

Curriculum Overview – English



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.’ Adapted from National Curriculum, DFE, 2013

Curriculum Aims

At Howden School, in English, we want our students to be curious, empathetic, analytical and opinionated. Our curriculum is designed to be engaging, enriching and empowering and aims to:

- Equip our students with the reading and writing skills that they need for life
- Develop the habit of reading widely and often, for both pleasure and information
- Develop confidence in oracy by delivering formal presentations and participating in debates and group work
- Develop secure knowledge and understanding of how language works
- Develop transferable skills such as analytical thinking, comparison, inference and constructing an argument
- Inspire students to develop a love and enjoyment of English that motivates them to study it further and to go onto use it in their future career

Building on prior learning: - What can students do by the end of KS2?

Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing – transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing – composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

What are the skills gaps?

- Writing for effect and purpose
- Authorial intent
- Depth of analysis of key language features
- Literary context

Curriculum Structure

Curriculum Pillars	Year 7	Year 8	Year 9	Year 10 and 11
Knowledge: Pathways	<p>Shakespeare</p> <ul style="list-style-type: none"> • Introduction to Shakespeare's Theatre <p>Pre-1900 Texts</p> <ul style="list-style-type: none"> • A Christmas Carol <p>Science Fiction/Fact</p> <ul style="list-style-type: none"> • The Roswell Incident • The rocket <p>Culture and Identity</p> <ul style="list-style-type: none"> • Travel Writing <p>Growing Up</p> <ul style="list-style-type: none"> • Poems and novels about childhood 	<p>Shakespeare</p> <ul style="list-style-type: none"> • Romeo and Juliet <p>Pre-1900 Texts</p> <ul style="list-style-type: none"> • The Time Machine <p>Science Fiction/Fact</p> <ul style="list-style-type: none"> • Time Travel Articles <p>Culture and Identity</p> <ul style="list-style-type: none"> • War Poetry • Speeches by inspirational young <p>Growing Up</p> <ul style="list-style-type: none"> • Refugee Boy 	<p>Shakespeare</p> <ul style="list-style-type: none"> • The Tempest <p>Pre-1900 Texts</p> <ul style="list-style-type: none"> • War of the Worlds • Gothic Extracts – Frankenstein, Dracula, Woman in Black <p>Science Fiction/Fact</p> <ul style="list-style-type: none"> • War of the Worlds <p>Culture and Identity</p> <ul style="list-style-type: none"> • Newspaper Accounts <p>Growing Up</p> <ul style="list-style-type: none"> • Speeches and articles linked to protest and rebellion 	<p>Shakespeare</p> <ul style="list-style-type: none"> • Macbeth <p>Pre-1900 Texts</p> <ul style="list-style-type: none"> • Anthology Poetry • Jekyll and Hyde • Language Paper 2 Texts <p>Science Fiction/Fact</p> <ul style="list-style-type: none"> • Jekyll and Hyde • Language Paper 2 Texts <p>Culture and Identity</p> <ul style="list-style-type: none"> • An Inspector Calls • Anthology Poetry • Language Paper 1 Texts • Language Paper 2 Texts <p>Growing Up</p> <ul style="list-style-type: none"> • An Inspector Calls • Anthology Poetry
Knowledge: Context and ideas	<ul style="list-style-type: none"> • Audience types • Supernatural beliefs • Class divide/stereotyping • Belief in the unexplainable • Epiphany • Fact/opinion/fake news • Persuasion: positive/negative • Presentational, structural and linguistic methods • New technology: the internet • Scientific advancement 	<ul style="list-style-type: none"> • Patriarchy • Masculinity • Marriage/political power • Military hierarchy • Gender roles in wartime • Justification of war • Propaganda • Scientific advancements • Military technology • Different worlds/cultures • Generational divides/conflict • Environmental issues • Conflict in Ethiopia • Conflict between refugees 	<ul style="list-style-type: none"> • Love and marriage • Political power • Revenge • Honour and reputation • Supernatural/magic • Human actions affecting nature • Identity clashes • Racism • Poverty • Coming of age • Environmental issues • Animal rights 	<ul style="list-style-type: none"> • Gender roles • Hierarchy • Use and abuse of power • Ambition • Religion • Fate, destiny and free will • Supernatural vs reality • Natural order and environmental disruption • Gentlemen and reputation, • Scientific/industrial advances • Darwinism • Scientific experimentation • Cultural differences • Childhood/Growing up • Nostalgia • Industrial advances/ Pollution

