



**Year 7 English Curriculum:**

**Year 7 Curriculum Aims:**

The KS3 English journey begins in **Year Seven** with students focusing on the narratives which have laid the foundations for societies: myths, legends and quests. We examine the difference between plots and story-telling by looking at a range of stories, and by examining the ways lives can be recorded in words in the Life-Writing unit. There is a focus on adventure and possibilities. We establish the belief that stories make us who we are; teach us what we need to know; warn us of possible dangers and help us to make sense of our lives. The study of poetry in the module, 'A Different Story' introduces the idea of different voices telling their stories and asks students to consider the implications of who is speaking in a text. Completing the year with a study of 'Frankenstein' leaves Y7 using ideas from the past to look into the future, hinting at the power of literature to deal with the big moral questions in life: how humanity's story might continue.

Key objectives for adventurers, throughout Y7 are: **planning, focussing, re-thinking and making connections.**

**National Curriculum Links:** [English programmes of study: key stage 3 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	<p><b>Language</b> Life-writing: autobiography and biography</p> <p><b>Literature</b> The Search for Adventure: The Class Novel</p>	<p><b>Language</b> The Quest: The 7 basic plot structures</p> <p><b>Literature</b> The Search for Adventure: The Class Novel</p>	<p><b>Language</b> Letters of Note: how letters have changed the world</p> <p><b>Literature</b> Poetry Through the Ages</p>	<p><b>Language</b> Myths and Legends: where our stories come from and how they shape us</p> <p><b>Literature</b> Short Stories</p>	<p><b>Language</b> The Art of Persuasion</p> <p><b>Literature</b> The Play's the Thing: Frankenstein</p>	<p><b>Language</b> Breaking News</p> <p><b>Literature</b> The Play's the Thing: Frankenstein</p>
Vocab/ Literacy	<p>Sentence types Paragraphing Connectives and prepositions Sentence construction Form</p>	<p>Punctuating speech Accuracy in comma usage Direct speech Reported speech Dialogue</p>	<p>Sentence types – used for effects Topic sentences Explicit Implicit Poetic techniques – rhyme, rhythm etc.</p>	<p>Advanced punctuation Archetypes Stereotypes Figurative Language</p>	<p>Word classes Verb tenses Rhetorical devices Gothic Genre Direct address</p>	<p>Structuring of different forms Dramatic techniques Stage directions Act Scene Pathetic fallacy</p>
Knowledge, Skills and Understanding	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Creative writing skills, suited to a range of genres</li> <li>Explore implicit and explicit ideas in writing</li> <li>Planning and redrafting</li> <li>Taking risks in writing: patterns/structure</li> <li>Knowledge of pivotal figures within society</li> <li>Develop students' ability to make explicit links between what they read and how they write</li> <li>Introduce idea of viewpoint and perspective</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval</li> <li>Method identification and explanation</li> <li>Conventions of adventure genre</li> <li>Understanding of plot and character</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Identify and appreciate the effect of features of the adventure genre</li> <li>Explain, comment on and analyse writers' choices</li> <li>Be creative and take risks in writing choices</li> <li>Plan and redraft pieces of work to demonstrate conscious crafting of writing</li> <li>Development of vocabulary choices and sentence structures</li> <li>Revision and consolidation of punctuation for speech</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval</li> <li>Method identification and explanation</li> <li>Conventions of adventure genre</li> <li>Understanding of plot and character</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Writing and structure a formal letter</li> <li>Understanding of form, purpose and audience</li> <li>Understanding of how to vary language and content to match the expectations of the reader</li> <li>Understanding of some differences between written and spoken English</li> <li>Reading and understanding a range of letters written across centuries</li> <li>Inference skills</li> <li>Precise referencing to the text to support ideas</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Understanding and responding to challenge pre 20<sup>th</sup> century texts</li> <li>Reading challenging poetry aloud</li> <li>Use of quotations to support ideas about poems</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Identifying and interpreting explicit and implicit information</li> <li>Explanation and analysis of writers' use of language and structure to achieve effects and influence readers</li> <li>Comparing ideas and perspectives</li> <li>Evaluating texts</li> <li>Communicating clearly, effectively and imaginatively</li> <li>Utilising a range of vocabulary and sentence structure for clarity, purpose and effect</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to a range of short stories</li> <li>Use of quotations from a longer piece of text to support ideas about narrative voice</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Identification of viewpoints and opinions</li> <li>Develop students' confidence in having an expressing a view</li> <li>Writing in a confident and purposeful manner to suit the purpose and meet the needs of the audience</li> <li>How the spoken word can influence listeners</li> <li>Understanding of persuasive techniques</li> <li>Understanding of the world and the different views people hold</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Confidence in performance</li> <li>Understanding of dramatic features and stagecraft</li> <li>Understanding the effect different staging and performance directions can have on a play</li> <li>Appreciation of spoken mode and analysis of mode to</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Understanding differences in style and content of a broadsheet and tabloid</li> <li>Understanding of what makes a story newsworthy</li> <li>Understanding of formats and styles for different audiences</li> <li>Understanding of different news sources and the importance of truth and accuracy</li> <li>Developing an understanding of writing reports</li> <li>Understanding impartiality/ bias/ fact/ opinion</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Confidence in performance</li> <li>Understanding of dramatic features and stagecraft</li> <li>Understanding the effect different staging and performance directions can have on a play</li> <li>Appreciation of spoken mode and analysis of mode to</li> </ul>

