

Y7 Aims	Broader concepts: The Y7 Curriculum builds on pupils’ learning in KS2, closing gaps and building pupils’ independence and resilience. Students will be exposed to and will create a range of written forms to develop their understanding of how we use language differently for specific purposes.	
	HT1 - Non-Fiction: The Natural Wonders of the World HT2 - Literary Heritage: Heroes and Villains through the ages HT3 and 4 - Modern Fiction HT5 - Poetry Forms HT6 - Introduction to Shakespeare: Much Ado About Nothing	
	Skills:	Knowledge:
	<u>Reading</u> Engage with a range of texts and give an opinion Inference supported with the text Identify language Reading for pleasure <u>Writing</u> Writing in accurate sentences (capital letters, tense, auxiliary verbs, end stops) Using compound and complex sentences Using discourse markers for cohesion Consciously choosing adjectives and verbs Plan and proof-read for SPAG and coherence <u>Speaking and Listening</u> Oracy skills - pupils can turn take, actively listen and respond in full sentences Questioning skills - using 5Ws and Ecco Talk tactics Stating and developing an opinion (to lead into writing)	<u>Non-Fiction</u> Conventions of non-fiction texts Purpose, audience and form Rhetorical devices <u>Literary heritage:</u> Etymology Biblical / pagan references The history of story-telling Identity through language <u>Novel</u> Characterisation Narrative Arc Analysis of language Structuring your own narrative Genre <u>Much Ado About Nothing</u> Elizabethan/Jacobean context Gender / Relationships Stagecraft Soliloquies / setting / dramatic irony
	Recall:	
	KS2 National Curriculum - Recall, retrieve knowledge from Yr6. Build upon vocabulary, reading and writing skills embedded during primary school years. Revisiting misconception	

Y8 Aims	Broader concepts: The Y8 Curriculum allows pupils to understand the literary timeline and the place of English literature in the global context. Pupils are being taught to recognise and appreciate the craft of being a successful communicator and the social significance of this.	
	HT1 - Non-Fiction: Victorian England HT2 - Literary Heritage: The Gothic HT3 and 4 - Modern Fiction: Dystopian HT5 - Poetry from around the World HT6 - Romeo and Juliet	
	Skills:	Knowledge:
	<u>Reading</u> Decoding unfamiliar vocabulary Comprehension of longer / older texts Inference and evidence in seen and unseen texts Justification of opinion using conjunctions Analytical Framework (justify, develop, Reading for pleasure <u>Writing</u> Accurate construction and punctuation of simple, compound and complex sentences Using simple sentences for effect Using a wider range of punctuation accurately A.,'-... Organising work into accurate and coherent paragraphs Choosing language for effect Conscious crafting language methods Plan, proof-read and refine technical accuracy <u>Speaking and Listening</u> Oracy skills - active listening, building on other people's responses, turn taking Verbally developing responses using discourse markers Questioning skills - independently using 5 Ws, Talk tactics Stating and developing an opinion (to lead into writing)	<u>Non-fiction</u> Unseen extract comprehension Extract annotation and layers of meaning Linguistic devices and effect Non-fiction form and conventions Writer's perspectives and intentions <u>Literary heritage</u> Recall of historical context and links to Y8 history Conventions of gothic genre How to structure inference and analytical writing <u>Modern Fiction: Dystopian</u> Conventions of a genre Recall of Wonders of World content Tier 2 and tier 3 vocabulary Tracking plot and character development <u>Poetry from Other Cultures</u> Poetic form + structure Cultural considerations and tolerance Annotation and method analysis Comparison <u>Romeo and Juliet</u> Development of Elizabethan/Jacobean context Gender Conflict Religion Heroes and villains - characterisation Stagecraft Soliloquies / setting / dramatic irony
	Recall:	
	Victorian context (Y7) Shakespeare (Y7) Stagecraft and dramatic devices (Y7) Biblical references (Y7)	Power and conflict (Y7) Characterisation (Y7) Genre (Y7) Analysis of language (Y7) Revisiting misconceptions

Y9 Aims	Broader concepts: The Y9 Curriculum develops pupils' abilities to be conscious crafters of the spoken and written word by exposing them to more challenging texts. Pupils will be invited to consider a range of social and political contexts to enable them to become more thoughtful readers and to better appreciate their own and other's perspectives.	
	HT1 - Non-Fiction: Identity HT2 - Literary Heritage: development of Universal Themes HT3 and 4 - Novel HT5 - Poetry: conflict HT6 - An Inspector Calls	
	Skills:	Knowledge:
	<u>Reading</u> Reading canonical texts to develop stamina, decoding skills and tracking Comprehension, Comparison of texts Identification of tone and formality Exploring form, purpose and audience <u>Writing</u> Planning and applying structure to whole piece Clear voice. Tone and formality Planning, editing and drafting Proof-reading and technical accuracy Ambitious and intentional vocabulary Using a range of punctuation accurately <u>Speaking and Listening</u> Oracy skills - active listening, building on and challenging other people's responses, turn taking Verbally developing responses by including a range of ideas Questioning skills Stating and developing an informed opinion (to lead into writing)	<u>Non-fiction: Identity</u> Non-fiction forms (beyond Yr7+8) Contemporary developments of representation Comparison of perspectives/ideas Forming and justifying your own opinion Understanding and applying accurate and ambitious punctuation <u>Literary heritage</u> Identifying influence of older texts Comparison of universal themes through the ages <u>Modern Fiction: Novel</u> Characterisation Analysing narrative structure Analysis of language (devices + effect) Evaluation of writer's intentions Ambitious Vocabulary Tone and effect Genre <u>Poetry</u> Contextual references Propaganda, writer's intentions, interpretations Poetic form, structure and effect <u>An Inspector Calls</u> Gender - roles of men/women (suffragettes) Politics- class divide Biblical references Morals Stagecraft Soliloquies / setting / dramatic irony
	Recall:	
	Victorian England (Y7 & Y8) Heroes and Villains (Y7) Biblical references (Y7 & Y8) Religion (Y7 & Y8) Characterisation (Y7 & Y8) Genre (Y7 & Y8) Analysis of language (Y7 & Y8)	Approaching a novel (Y7) Politics - class divide (Y8) Gender (Y8) Stagecraft and dramatic devices (Y7 & Y8) Revisiting misconceptions