				<ul style="list-style-type: none"> Working conditions Generational conflict
Knowledge - Genre	<p>DRAMA: Opening scenes, stage directions, acts, scenes</p> <p>FICTION: structural tension, short story openings</p> <p>NON-FICTION: headlines, opening/closing paragraphs, speeches, travel writing, letter features, leaflet structure and presentation</p> <p>POETRY: poetic structures</p>	<p>DRAMA: tension build-up, acts/scenes, soliloquys, prose vs verse</p> <p>FICTION: structural tension, novel endings, flashbacks</p> <p>NON-FICTION: headlines, speech openings and endings, letter features, leaflet structure and presentation</p> <p>POETRY: poetic structures, stanzas, enjambment</p>	<p>DRAMA: tension build-up, acts/scenes, soliloquys, prose vs verse, comedy vs tragedy</p> <p>FICTION: structural tension, novel endings, flashbacks, Gothic elements, chapter structures, narrative perspectives</p> <p>NON-FICTION: headlines, articles openings and endings. speech openings and endings, letter features, leaflet structure and presentation</p> <p>POETRY: poetic structures, stanzas, enjambment</p>	<p>DRAMA: tension build-up, acts/scenes, soliloquys, prose vs verse, comedy vs tragedy, dramatic irony, well-made play, cliff-hangers, morality play, crime thriller, double ending</p> <p>FICTION: structural tension, novel endings, flashbacks, Gothic elements, chapter structures, narrative perspectives/shifts mystery/detective elements</p> <p>NON-FICTION: headlines, articles openings and endings. speech openings and endings, letter features, leaflet structure and presentation</p> <p>POETRY: poetic structures, stanzas, enjambment, dramatic monologue, sonnet, rhyme/rhythm schemes</p>
Skills - Writer's craft	<p>Range of sentences, punctuation, Language, structure for effect</p> <p>Planning/organising ideas</p> <p>Drafting, peer assessing, redrafting, proof-reading</p> <p>Descriptive writing techniques</p> <p>Persuasive writing techniques</p> <p>Article features</p> <p>Poetic writing techniques</p> <p>Letter/leaflet writing features</p>	<p>Range of sentences, punctuation, Language, structure for effect</p> <p>Planning/organising ideas</p> <p>Drafting, peer assessing, redrafting, proof-reading</p> <p>Descriptive writing techniques</p> <p>Discursive writing techniques (argue, inform, explain)</p> <p>Speech writing features</p> <p>Article features</p> <p>Letter writing features</p>	<p>Range of sentences, punctuation, Language, structure for effect</p> <p>Planning/organising ideas</p> <p>Drafting, peer assessing, redrafting, proof-reading</p> <p>Discursive writing techniques (argue, inform, explain)</p> <p>Descriptive writing techniques</p> <p>Speech writing features</p> <p>Article features</p> <p>Letter writing features</p>	<p>Range of sentences, punctuation, Language, structure for effect</p> <p>Planning/organising ideas</p> <p>Drafting, peer assessing, redrafting, proof-reading</p> <p>Discursive writing techniques (argue, inform, explain, persuade)</p> <p>Speech writing features</p> <p>Article features</p> <p>Letter writing features</p> <p>Audience, purpose, genre</p> <p>Descriptive/narrative writing techniques</p>