	<ul style="list-style-type: none"> <li>Wider contextual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Wider contextual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the language of a poem, using precise technical terminology</li> <li>Recognition of elegy and ballads</li> <li>Knowledge of a poem's historical and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the reader's gradual realisation of plot over the course of a story</li> <li>Understanding the importance of beginnings and endings</li> <li>Writing with an interesting/ deliberate narrative voice</li> </ul>	<p>explore character, plot and theme</p> <ul style="list-style-type: none"> <li>Context of the play</li> <li>Character profiles</li> <li>Key themes within the play</li> <li>Understanding of the gothic genre and its conventions</li> </ul>	<p>explore character, plot and theme</p> <ul style="list-style-type: none"> <li>Context of the play</li> <li>Character profiles</li> <li>Key themes within the play</li> <li>Understanding of the gothic genre and its conventions</li> </ul>
<b>What we will assess</b>	<p><b>Language</b> A piece of autobiographical writing inspired by an object. Retrieval and inference skills.</p> <p><b>Literature</b> Analysis of a close extract based on character or theme.</p>	<p><b>Language</b> Description/ narrative skills: writing the ending to a story</p> <p><b>Literature</b> Analysis of a close extract based on character or theme.</p>	<p><b>Language</b> Writing letters for different purposes (formal: expressing a point of view; personal: expressing feelings; humorous: intending to amuse)</p> <p><b>Literature:</b> Analysis of at least one of the poems studied.</p>	<p><b>Language</b> A piece of narrative writing.</p> <p><b>Literature</b> The re-writing of a familiar or original short story from a different perspective.</p>	<p><b>Language</b> A piece of persuasive writing based upon a specific brief for a specific audience.</p> <p>Analysis skills</p> <p><b>Literature</b> Analysis, inference and evaluative skills, alongside exploration of character/ theme in the play.</p>	<p><b>Language</b> A news bulletin for broadcast on radio or TV <b>and</b> a newspaper article.</p> <p><b>Literature</b> Analysis, inference and evaluative skills, alongside explorations of character/ theme in the play.</p>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>Explores the theme of identity; relationships; aspirations.</li> <li>Encourages students to see themselves as part of society</li> <li>Discussion of key moments in students' lives</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the impact of certain types of behaviour</li> <li>Encourages students to see themselves as powerful agents in the world (capable of making a difference and overcoming obstacles)</li> </ul>	<ul style="list-style-type: none"> <li>Encourages students to examine connections between people.</li> <li>Compliments the teaching of the British values (democracy, individual liberty, rule of law and mutual respect)</li> <li>Exploration of other people's viewpoints or experiences</li> <li>Exploration of similarities between human experiences and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Examining the effects of particular behaviours as part of learning about safeguarding (through the stories to teach/ warn).</li> <li>Exploration of values such as integrity, decency and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring morality</li> <li>Contemplating and evaluating decision making</li> <li>Building an understanding of how fiction grapples with real-life situations</li> <li>Exploration of rights and responsibilities</li> <li>Exploring honesty and media manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Exploring bias</li> <li>Encouraging students to think critically about the news and information around them</li> <li>Discussions around holding those in power to account</li> </ul>



