment [EXAM]	Students develop familiarity with reading assessment questions and how to answer them, focusing on finding relevant evidence, explaining the effect of language and structure on the reader and commenting on the writer's viewpoint. Then are formally assessed.	Unseen literary text with questions to assess reading for meaning and understanding
Spring	Writing Assessment [EXAM]	Transactional Writing	Write for a year 7 audience – writing for a purpose
Spring	The Art of Persuasion: <i>Animal Farm</i>	Students read and study George Orwell's novel, understanding how texts relate to the contexts in which they were written, and developing their understanding of how speakers and writers use persuasive devices to manipulate their audience.	Write a persuasive speech as one of the animals from <i>Animal Farm</i> to persuade your fellow creatures to rise up against Napoleon and his regime
Spring / Summer	Narrative Poetry	Students study a range of narrative poems, both modern and pre-20 <sup>th</sup> century, to develop their understanding of the genre. The core piece is an analytical response to one or two chosen poems, focusing on how to structure a GCSE-style response, focusing on the effect of words & images, as well as making comparisons and contrasts.	Analytical essay to explore or compare and contrast the use of language and its effects in two narrative poems
Summer	Continuous Curriculum	Independent Reading [reading for pleasure] Free Writing [writing for pleasure] Vocabulary and spelling [literacy] Non-Fiction and Media Texts Class Reader [reading for pleasure] Let's Think lessons [dynamic reading] Library lessons	
Summer	Shakespeare: <i>Romeo &amp; Juliet</i>	Students familiarise themselves with the themes from Shakespeare's <i>Romeo and Juliet</i> by acting out some of the general scenarios from the play and study some key scenes closely, developing their reading skills. They subsequently explore how film-makers interpret and adapt this text according to their purpose and the social context, focusing on interpretations by Zefferelli and Baz Luhrmann. Students develop further their skills in literary textual analysis.	Speaking Outcome
Summer Holiday	Short story reading	Read a minimum of one story. Use a website like this one to do a search for recommended books for 12-13 year olds, by genre: <a href="https://www.booktrust.org.uk/books-and-reading/bookfinder/">https://www.booktrust.org.uk/books-and-reading/bookfinder/</a> Write a brief review.	

<b>English – Year 9</b>	Head of Department: Miss R Fisher
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Each half term in Year 9 students engage in a block planned scheme of learning and this will be taught alongside a continuous curriculum. The continuous curriculum involves: reading for pleasure, active reading (including literary and non-fiction media texts), writing for pleasure & literacy work. Productive outcomes for spoken English and exploratory talk are included within blocked schemes. Self- and peer-assessment is integral to learning and students are encouraged to develop meta-cognitive strategies by reflecting on their learning in a variety of ways to make progress.

<b>Term</b>	<b>Scheme</b>	<b>Details</b>	<b>Core Piece</b>
Autumn	Continuous curriculum	Independent Reading [fiction of your choice] [reading for pleasure] Short stories [reading for pleasure] Non-fiction reading [dynamic reading] Vocabulary and spelling quiz [literacy] Let's Think lessons [dynamic reading]	
Autumn	Independent Writing Assessment	Write the words you are giving to a specific audience	Writing for a purpose and audience - 30 minutes
Autumn	Reading Assessment	Students develop familiarity with reading assessment questions and how to answer them, focusing on finding relevant evidence, explaining the effect of language and structure on the reader and commenting on the writer's viewpoint. Then are formally assessed.	Non-fiction and media texts reading examination
Autumn	<i>Of Mice and Men</i> Study	Using study of a Different Cultures novel – <i>Of Mice and Men</i> - as a stimulus, students develop their understanding of how contextual factors affect a writer's presentation of themes and characters. They develop understanding of how writers present character and the range of literary methods used, paying particular attention to the writer's choice of language and effects created.	Write an extract-based GCSE-style Literature essay: How does the writer present the character of Curley and what is his role and purpose in the novel?
Autumn / Spring	Formal Argument	Students will learn how to write an effective formal argument, working through the process: formulating thought-provoking questions for debate; planning arguments for and against; how to write effective introductions and conclusions; constructing paragraphs on using the Point-Evidence-Explain model; using counter-argument; applying the whole process independently to produce own arguments.	Write an effective formal argument to present and argue your opinion; present this argument to your class as a speaking assessment