Skills - Reader's response	Identifying and exploring authorial intent and genre features Exploring audience/ reader reaction Close analysis of words, phrases and methods Exploring rhythm and rhyme Identifying pathetic fallacy Tracking character changes Analysis and comparison of viewpoints/perspectives Poetic methods	Identifying and exploring authorial intent and genre features Exploring audience/reader reaction Exploring language/structure methods Close analysis of words and phrases Analysis and comparison of language/structure/form methods Analysis and comparison of viewpoints/perspectives Character tracking Poetic methods	Identifying, exploring and comparing authorial intent and genre features Exploring and comparing audience/reader reaction Analysis and comparison of language/structure/form methods Close analysis of words and phrases Analysis and comparison of viewpoints/perspectives Character tracking Poetic methods	Identifying, exploring and comparing authorial intent and genre features Exploring and comparing audience/reader reaction Analysis of language/structure/form methods Close analysis of words and phrases Analysis and comparison of viewpoints/perspectives Tracking and explaining character changes Poetic methods
Skills - Oracy (Speaking and Listening)	Reading aloud, chanting spells, discussion work, listening to information and other people Presenting (group presentation), non-verbal features, appeal to audience, matching purpose, group work	Reading aloud, discussion work, listening to other people. Presenting (individual presentation), non-verbal features, appeal to audience, matching purpose, group work	Reading aloud, discussion work, listening to information and other people, Presenting (spoken language endorsement), non-verbal features, appeal to audience, matching purpose, group work	Reading aloud, discussion work, listening to information and other people

All pupils complete end of unit knowledge tests and unit reflection sheets at the end of each half term. These are designed to allow students to revisit topics, retrieve information and make links between the topics they are studying. Self-study activities (homework) are designed to revisit the most important content and concepts to reinforce learning and embedding the key knowledge in long term memory.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Shakespeare: Attitudes and Beliefs Exploring Shakespearean society and key scenes from Macbeth Writing: letters	Science-fiction/fact: Studying Ray Bradbury's short story 'The Rocket' and the Roswell Incident Writing: leaflets	Poetry: Growing Up Studying and comparing a range of poetry connected to the theme of growing up Writing: poetry

	<p>Victorian Literature: Society Exploring Victorian society and studying the play version of Dickens' story</p> <p>Writing: descriptions</p>	<p>Travel Writing: Exploring a range of texts based on travel writers' experiences of different countries</p> <p>Writing: articles</p>	<p>Novel: Growing Up Study of a novel connected to the theme of growing up</p> <p>Writing: narratives</p> <p>Spoken Language: group presentation</p>
Skills	<p>WRITING:</p> <ul style="list-style-type: none"> • Letter writing features • Descriptive writing techniques • Writing to inform <p>READING:</p> <ul style="list-style-type: none"> • Exploring rhythm and rhyme • Identifying pathetic fallacy • Tracking character changes • Dramatic irony <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Chanting spells • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Conjunctions • Adverbs/verbs • Punctuation • Key spellings 	<p>WRITING:</p> <ul style="list-style-type: none"> • Article features • Leaflet writing features • Writing to explain and persuade <p>READING:</p> <ul style="list-style-type: none"> • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods • Analysis and comparison of viewpoints/perspectives <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Sentence types: imperatives • Modal verbs • Adverbs • Adjectives • Key spellings • Punctuation for effect 	<p>WRITING:</p> <ul style="list-style-type: none"> • Language, structure for effect • Poetic writing techniques • Narrative voice • Writing to inform, explain and advise <p>READING</p> <ul style="list-style-type: none"> • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods • Tracking character changes • Poetic methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Presenting (group presentation) • Direct address • Non-verbal features • Audience/Purpose • Group work <p>EGPS:</p> <ul style="list-style-type: none"> • Key spellings • Adverbs • Adjectives • Spoken Standard English • Tenses • Speech punctuation
Vocabulary	Context Conscience	Deception Zealous	Epiphany Compassion
Assessment	<p>READING: Analyse a Shakespeare extract from Macbeth Analyse a character from A Christmas Carol</p>	<p>READING: Analyse extract from The Rocket Compare viewpoints in travel writing articles</p>	<p>READING: Compare and explore two poems connected to the theme of growing up</p>