**Year 8 English Curriculum:**

**Year 8 Curriculum Aim:**

**Year Eight** is about developing our knowledge, expertise and skill; building on our knowledge of narratives to undertake a wider exploration of genres and what language and literature can contribute to the human experience. The study of science fiction contribution allows us to imagine possible futures and technologies, and anticipate possible problems. We open up autobiographical writing to examine ways we can record our travels and visit other places on Earth, and how shaping moments in history have been recorded in poetry with our study of the WW1 poets. This year is about building on descriptive skills, developing precision and use of imagery to describe places and experiences. We start to look at ourselves as part of a literary continuum, examining Shakespeare’s world and studying ‘A Midsummer Night’s Dream’ and how the idea of childhood was revolutionised by the Romantics and the Victorians and thus how children’s literature came to be written. This allows us to explore the importance of having a contextual understanding of a text to fully appreciate it, which builds on the work in Year Seven when we started to think about the life of the person speaking in the poems we studied. By Year Eight we explicitly examine the cultural mores of the day.

Key objectives for explorers, throughout Y8 are: **building on our knowledge and skills; transformation; perseverance; imagination and examination**

**National Curriculum Links:** [English programmes of study: key stage 3 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/English-programmes-of-study-key-stage-3.pdf)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	<p><b>Language</b> Explorers (non-fiction and fiction study)</p> <p><b>Literature</b> Relationships: The Class Novel</p>	<p><b>Language</b> What it means to be human</p> <p><b>Literature</b> Relationships: The Class Novel</p>	<p><b>Language</b> A Victorian Childhood</p> <p><b>Literature</b> New Ways of Seeing (Poetry Study)</p>	<p><b>Language</b> Hear My Voice: A Refugee’s Story</p> <p><b>Literature</b> Out of this World: Science-fiction</p>	<p><b>Language</b> Don’t be fooled: how language persuades</p> <p><b>Literature</b> Shakespeare: A Midsummer Night’s Dream</p>	<p><b>Language</b> Exploring Genre</p> <p><b>Literature</b> Shakespeare: A Midsummer Night’s Dream</p>
Vocab/ Literacy	<p>Pace Recap and extension of word classes Utilising a wide range of punctuation for effect Proof-reading and editing Syntax Imagery</p>	<p>Building paragraphs Motif Extended metaphor</p>	<p>Social, historical, cultural contexts Social commentary Archaic language Recapping sentence types and their intended effects Enjambment Sibilance</p>	<p>Revision of clauses and their place in sentences Etymology of words Widening vocabulary choices</p>	<p>Soliloquy Monologue Comic relief Revision of rhetorical devices Propaganda</p>	<p>Superlative and comparative adjectives Elizabethan era Conventions of comedy Genre</p>
Knowledge, Skills and Understanding	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Reading a range of autobiographical and non-fiction texts</li> <li>• Examining the way writers bring scene to life</li> <li>• Understanding how the beginning, middle and endings of texts engage readers</li> <li>• Explaining how writers create atmosphere</li> <li>• Planning and structuring autobiographical writing</li> <li>• Utilising a range of sentence structures, vocabulary and punctuation for effect</li> <li>• Sequencing of work, considering effects of paragraphing</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Comprehension of key information from the text</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Developing students’ skills in writing accurately and carefully</li> <li>• Continuing to encourage students to make explicit links between what students read and how they write</li> <li>• Developing understanding of implicit meanings</li> <li>• Exploring different styles and genres of story and evaluating their effectiveness.</li> <li>• Exploring texts written in different time periods</li> <li>• Analysis of the effects of writers’ deliberate choices</li> <li>• Exploring and commenting on non-fiction texts</li> <li>• Expressing ideas and viewpoints</li> </ul> <p><b>Literature</b></p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Reading a range of pre 20<sup>th</sup> century fiction and non-fiction</li> <li>• Independently grapple with new vocabulary to make meaning of difficult sentences</li> <li>• Reading texts which allow students to empathise</li> <li>• Understanding different ways of viewing childhood</li> <li>• Reading from the literary canon</li> <li>• Acquisition of new vocabulary</li> <li>• Developing understanding of audience, purpose and form</li> <li>• Revising and recapping persuasive techniques, and analysing their effects on the reader</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Reading, understanding and responding to a range of non-fiction texts</li> <li>• Using analysis to develop implicit meanings in texts</li> <li>• Understanding the idea of variant readings of a text</li> <li>• Understanding the writer can appeal to a reader through techniques and choice of content</li> <li>• Practising note-taking and summarising</li> <li>• Writing accurately and imaginatively for a specific purpose and form</li> <li>• Exploring vocabulary – considering where new words in the English language arrive from as well as the etymology of words.</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Exploring how language has been used for specific purposes and effects throughout history</li> <li>• Revising and strengthening students’ understanding of the Victorian era</li> <li>• Comparing the language in advertisements</li> <li>• Analysing and evaluating the effectiveness of writers’ choices on readers</li> <li>• Understanding how Victorian adverts manipulated the beliefs of the public at the time</li> <li>• Creating and designing an advert, using the skills equipped from looking at examples</li> <li>• Understanding the role of propaganda</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Reading a diverse range of extracts from different genres, predominantly fiction</li> <li>• Identifying genre conventions</li> <li>• Explaining and analysing the effects of writers’ choices and methods</li> <li>• Commenting on characterisation and plot</li> <li>• Using extracts studied as inspiration for creative writing</li> <li>• Conforming to conventions and expectations of a genre when writing creatively</li> <li>• Employing a range of ambitious vocabulary choices</li> <li>• Careful crafting of a myth</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Researching Shakespearean context: what life was like in Elizabethan England, The</li> </ul>