Spring	Continuous curriculum	Independent Reading [fiction of your choice] [reading for pleasure] Class reader [novel] [reading for pleasure] Unseen poetry [dynamic reading] Vocabulary and spelling quiz [literacy]	
Spring	Story-writing	Students experiment with a range of styles to write their own imaginative stories to entertain, developing their understanding of what makes an effective short story. They will focus on avoiding dialogue and action and developing the focus on descriptive detail and reaction to improve the quality of their writing.	Write a short story of 550-650 words
Spring / Summer	World War One poetry	Students develop reading skills through a range of poetry activities encouraging inference, interpretation, speculation, prediction, empathy, and making comparisons and contrasts. They produce an exam style literature essay based on the format of the Poetry Anthology GCSE questions, writing about two poems studied in advance and making links between them.	Literature GCSE Anthology-type essay writing – write about how poets explore the effects of war in two poems and make links between the poems.
Summer	Continuous curriculum	Independent Reading [fiction of your choice] [reading for pleasure] Class reader [play] [reading for pleasure] Literary and non-fiction reading [dynamic reading] Vocabulary and spelling quiz [literacy] Writing for pleasure – free writing	
Summer	GCSE English Language taster course	Students develop familiarity with 20 <sup>th</sup> century Literature Reading Study; 19 <sup>th</sup> and 21 <sup>st</sup> century Non-Fiction Reading Study; Transactional/Persuasive Writing.	Transactional Writing (review) (30 minutes)
Summer	<i>Macbeth</i>	Students prepare for GCSE English Literature examination, by studying <i>Macbeth</i> , developing understanding of plot, characters, relationships and themes and developing a sound understanding of the play and its language	Complete study booklet
Summer Holiday Home Learning	Prepare for Year 10	Read Chapter 1 of ' <i>Lord of the Flies</i> '. Re-read key scenes from ' <i>Macbeth</i> ' Make sure you have the 3 Literature texts and a lever arch folder with dividers and punched pockets.	

<b>English – Years 10 &amp; 11</b>	Head of Department: Miss R Fisher
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Every student will be taught for both English Language and English Literature, resulting in two GCSE qualifications.

The course aims to develop students' abilities to communicate effectively in speech and writing and to listen with understanding. It enables students to explore their literary interests and be enthusiastic, responsive and knowledgeable readers.

The GCSE course begins in Year 9 with: a study of argument and narrative writing (these skills comprising 50% of the English Language GCSE); a Literature GCSE-style essay based on a whole text study (*Of Mice and Men*); a Poetry Anthology-style Literature essay based on the study of World War One poetry, non-fiction reading skills and the study of *Macbeth* to develop an understanding of character, plot and timeline.

### **GCSE ENGLISH LANGUAGE**

#### COMPONENT 1:

##### **Section A (20%) – Reading**

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

##### **Section B (20%) – Prose Writing**

One creative writing task selected from a choice of four titles

#### COMPONENT 2:

##### **Section A (30%) – Reading**

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

##### **Section B (30%) – Writing**

Two compulsory transactional/persuasive writing tasks

#### COMPONENT 3:

One presentation/speech, including responses to questions and feedback

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

This linear qualification will be available in the summer and November series each year. It will be awarded for the first time in summer 2017.