Y10 Aims	Y10 students begin their GCSE exam syllabus where they apply the knowledge and skills of KS3 to exam texts, thus developing their ability to read and analyse canonical literature. Students will be encouraged to develop their own opinions of non-fiction and fiction texts and to articulate this clearly, with detailed, evidenced reasons.	
	HT1 - Poetry Anthology and first-person writing HT2 - Literary Heritage: A Christmas Carol HT3 and 4 - Shakespeare: Macbeth HT5 - Non-fiction Paper 2 HT6 - Modern Fiction Paper 1	
	Skills:	Knowledge:
	<u>Reading</u> Writer’s purpose and context of seen and unseen texts Whole text patterns + structural features Concise analysis and evaluation Comprehension and reading for meaning <u>Writing</u> Adapting patterns of text using sentence structures, types and paragraph lengths Adapting writing to purpose, audience, format and tone Embedding ambitious vocabulary accurately Making full use of a range of punctuation accurately Timed responses including how to plan (time management) Proof-reading for SPAG and coherence. <u>Speaking and Listening</u> Confident and audible delivery Sharing opinion, counterarguments and alternative perceptions Spoken Language Assessment	<u>Poetry</u> Poetic form, structure and effect Authorial intent and reader response Evaluative analysis of poetic devices Comparative analytical writing <u>A Christmas Carol</u> Contextual links and Dickens’ intentions Biblical / pagan references and influence on interpretation Supernatural Critical analysis and whole text critiquing <u>Macbeth</u> Contextual links to Shakespeare’s intentions Character development Stagecraft Structural use of dramatic devices Audience response Effect of linguistic devices <u>Non-fiction</u> Non-fiction unseen text comprehension 19th Century text comprehension and meaning Summary and inference Comparing writer’s viewpoints and perspectives Crafting non-fiction texts for specified purposes and audiences <u>Modern fiction:</u> Responding to unseen texts confidently and accurately Comprehension and reading for meaning Language analysis, structural analysis and evaluative writing Creative writing from a visual stimulus Planning for writing Writing for a purpose, with a desired effect
	Recall:	
	Victorian England (Y7, Y8 & Y9) Biblical references (Y7, Y8 & Y9) Religion (Y7, Y8 & Y9) Characterisation (Y7, Y8 & Y9) Genre (Y7, Y8 & Y9)	Analysis of language (Y7, Y8 & Y9) Approaching a novel (Y7 & Y9) Politics - class divide (Y8 & Y9) Gender (Y8 & Y9) Stagecraft and dramatic devices (Y7, Y8 & Y9) Revisiting misconceptions

Y11 Aims	The Y11 Curriculum focuses on pupils tracking plot, theme and characters and subsequently applying their detailed knowledge to building an argument on a specific focus. Pupils will become more confident in articulating their perspectives and giving informed opinions. Pupils will autonomously proof-read work so that it is accurate and clear. Pupils will be able to demonstrate their knowledge and skills independently in exam conditions.	
	Language Paper 1+2 Revision Mock Exams and DIRT Macbeth Anthology + Unseen Poetry Literature Revision	
	Skills:	Knowledge:
	<u>Reading</u> Interpretations texts through themes and ideas Critical analysis of structure and language Contextual influence and impact Explicit and implicit information and synthesis Comparison of writer’s methods and intentions Evaluate response to text Time management responses <u>Writing</u> Crafting fiction and non-fiction texts accurately, adhering to conventions and form Adapting tone, style and formality according to task Writing purposefully adapting vocabulary, sentence and punctuation for purpose and effect Planning and refining descriptive, narrative and discursive pieces in timed conditions Self drafting and editing to improve technical accuracy and written fluency	<u>Literature Revision</u> Analysing and tracking structural choices Exploring presentation of themes Evaluating writer’s intentions and choices Dramatic devices and audience response Character development Critical analysis of linguistic devices Analysis of form, structure and tone Comparison of poetic devices and effect <u>Language Paper One and Two</u> Reading for meaning and comprehension of unseen (and pre 19th century) texts Analysing, evaluating and critiquing a writer’s choices and intentions Explore layers of meaning Exam timed responses Application of concise analytical writing skills Crafting fiction and non-fiction texts from a stimulus
	Recall:	
	Anthology Poetry - poetic devices, theme presentation and contexts (Y7, Y8, Y9 & Y10) A Christmas Carol - text and contexts (Y7, Y8, Y9 & Y10) Macbeth - text and contexts (Y7, Y8, Y9, Y10) Approaches to Language exam questions (Y9) Revisiting misconceptions	