	<ul style="list-style-type: none"> <li>Developing inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval to support analysis</li> <li>More in depth method identification and explanation</li> <li>Conventions of different genres of fiction</li> <li>Understanding how plot and character can be crafted to interest a reader</li> <li>An understanding of the context in which the text was written and received</li> <li>Exploration of setting and themes</li> <li>Exploration of how the writer presents relationships within the novel</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension of key information from the text</li> <li>Developing inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval to support analysis</li> <li>More in depth method identification and explanation</li> <li>Conventions of different genres of fiction</li> <li>Understanding how plot and character can be crafted to interest a reader</li> <li>An understanding of the context in which the text was written and received</li> <li>Exploration of setting and themes</li> <li>Exploration of how the writer presents relationships within the novel</li> </ul>	<ul style="list-style-type: none"> <li>Commenting on the effects of sentence structures and punctuation choices</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to different types of poetry</li> <li>Developing an informed and critical response</li> <li>Analysis of the poet's choice of language, form and structure</li> <li>Utilising relevant subject terminology</li> <li>Building confidence with approaching unseen poetry</li> <li>Comparing ideas and themes across two poems</li> <li>Understanding of relationships between texts and their contexts</li> </ul>	<ul style="list-style-type: none"> <li>Examining and scrutinising bias and impartiality in newspapers</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Retrieval of key pieces of information</li> <li>Confidence in identifying key aspects of the science fiction genre</li> <li>Analysis of science fiction literature</li> <li>Planning and redrafting of writing, relating to the genre</li> <li>Developing ideas about moral choices and imagining future scenarios based on current decisions</li> <li>A range of authors and texts from the science fiction genre</li> <li>Understanding the characteristics of the opening paragraphs of a novel</li> </ul>	<ul style="list-style-type: none"> <li>Writing creatively and imaginatively, using ambitious vocabulary and specific techniques to hook the readers' interest.</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Researching Shakespearean context: what life was like in Elizabethan England, The Globe, William Shakespeare's life, language and influences</li> <li>Increased confidence in performance</li> <li>Understanding of dramatic features and stagecraft and examining the effects of these on an audience</li> <li>Understanding and analysis of Shakespeare's methods and choices</li> <li>Appreciation of spoken mode and analysis of mode to explore character, plot and theme</li> <li>The plot of the play</li> <li>The characters crafted by Shakespeare</li> <li>An understanding of the themes and wider ideas intertwined in the plot of the play</li> </ul>	<p>Globe, William Shakespeare's life, language and influences</p> <ul style="list-style-type: none"> <li>Increased confidence in performance</li> <li>Understanding of dramatic features and stagecraft and examining the effects of these on an audience</li> <li>Understanding and analysis of Shakespeare's methods and choices</li> <li>Appreciation of spoken mode and analysis of mode to explore character, plot and theme</li> <li>The plot of the play</li> <li>The characters crafted by Shakespeare</li> <li>An understanding of the themes and wider ideas intertwined in the plot of the play</li> </ul>
<b>What we will assess</b>	<p><b>Language</b> Planning and production of an autobiographical event.</p> <p><b>Literature</b> Close analysis of an extract based on character or theme, with an emerging need to make links across whole text. Creative writing skills inspired by ideas in the text.</p>	<p><b>Language</b> A piece of narrative writing inspired by an image or prompt. An analytical response to a piece of literary fiction.</p> <p><b>Literature</b> Close analysis of an extract based on character or theme, with an emerging need to make links across whole text. Creative writing skills inspired by ideas in the text.</p>	<p><b>Language</b> Close analysis of extracts linked to the topic of childhood.</p> <p><b>Literature</b> A comparison of two unseen poems, linked by theme.</p>	<p><b>Language</b> A short article about Nujeen for the school newspaper.</p> <p><b>Literature</b> Close analysis of extracts from the science fiction genre. Writing the opening to a science fiction story.</p>	<p><b>Language</b> Choice of writing tasks: A short story OR opening paragraphs to a novel, set in the Victorian period, in a city. The title must be: 'The Quack Cure'.</p> <p><b>Literature</b> Close analysis of an extract. Creative writing task adopting the persona of a character from the play.</p>	<p><b>Language</b> Close analysis of an extract Write own myth</p> <p><b>Literature</b> Close analysis of an extract. Creative writing task adopting the persona of a character from the play.</p>

