

YEAR 7 ENGLISH

TERM 1 – WAR & CONFLICT	TERM 2 – OUTSIDERS	TERM 3 – EFFECTIVE COMMUNICATORS
<ul style="list-style-type: none"> • Importance of context when studying literature • Context - WW1 • Skimming and scanning to locate key information • Comprehension • Inference • Selecting relevant quotations to support a viewpoint • Creating analytical responses to a text • Exploring effect of writer's methods – language choices • Considering the writer's intentions • Poetic terminology • WW1 poetry – Owen and Pope • Conventions of a monologue • Monologue writing • Poetry writing • Grammar focus 	<ul style="list-style-type: none"> • The writer's craft • Exploring writer's methods – language choice • Exploring writer's methods – structural choices • Considering writer's intentions • Poetic terminology • Conventions of a short story • Selecting relevant quotations to support a viewpoint • Creating analytical responses to a text • Importance of context when studying literature • Context – Shakespeare and Elizabethan England • Introduction to Shakespeare's language • Analysis of Shakespeare's characters – The Tempest • Debating • Grammar focus 	<ul style="list-style-type: none"> • Varying vocabulary to create effects • Sensory language • Describing using the senses • Effective use of simile, metaphor, personification and pathetic fallacy • Varying sentences for effect • Varying sentence openers for effect • Creating effective narrative openings and hooks • Effective characterisation and description • Narrative voice – first vs third person • Linear vs non-linear narratives • History of English language • Tracking language development • Etymology – prefix and suffix • Effective persuasion – rhetorical devices • Effective presentation to peers • Grammar focus

Assessment

Five a lesson knowledge quiz at the start of every lesson – grammar/vocabulary/spelling

Topic assessment

Termly assessment of prior learning

YEAR 8 ENGLISH

TERM 1 – THE WRITER’S CRAFT	TERM 2 – THE ART OF RHETORIC & EFFECTIVE COMMUNICATION	TERM 3 – LOVE, RELATIONSHIPS & POWERFUL WOMEN
<ul style="list-style-type: none"> • Generic conventions of the fairy tale genre • Exploring writer’s choices – language and structure • Subverting generic conventions • Varying vocabulary to create effects • Sensory language • Describing using the senses • Effective use of simile, metaphor, personification and pathetic fallacy • Varying sentences for effect • Varying sentence openers for effect • Creating effective narrative openings and hooks • Effective characterisation and description • Punctuation for accuracy and effect • Grammar focus 	<ul style="list-style-type: none"> • The history of persuasion – Aristotle • Logos, ethos, pathos • Analogy • Anecdote • Direct address • Imperative • Tri-colon • Anaphora • Hyperbole • Imperative language • Emotive language • Analysis of famous speeches • Creating an analytical response to a text • Structuring effective speeches • Creating effective speeches • Presenting to an audience • Differences between written and spoken word • Levels of formality • Regional differences – accent and dialect • Grammar focus 	<ul style="list-style-type: none"> • Importance of context when studying literature • Shakespeare’s Elizabethan England and the role of women / Patriarchal society • Shakespeare’s language • Shakespeare’s structural choices – iambic pentameter/blank verse • Shakespeare’s characterisation • Stagecraft and the conventions of a play • Creating an analytical response to a text • Conventions of a sonnet • Shakespeare’s intentions • Producing an extended analytical response – essay writing

Assessment

Five a lesson knowledge quiz at the start of every lesson – grammar/vocabulary/spelling