	<p>WRITING: Create an informative letter to new teachers Write a description of a Victorian Christmas</p>	<p>WRITING: Construct a leaflet explaining a new gadget Write a persuasive article to encourage people to travel to a place</p>	<p>WRITING: Create a poem based on growing up Write a narrative opening to a story based on childhood</p> <p>SPOKEN LANGUAGE: Prepare and deliver a group presentation aimed at Y6 students</p>
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Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Shakespeare: Relationships and Conflict Studying key scenes from Romeo and Juliet focusing on conflict and relationships Writing: articles</p> <p>Victorian Literature: Science-fiction/fact Studying attitudes to science through extracts from ‘The Time Machine’ and non-fiction texts Writing: descriptions</p>	<p>Youthquake: Exploring a range of viewpoints in spoken texts from influential young people Spoken Language: speeches</p> <p>Conflict Poetry: Studying viewpoints and attitudes towards war in a range of war poems Writing: letters</p>	<p>Refugee Boy: Study of the novel focusing on ideas about culture and identity Writing: narratives</p> <p>Refugee Boy: Study of the novel focusing on the theme of growing up Writing: leaflets</p>
Skills	<p>WRITING:</p> <ul style="list-style-type: none"> • Article features • Writing to inform • Descriptive writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring imagery • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods 	<p>WRITING:</p> <ul style="list-style-type: none"> • Speech features • Letter features • Writing to argue • Descriptive writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods 	<p>WRITING:</p> <ul style="list-style-type: none"> • Writing to inform and advise • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring imagery • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud

	<ul style="list-style-type: none"> Analysis and comparison of viewpoints/perspectives <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Reading aloud Discussion work Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> Standard English Sentence types: simple, compound, complex Key spellings 	<ul style="list-style-type: none"> Analysis and comparison of viewpoints/perspectives Poetic methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Reading aloud Discussion work Listening to other people Presenting a clear opinion (individual speech) <p>EGPS:</p> <ul style="list-style-type: none"> Standard English Pronouns Adjectives Adverbs Sentence range: Imperative and interrogative Key spellings 	<ul style="list-style-type: none"> Discussion work Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> Standard English/dialect variations Sentence types: simple, compound, complex Key spellings Phonetic spellings Speech punctuation
Vocabulary	Patriarchy Juxtaposition	Revolution Dissent	Morality Justice
Assessment	<p>READING:</p> <p>Analyse Shakespeare extract from Romeo and Juliet</p> <p>Analyse non-fiction text based on time travel</p> <p>WRITING:</p> <p>Write an informative article based on events in Romeo and Juliet</p> <p>Write a descriptive piece based on The Time Machine</p>	<p>READING:</p> <p>Compare viewpoints in a variety of speeches – Youthquake</p> <p>Compare and analyse WW1 poetry</p> <p>WRITING:</p> <p>Write a letter describing conditions in WW1 trenches</p> <p>SPOKEN LANGUAGE:</p> <p>Prepare and deliver an individual speech arguing a viewpoint</p>	<p>READING:</p> <p>Analyse character Refugee Boy</p> <p>Analyse theme in Refugee Boy</p> <p>WRITING:</p> <p>Construct a leaflet informing and advising refugees about life in the UK</p> <p>Write a letter persuading MP to allow character to remain in the UK</p>

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
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<p>Knowledge</p>	<p>Shakespeare: Ambition and Power Studying The Tempest with a key focus on the themes of ambition and power Writing: letters</p> <p>Victorian Literature: Gothic Exploring Victorian beliefs through a variety of extracts from Gothic texts Writing: narratives</p>	<p>Science fact or fiction: Exploring Victorian and modern attitudes through key extracts from War of the Worlds and non-fiction texts Writing: articles</p> <p>Poetry: Studying a range of poetry connected to the theme of culture and identity Writing: poetry</p>	<p>Rebellion: Study of a novel connected to the theme of rebellion, culture and identity Writing: leaflets</p> <p>Rebellion: Study of a novel connected to the theme of rebellion, culture and identity Spoken Language: speeches</p>
<p>Skills</p>	<p>WRITING:</p> <ul style="list-style-type: none"> • Letter features • Writing to argue • Descriptive writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring imagery • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Adjectives/adverbs • Modal verbs • Key spellings • Speech punctuation 	<p>WRITING:</p> <ul style="list-style-type: none"> • Article features • Writing to inform and advise • Poetic techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring imagery • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Sentence range: Imperatives • Adjectives/adverbs • Key spellings 	<p>WRITING:</p> <ul style="list-style-type: none"> • Leaflet features • Writing to explain • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring imagery • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English/dialect variations • Sentence types: simple, compound, complex • Sentence range: imperative, declarative, interrogative, exclamatory • Adjectives/adverbs • Key spellings/phonetic