**Personal Development**

- Exploring the concept of 'perception'
- Consideration of the world around us; students to examine climate and how this is linked to different ways of living.
- Class novel will explore the theme of relationships, encouraging students to reflect on their own.

- Discussion of personal beliefs
- Appreciation and celebration of human endeavours
- Exploration of personal morality and sense of self
- Encouraging students to consider who they are and how events may have shaped them

- Exploration of generational expectations and differences over time
- Discussions around poverty and childhood throughout the module
- Empowering students to voice their own opinions and express their feelings in an articulate manner

- Encouraging students to broaden their awareness of the world
- Enhances empathy and understanding
- Discussions around humanity, human nature and the world we live in.

- Exploring human nature and timeless themes like love, youth, jealousy and regret
- Encouraging students to think critically

- Encouraging students to see their place in the world around them
- Encouraging students to see from different perspectives and viewpoints





**Year 9 English Curriculum:**

**Year 9 Curriculum Aim:**

In **Year Nine** students build on their knowledge and understanding to consider new ways of looking at literature and language: what it can do; what it can say and how it is affected by the writer’s experience. Through the use of inspiring texts and class readers, students explore their own and others’ heritage and culture, and are taught to become considerably critical of texts, key themes and ideas. Students learn how to recognise the ways the English Language is used to manipulate, to create a narrative, to influence and to convey ideas. We examine the way fiction is used to reveal truths about injustice and prejudice. Students develop their understanding of unconscious bias in literature and explore the viewpoints they have accepted as their own. We examine how reportage and satire shapes *and* reflects society’s obsessions; how a good speech can change the world. Students are encouraged to find their own voices orally and on paper. We want our students to read and write to support social justice – standing on the shoulders of the writers who have gone before them.