Topic assessment

Termly assessment of prior learning

YEAR 9 ENGLISH

TERM 1 – UNHEARD VOICES AND THE ART OF CRITICAL READING	TERM 2 – PREJUDICE AND DISCRIMINATION	TERM 3 – MACBETH AND THE VICTORIANS
<ul style="list-style-type: none"> • Exploring writer’s choices – language and structure • Poetic terminology • Inference • Exploring writer’s intentions and wider messages • Comparing poetry • Responding to literature analytically • Formal essay writing • Recognising bias in the media • Considering impact of stereotyping in the media • Evaluating a statement • Producing a non-fiction response • Comparing writer’s methods • Grammar focus 	<ul style="list-style-type: none"> • Importance of context when studying literature • Life in America in the 1930s and the American dream • Inference • Exploring writer’s methods – language choice • Exploring writer’s methods – structural choices • Selecting relevant quotations to support a viewpoint • Exploring how writers create characters • Responding to a text analytically • Formal essay writing • Responding to non-fiction texts • Considering impact of stereotyping in literature • Grammar focus 	<ul style="list-style-type: none"> • Importance of context when studying literature • Shakespeare’s Elizabethan England and the role of women • Shakespeare’s language • Shakespeare’s characterisation • Stagecraft and the conventions of a play • Creating an analytical response to a text • Conventions of a sonnet • Shakespeare’s intentions • Context – life in Victorian England • Responding to a text analytically • Inference • Exploring writer’s methods – language choice • Exploring writer’s methods – structural choices • Responding to non-fiction texts • Producing an extended analytical response – essay writing

Assessment

Five a lesson knowledge quiz at the start of every lesson – grammar/vocabulary/spelling

Topic assessment

Termly assessment of prior learning

YEAR 10 ENGLISH

TERM 1 – AN INSPECTOR CALLS AND POETRY	TERM 2 – ROMEO AND JULIET AND POETRY	TERM 3 – INTRO TO LANGUAGE AND POETRY
<ul style="list-style-type: none"> • Importance of context when studying literature • Edwardian England • Socialism and Capitalism • Exploring writer’s choices – language and structure • Stagecraft and the conventions of a play • Inference • Exploring writer’s intentions and wider messages • Responding to literature analytically • Formal essay writing • Poetic terminology 	<ul style="list-style-type: none"> • Importance of context when studying literature • Elizabethan England and the Patriarchal System • Inference • Exploring writer’s methods – language choice • Exploring writer’s methods – structural choices • Shakespeare’s language • Shakespeare’s characterisation • Stagecraft and the conventions of a play • Creating an analytical response to a text • Shakespeare’s intentions • Selecting relevant quotations to support a viewpoint • Exploring how writers create characters • Responding to a text analytically • Formal essay writing • Poetic terminology 	<ul style="list-style-type: none"> • Inference • Responding to a text analytically • Inference • Exploring writer’s methods – language choice • Exploring writer’s methods – structural choices • Evaluation • Producing an extended analytical response – essay writing • Responding to unfamiliar texts • Descriptive writing skills • Descriptive vs narrative style • Vocabulary choices • Structural choices • Punctuation for accuracy and effect • Sentence types • Sentence variety for effect

Assessment

Five a day knowledge quiz questions at the start of every lesson (previous GCSE content)

Topic assessments

Termly assessments of prior learning

YEAR 11 ENGLISH

TERM 1 – INTRO TO LANGUAGE AND POETRY	TERM 2 – THE SIGN OF FOUR	TERM 3 – CONSOLIDATION
<ul style="list-style-type: none"> • Inference • Responding to a text analytically • Information retrieval • Summary • Exploring writer’s methods – language choice • Exploring writer’s viewpoints and perspectives • Producing an extended analytical response – essay writing • Responding to unfamiliar texts • Viewpoint writing skills • Persuasive techniques – logos, pathos, ethos • Vocabulary choices • Structural choices • Punctuation for accuracy and effect • Sentence types • Sentence variety for effect 	<ul style="list-style-type: none"> • Importance of context when studying literature • Victorian England and the Empire • Inference • Exploring writer’s methods – language choice • Exploring writer’s methods – structural choices • Doyle’s characterisation • Creating an analytical response to a text • Doyle’s intentions • Selecting relevant quotations to support a viewpoint • Exploring how writers create characters • Responding to a text analytically • Formal essay writing • Poetic terminology 	<ul style="list-style-type: none"> • How to revise • Exam technique

Assessment

Five a day knowledge quiz questions at the start of every lesson (previous GCSE content)

Topic assessments

Termly assessments of prior learning