**GCSE ENGLISH LITERATURE****ASSESSMENT SUMMARY****COMPONENT 1: Shakespeare and Poetry Anthology**

Written examination: 2 hours

40% of qualification

**Section A (20%) – Shakespeare**Romeo and Juliet; OR **Macbeth**; OR Othello; OR Much Ado About Nothing; OR Henry V; OR Merchant of Venice**One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.****Section B (20%) – Poetry from 1789 to the present day****WJEC Eduqas English literature Poetry Anthology**The Manhunt *Simon Armitage*Sonnet 43 *Elizabeth Barrett Browning*London *William Blake*The Soldier *Rupert Brooke*She Walks in Beauty *Lord Byron*Living Space *Imtiaz Dharker*As Imperceptibly as Grief *Emily Dickinson*Cozy Apologia *Rita Dove*Valentine *Carol Ann Duffy*A Wife in London *Thomas Hardy*Death of a Naturalist *Seamus Heaney*Hawk Roosting *Ted Hughes*To Autumn *John Keats*Afternoons *Philip Larkin*Dulce et Decorum Est *Wilfred Owen*Ozymandias *Percy Bysshe Shelley*Mametz Wood *Owen Sheers*Excerpt from The Prelude *William Wordsworth***Two questions on poems from the Eduqas Anthology, one of which involves comparison.****COMPONENT 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry**

Written examination: 2 hours and 30 minutes

60% of qualification

**Section A (20%) - Post-1914 Prose/Drama**Never Let Me Go (*Ishiguro*); OR Anita and Me (*Syal*); OR **Lord of the Flies** (*Golding*); OR The Woman in Black (*Hill*); OR Oranges Are Not The Only Fruit (*Winterson*); OR An Inspector Calls (*Priestley*); OR The History Boys (*Bennett*); OR Blood Brothers (*Russell*); OR The Curious Incident Of The Dog In The Night-time (play) (*Haddon, ad. Stephens*); OR A Taste of Honey (*Delaney*)**One source based question on a post-1914 text from the above prescribed list****Section B (20%) – 19th Century Prose**Silas Marner (*Elliot*); OR A Christmas Carol (*Dickens*); OR Pride and prejudice (*Austen*); OR War of the Worlds (*Wells*); OR Jane Eyre (*Bronte*); OR **The Strange Case of Dr Jekyll And Mr Hyde** (*Stevenson*)**One extract- based question on a 19th Century prose text from the above prescribed list**

## Section C (20%) Unseen poetry

Two-part question on unseen poems, one of which involves comparison

AT A GLANCE

## Key Stage 4 (Year 10 and 11) Integrated Curriculum Overview – GCSE English Language &amp; English Literature

Year 10	Autumn	Spring	Summer
	Language Creative Writing ( <b>assessed</b> ) Unseen Poetry <i>Lord of the Flies</i> Part 1 ( <b>assessed</b> ) Language Transactional/Persuasive Writing ( <b>assessed</b> ) Poetry Anthology – 10 poems (1789 to present) ( <b>assessed</b> )	Language Transactional/Persuasive Writing ( <b>assessed</b> ) Unseen Poetry ( <b>assessed</b> ) <i>Macbeth</i> Part 2 ( <b>assessed</b> ) Language Literary Reading ( <b>assessed</b> )	Language Creative Writing ( <b>assessed</b> ) Unseen Poetry <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Part 1 ( <b>assessed</b> ) Language Non-Fiction Reading ( <b>assessed</b> ) Language Transactional/Persuasive Writing
Year 11	Autumn	Spring	Summer
	Language Creative Writing Unseen Poetry Language Literary Reading <i>Lord of the Flies</i> Part 2 Language Non-Fiction Reading 8 poems from the Poetry Anthology (1789 to present)  <b>All topics assessed</b>	Unseen Poetry Language Literary Reading Language Creative Writing <i>Macbeth</i> Part 3 ( <b>assessed</b> ) Language Transactional/Persuasive Writing ( <b>assessed</b> ) x 2 pieces [review & formal letter] <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Part 2 ( <b>assessed</b> ) Language Non-Fiction Reading <i>Lord of the Flies</i> Part 2 ( <b>assessed only</b> ) 8 poems from the Poetry Anthology (1789 to present) ( <b>assessed only</b> )	