Key objectives for pioneers, throughout Y9 are: **to champion; to investigate; to critique and to speak out.**

National Curriculum Links: [English programmes of study: key stage 3 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	<p><b>Language</b> Shaping Moments: fictionalising fact</p> <p><b>Literature</b> Truth Through Fiction: The Class Novel</p>	<p><b>Language</b> The Art of the Short Story</p> <p><b>Literature</b> Truth Through Fiction: The Class Novel</p>	<p><b>Language</b> Something to Say: Great Speeches</p> <p><b>Literature</b> Shakespeare: Romeo and Juliet</p>	<p><b>Language</b> The Art of Articles</p> <p><b>Literature</b> Shakespeare: Romeo and Juliet</p>	<p><b>Language</b> Ha Ha Very Funny: A Look at Humour</p> <p><b>Literature</b> War Poetry</p>	<p><b>Language</b> Different Perspectives: Feminism</p> <p><b>Literature</b> War Poetry</p>
Vocab/ Literacy	<p>Foreshadowing</p> <p>Revise genre</p> <p>Planning, drafting, editing, proof-reading</p>	<p>Revision of word classes</p> <p>Connotations</p> <p>Punctuation and its effects</p>	<p>Dramatic irony</p> <p>Assonance</p> <p>Iambic pentameter</p> <p>Standard English</p> <p>Revision of rhetorical devices</p>	<p>Sonnet</p> <p>Symbolism</p> <p>Noun phrases</p> <p>Parenthesis</p>	<p>Satire</p> <p>Humour</p> <p>Note-taking</p> <p>Caesura</p> <p>Rhyme schemes</p>	<p>Protected characteristics</p> <p>Endstop</p> <p>Revision of the conventions of articles</p> <p>Free verse</p> <p>Extended metaphor</p>
Knowledge, Skills and Understanding	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Developing students’ skills in writing accurately and carefully in a structured way</li> <li>Developing understanding of implicit meanings</li> <li>Developing oracy skills</li> <li>Encouraging students to write well about themselves and their experiences</li> <li>Reading and responding to a wide range of non-fiction texts</li> <li>Planning and drafting</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Developing inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval to support analysis</li> <li>More in depth method identification and analysis</li> <li>Conventions of different genres of fiction</li> <li>Analysis of ways in which plot and character are crafted to interest a reader</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Experimenting with finding, expressing and articulating their own voice</li> <li>Developing more conceptualised analysis</li> <li>Evaluating the effectiveness of different styles and genres</li> <li>Approaching texts with different linguistic frameworks</li> <li>Examination of the structure of a story</li> <li>Analysis and exploration of how characters are introduced and developed over time</li> <li>Close analysis of specific word choices and their connotations</li> <li>Considering how the writers’ choices can manipulate the reader</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Developing inference</li> <li>Implicit and explicit ideas</li> <li>Quotation retrieval to support analysis</li> <li>More in depth method identification and analysis</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Developing students’ oracy skills and confidence when speaking aloud</li> <li>Using Standard English effectively in speeches and presentations</li> <li>Listening and responding appropriately to spoken language, including to questions and feedback on presentations</li> <li>Organising information and ideas, using structural and grammatical features to support coherence and cohesion</li> <li>Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers</li> <li>Appreciating different viewpoints and looking at alternative arguments</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Increased confidence in performance</li> <li>Understanding of dramatic features and stagecraft and analysing the effect of these</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Exploration of the way articles are written and the way that style and form of an article changes depending on the platform and audience</li> <li>Developing and embedding the idea of viewpoint and perspective when examining particular situations and events</li> <li>Developing the use of factual information in students’ writing to support their ideas and views</li> <li>Developing critical thinking skills</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Increased confidence in performance</li> <li>Understanding of dramatic features and stagecraft and analysing the effect of these.</li> <li>Understanding the effect different staging and performance directions can have on a play</li> <li>Appreciation of spoken mode and analysis of mode to explore character, plot and theme</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Reading and understanding an excerpt from ‘The Canterbury Tales’; understanding the importance of the text as part of the canon</li> <li>Understanding the different types of humour and why they might be used</li> <li>Developing a wider vocabulary</li> <li>Understanding the way social, cultural and historical context can affect a text’s content and the way it is understood over time</li> <li>Understanding satire</li> <li>Developing evaluative writing skills</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to a range of war poetry</li> <li>Identification and analysis of poets’ methods</li> <li>Commenting on the impact of language, form and structure</li> <li>Making links between poems and their context</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to texts, using textual references to support ideas</li> <li>Considering changing attitudes, perspectives and opportunities over time</li> <li>Analysing writers’ choices and their intended effects on an audience</li> <li>Understanding the conventions of newspaper articles</li> <li>Writing imaginatively and creativity, with flair and originality</li> <li>Utilising a range of engaging techniques and varied sentence structures for effect</li> <li>Understanding how the context of a time shapes a writer’s text</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to a range of war poetry</li> <li>Identification and analysis of poets’ methods</li> </ul>

