

# ENGLISH – YR7

## Units taught:

AUTUMN	SPRING	SUMMER
<p><b><u>WRITING - Ancient Myths and Modern Texts</u></b> Read <i>The Odyssey</i> extracts – compare hero Odysseus to Bilbo or Harry. Set 1 <i>The Hobbit</i> by JRR Tolkien Set 2 <i>Harry Potter</i> by JK Rowling</p> <p><b><u>READING - Magic and Fantasy Modern Texts</u></b> Set 1 – <i>The Hobbit</i> by JRR Tolkien Set 2 <i>Harry Potter</i> by JK Rowling</p>	<p><b><u>WRITING - Shakespeare 1</u></b> Read article: <i>The Mystery of Shakespeare's Identity</i> and respond. <i>Macbeth</i> by William Shakespeare</p> <p><b><u>READING - Shakespeare 1</u></b> <i>Macbeth</i> by William Shakespeare</p>	<p><b><u>WRITING - The Gothic Novel</u></b> <i>Pre 1914 The Gothic</i> – a range of pre 1914 'monsters' literature - reading includes <i>Frankenstein, Jekyll and Hyde</i> and <i>Dracula</i>) Read and <b>research articles about Victorian religion vs. science and Jack the Ripper.</b> Use <b>letters from Charles Darwin</b> to explore context.</p> <p><b><u>READING - the Romantic Imagination</u></b> A selection of Romantic Poetry (including Coleridge's <i>Rime of the Ancient Mariner</i>) <b>Keats Wordsworth Shelley Blake.</b></p>

## Reading Skills Developed:

- o Understand, select and retrieve information or ideas from texts.
- o Use quotations and references to text to deduce, infer or interpret information, events or ideas from texts.
- o Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- o Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- o identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

## Writing Skills Developed:

- o Use correct spelling and write with technical accuracy of syntax and punctuation.
- o Select appropriate and effective vocabulary.
- o Vary sentences for clarity, purpose and effect.
- o Construct paragraphs and use cohesion within and between paragraphs.
- o Write imaginative, interesting and thoughtful texts which are which are appropriate to task, reader and purpose and organised and presented effectively.

## Speaking and Listening Skills Developed:

- o **Individual:** Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
- o **Talking with others :** Listen & respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- o **Talking within role-play and drama:** Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.

# ENGLISH – YR7 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o All students will have an Accelerated Reading book;
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be set weekly homework tasks.

## British Values

Both English Language and English Literature encourage students to develop empathy with a range of characters in different contexts . They discuss a variety of often controversial and challenging topics that encourage tolerance of others' beliefs , self-confidence and respect for others.



# ENGLISH – YR8

## Units taught:

AUTUMN	SPRING	SUMMER
<p><b><u>WRITING - War – What is it good for?</u></b>  <i>Private Peaceful</i> by Michael Morpurgo and other war novels/ plays (e.g. suitable extracts from <i>Journey's End</i>, <i>Birdsong</i>, <i>Regeneration</i>, <i>War Horse</i> )</p> <p><b><u>READING - The Horror of War</u></b>  <i>Private Peaceful</i> by Michael Morpurgo. War Poetry (Sassoon, Owen, Brooke, Hardy etc.)</p>	<p><b><u>WRITING - Shakespeare 2:</u></b>            Read article entitled: <i>Shakespeare and Wordsworth Boost the Brain-</i> respond. <i>A Midsummer Night's Dream</i> by William Shakespeare</p> <p><b><u>READING - Shakespeare 2</u></b>  <i>A Midsummer Night's Dream</i> by William Shakespeare</p>	<p><b><u>WRITING - Pre 1914 Mystery and the Macabre</u></b>  <i>The Tell Tale Heart</i> and <i>The Raven</i> by Edgar Allan Poe</p> <p><b><u>READING - Literature as a Social Critique</u></b>            Exam prep (3weeks)</p> <p><i>An Inspector Calls</i> by JB Priestley (3 weeks)            Social responsibility, persuasive speaking and the art of rhetoric.</p>

## Reading Skills Developed:

- o Understand, select and retrieve information or ideas from texts.
- o Use quotations and references to text to deduce, infer or interpret information, events or ideas from texts.
- o Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- o Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- o identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

## Writing Skills Developed:

- o Use correct spelling and write with technical accuracy of syntax and punctuation.
- o Select appropriate and effective vocabulary.
- o Vary sentences for clarity, purpose and effect.
- o Construct paragraphs and use cohesion within and between paragraphs.
- o Write imaginative, interesting and thoughtful texts which are which are appropriate to task, reader and purpose and organised and presented effectively.

## Speaking and Listening Skills Developed:

- o **Individual:** Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
- o **Talking with others :** Listen & respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- o **Talking within role-play and drama:** Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.

# ENGLISH – YR8 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o All students will have an Accelerated Reading book;
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be set weekly homework tasks.

