

ENGLISH 5 Year Curriculum Overview

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| Y7 Aims | Broader concepts: | |
| | 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 Analytical Writing Reading for pleasure <u>Writing</u> Writing extended responses Form appropriate punctuation Show don't tell Plan and proof-read for SPAG and coherence Technical Accuracy <u>Speaking and Listening</u> Oracy skills Verbally developing responses Questioning skills 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 | |

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| Y8 Aims | Broader concepts: | |
| | 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: |
| | <p><u>Reading</u> Inference and evidence in seen and unseen texts Justification of opinion using conjunctions Analytical Framework (justify, develop, Reading for pleasure</p> <p><u>Writing</u> Sentence lengths and types for purpose Paragraphs used appropriately Plan, proof-read and refine technical accuracy</p> <p><u>Speaking and Listening</u> Oracy skills Verbally developing responses Questioning skills Stating and developing an opinion (to lead into writing)</p> | <p><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</p> <p><u>Literary heritage</u> Recall of historical context and links to Y8 history Conventions of gothic genre How to structure inference and analytical writing</p> <p><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</p> <p><u>Poetry from Other Cultures</u> Poetic form + structure Cultural considerations and tolerance Annotation and method analysis Comparison</p> <p><u>Romeo and Juliet</u> Development of Elizabethan/Jacobean context Gender Conflict Religion Heroes and villains - characterisation Stagecraft Soliloquies / setting / dramatic irony</p> |
| | 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 |

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| Y9 Aims | Broader concepts: | |
| | HT1 - Non-Fiction: Identity HT2 - Literary Heritage: development of Universal Themes HT3 and 4 - Modern Fiction HT5 - Poetry: identity HT6 - An Inspector Calls | |
| | Skills: | Knowledge: |
| | <p><u>Reading</u> Reading a full, challenging text Whole text links between seen and unseen texts Comparison of texts Identification of tone and formality Exploring form, purpose and audience</p> <p><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</p> <p><u>Speaking and Listening</u> Oracy skills Verbally developing responses Questioning skills Stating and developing an opinion (to lead into writing)</p> | <p><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</p> <p><u>Literary heritage</u> Identifying influence of older texts Comparison of universal themes through the ages</p> <p><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</p> <p><u>Poetry</u> Contextual references Propaganda, writer's intentions, interpretations Poetic form, structure and effect</p> <p><u>An Inspector Calls</u> Gender - roles of men/women (suffragettes) Politics- class divide Biblical references Morals Stagecraft Soliloquies / setting / dramatic irony</p> |
| | 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 |

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| Y10 Aims | Broader concepts: | |
| | HT1 - Non-Fiction: paper 2 HT2 - Literary Heritage: A Christmas Carol HT3 and 4 - Shakespeare: Macbeth HT5 - Poetry Anthology: Power and Conflict HT6 - Modern Fiction: Paper 1 | |
| | Skills: | Knowledge: |
| | <p><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</p> <p><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</p> <p>Timed responses including how to plan (time management) Proof-reading for SPAG and coherence.</p> <p><u>Speaking and Listening</u> Confident and audible delivery Sharing opinion, counterarguments and alternative perceptions Spoken Language Assessment</p> | <p><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</p> <p><u>A Christmas Carol</u> Contextual links and Dickens’ intentions Biblical / pagan references and influence on interpretation Supernatural Critical analysis and whole text critiquing</p> <p><u>Macbeth</u> Contextual links to Shakespeare’s intentions Character development Stagecraft Structural use of dramatic devices Audience response Effect of linguistic devices</p> <p><u>Power and Conflict Poetry</u> Poetic form, structure and effect Authorial intent and reader response Evaluative analysis of poetic devices Comparative analytical writing</p> <p><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</p> |
| | 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 |

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| Y11 Aims | Broader concepts: | |
| | Language Paper 1+2 Revision Mock Exams and DIRT Macbeth Anthology + Unseen Poetry Literature Revision | |
| | Skills: | Knowledge: |
| | <p><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</p> <p><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</p> | <p><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</p> <p><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</p> |
| | 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 | |