	<ul style="list-style-type: none"> <li>An understanding of the context in which the text was written and received</li> <li>Exploration of setting and themes and how they are consciously crafted in a text</li> <li>Developing multiple layers of interpretation when analysing</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of different genres of fiction</li> <li>Analysis of ways in which plot and character are crafted to interest a reader</li> <li>An understanding of the context in which the text was written and received</li> <li>Exploration of setting and themes and how they are consciously crafted in a text</li> <li>Developing multiple layers of interpretation when analysing</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the effect different staging and performance directions can have on a play</li> <li>Appreciation of spoken mode and analysis of mode to explore character, plot and theme</li> <li>Analysing the plot of the play and the characters crafted by Shakespeare</li> <li>Understanding the themes and wider ideas intertwined in the plot of the play</li> <li>Understanding the conventions of the genre</li> <li>Understanding and analysis of Shakespeare's methods and choices</li> <li>A contextual understanding of the time in which the play was written and performed</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the plot of the play and the characters crafted by Shakespeare</li> <li>Understanding the themes and wider ideas intertwined in the plot of the play</li> <li>Understanding the conventions of the genre</li> <li>Understanding and analysis of Shakespeare's methods and choice</li> <li>A contextual understanding of the time in which the play was written and performed</li> </ul>	<ul style="list-style-type: none"> <li>Making connections and comparisons across poems, looking at similarities and differences in how they present themes</li> <li>Exploring the effect of the poets' choices on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Commenting on the impact of language, form and structure</li> <li>Making links between poems and their context</li> <li>Making connections and comparisons across poems, looking at similarities and differences in how they present themes</li> <li>Exploring the effect of the poets' choices on the reader</li> </ul>
<b>What we will assess</b>	<p><b>Language</b> A piece of autobiographical writing.</p> <p><b>Literature</b> Close analysis of an extract based on character or theme, with an emerging need to make links across whole text. Creative writing skills inspired by ideas in the text.</p>	<p><b>Language</b> A piece of narrative writing inspired by an image/ prompt. An analysis of a piece of literary fiction.</p> <p><b>Literature</b> Close analysis of an extract based on character or theme, with an emerging need to make links across whole text. Creative writing skills inspired by ideas in the text.</p>	<p><b>Language</b> An analysis of a speech. Writing a speech for a specific audience and purpose.</p> <p><b>Literature</b> Close analysis of an extract, with students required to make links to the wider play.</p>	<p><b>Language</b> A piece of transactional writing in the form an article written for a specific audience and purpose</p> <p><b>Literature</b> Close analysis of an extract, with students required to make links to the wider play.</p>	<p><b>Language</b> Producing a piece of humorous writing.</p> <p><b>Literature</b> An analysis of one of the six poems.</p>	<p><b>Language</b> Students to write their own great work of feminist literature, as inspired by the examples throughout the module.</p> <p><b>Literature</b> A comparison between two poems, considering how they both present the reality of conflict.</p>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>Discussions on personal beliefs and identity, as well as how our sense of self is affected by people and places.</li> <li>Class novel will explore finding truth through fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of the roles stories have in students' lives – memories, accounts, meaningful moments</li> <li>Discussions on personal morality</li> <li>Exploring the relationship between rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Students are given plenty of opportunities to express themselves and their viewpoints in an articulate manner</li> <li>Discussions and consideration of issues such as gender equality and homophobia</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of current affairs and issues</li> <li>Encouraging students to engage with the world around them</li> <li>Encouraging students to reflect on the views of others and evaluate the reliability and validity of the texts they encounter.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging students to understand the subjectivity of humour</li> <li>Discussions on inclusivity and equality</li> </ul>	<ul style="list-style-type: none"> <li>Discussions on protected characteristics and how they help to promote equality</li> <li>Encouraging students to have empathy and remain open-minded and inclusive</li> </ul>