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# ENGLISH – YR9

## Units taught:

AUTUMN	SPRING	SUMMER
<p><b><u>Study of a Novel</u></b> Students will study Of Mice and Men by John Steinbeck developing GCSE analysis skills by studying key themes, characters and context.</p> <p><b><u>Spoken Language Task</u></b> Discussion task based on events in Of Mice and Men.</p>	<p><b><u>GCSE Language Skills</u></b> Students continue to develop technical accuracy, quality of vocabulary choices and varying their styles of writing through the study of a chosen novel.</p> <p><b><u>Writers' Viewpoints and Perspectives</u></b> Students will focus on comparing texts with a similar theme by analysing similarities and differences in style and format.</p>	<p><b><u>Writers' Techniques</u></b> Students analyse short pieces of text with a focus on comprehension skills. Transactional Writing Students respond to a topic of choice in a variety of formats.</p> <p><b><u>Transactional Writing</u></b> Students respond to a topic of choice in a variety of formats</p>

## Main skills developed:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology .
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Demonstrate presentation skills in a formal setting using spoken Standard English effectively
- Listen and respond appropriately to spoken language, including to questions and feedback on presentation

## How parents can help to support learning:

- Encourage reading at home for pleasure
- Encourage sharing of homework tasks with you and check accuracy, presentation and depth before handing in.
- Encourage review of written work and help re drafting for improved technical accuracy

## British Values

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# ENGLISH – YR9 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o All students will have an Accelerated Reading book;
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
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# ENGLISH – YR 10

## Units taught:

AUTUMN	SPRING	SUMMER
<p><b><u>GCSE English Literature</u></b>  <b>Study of Romeo and Juliet</b>            Students analyse characters, themes and language in the play.</p> <p>Students develop their exam skills</p> <p><b><u>GCSE English Language</u></b>  <b>Creative writing</b>            Students focus on their use of accurate spelling, punctuation and grammar as well as how to vary sentence structures and select effective vocabulary choices within creative writing.</p> <p><b>Spoken Language</b>            Monologue as students' chosen characters</p>	<p><b><u>GCSE English Literature</u></b>  <b>Poetry</b>            Students develop their analysis skills and learn to write a detailed comparison of poems.</p> <p><b><u>GCSE English Literature/Language</u></b>  <b>Blood Brothers/Explorations in creative reading</b>            Students analyse themes, characters and the writer's craft in Blood Brothers linking to reading an extract of a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p>	<p><b><u>GCSE English Language</u></b>  <b>Writers' viewpoints and perspectives</b>            Students develop their writing skills to produce a written text to a specified audience, purpose and form in which they give their own perspective on a theme.</p> <p><b>Spoken Language</b>            Students present a persuasive speech on a topic of their choice</p> <p><b><u>GCSE English Language</u></b>  <b>Writers' viewpoints and perspectives</b>            Students analyse two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.</p> <p><b>Consolidation of exam skills for GCSE English Language</b></p>

## Main skills developed:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology .
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Demonstrate presentation skills in a formal setting using spoken Standard English effectively
- Listen and respond appropriately to spoken language, including to questions and feedback on presentation.



# ENGLISH – YR 10 - CONT

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# ENGLISH – YR11

## Units taught:

AUTUMN	SPRING	SUMMER
<p><b>iGCSE Descriptive writing</b> Students develop the accuracy of their punctuation and grammar, quality of vocabulary choices and ability to describe in thoughtful and imaginative detail and write a description of a place.</p> <p><b>Individual Speaking and Listening Task</b> Students deliver a persuasive speech on a topic of their choice.</p> <p><b>Response to text</b> Students develop their ability to analyse and develop ideas in response to articles on a variety of topics.</p> <p><b>Discussion Speaking and Listening Task</b> Students discuss a topic of their choice in a group</p>	<p><b>Article Writing</b> Students develop the accuracy of their punctuation and grammar, quality of vocabulary choices and ability to present ideas in a structured and engaging manner by writing a newspaper article on a topic of choice.</p> <p><b>Paired Speaking and Listening Task</b> Students discuss a topic of their choice with a partner.</p> <p><b>Exam Preparation</b> Students develop their ability to understand implicit and explicit meanings and how writers achieve effects for the Core and Extended Reading Passages.</p>	<p><b>Exam Preparation</b> Students develop their ability to understand implicit and explicit meanings and how writers achieve effects for the Core and Extended Reading Passages.</p>

## Main skills developed:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts
- Demonstrate understanding of explicit meanings
- Demonstrate understanding of implicit meanings and attitudes
- Analyse, evaluate and develop facts, ideas and opinions
- Demonstrate understanding of how writers achieve effects
- Select for specific purposes
- Articulate experience and express what is thought, felt and imagined
- Sequence facts, ideas and opinions
- Use a range of appropriate vocabulary
- Use register appropriate to audience and context
- Make accurate use of spelling, punctuation and grammar
- Articulate experience and express what is thought, felt and imagined
- Present facts, ideas and opinions in a sustained, cohesive order
- Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- Use register appropriate to audience and context
- Listen to and respond appropriately to the contributions of others



# ENGLISH – YR 11 - CONT

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