Vocabulary	Suffering Supernatural	Malevolence Demeanour	Hierarchy Rebellion
Assessment	<p>READING: Analyse a Shakespeare extract from The Tempest Explore and analyse extracts from Gothic fiction</p> <p>WRITING: Write a letter from Caliban arguing that he should get his island back Write a narrative opening to a Gothic short story</p>	<p>READING: Analyse an extract from War of the Worlds Compare viewpoints from the culture and identity cluster</p> <p>WRITING: Write an article informing and advising readers about an alien invasion Create a poem based on culture/identity</p>	<p>READING: Themes analysis in chosen novel Character analysis in chosen novel</p> <p>WRITING: Construct a leaflet aimed at younger students explaining prejudice and discrimination</p> <p>SPOKEN LANGUAGE ENDORSEMENT: Prepare and deliver an individual speech persuading peers to take part in an activity</p>

Key Stage 4 Year 10 – Long Term Planning AQA GCSE English

	Autumn term	Spring term	Summer term
Knowledge	<p>LITERATURE: An Inspector Calls Studying the play with a key focus on genre, context and themes of class, responsibility, gender and age Writing: leaflet</p> <p>LANGUAGE: Paper 1 Introduction to analysing fiction extracts and creative writing tasks Writing: descriptive</p>	<p>LITERATURE: Jekyll and Hyde Studying the novel with a key focus on genre, context and themes of class, reputation, science and religion Writing: speech</p> <p>LITERATURE: Anthology Poetry Studying 8 poems focusing on context, genre and the themes of family relationships, culture and identity Writing: letter</p>	<p>LITERATURE: Macbeth Studying the play with a key focus on genre, context and themes of ambition, gender, power and responsibility Writing: article</p> <p>LANGUAGE: Paper 1 Revisiting and developing analysis of fiction extracts and creative writing tasks Writing: narrative</p>
Skills	<p>WRITING:</p> <ul style="list-style-type: none"> • Leaflet features • Writing to persuade • Descriptive writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading 	<p>WRITING:</p> <ul style="list-style-type: none"> • Speech features • Writing to explain • Narrative writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading 	<p>WRITING:</p> <ul style="list-style-type: none"> • Article features • Writing to argue • Descriptive/Narrative writing techniques • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading

	<p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Adjectives/adverbs • Modal verbs • Key spellings 	<p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism and setting • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Imperative sentences • Key spellings 	<p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism and setting • Tracking character changes • Identifying and exploring authorial intent and genre features • Close analysis of words, phrases and methods <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex • Adjectives/adverbs • Key spellings
Vocabulary	Complicity Materialism	Repression Nostalgia	Manipulation Flaw
Assessment	<p>READING:</p> <p>Analyse a character or theme in An Inspector Calls</p> <p>Analyse a fiction extract from a past Language Paper 1</p> <p>WRITING:</p> <p>Construct a persuasive leaflet based on homelessness</p> <p>Write a description based on an image from a past Language Paper 1</p>	<p>READING:</p> <p>Analyse an extract from Jekyll and Hyde</p> <p>Compare and analyse two poems linked by the theme of family</p> <p>WRITING:</p> <p>Write a speech explaining a viewpoint based on the statement: 'People should be judged on what they do, not on how they look'</p> <p>Write the opening to a short story about a time when a parent worried about a child</p>	<p>READING:</p> <p>Mock Exam Literature Paper 1: Macbeth and Jekyll and Hyde</p> <p>Mock Exam: Language Paper 1 Section A Creative Reading</p> <p>WRITING:</p> <p>Mock Exam: Language Paper 1 Section B Creative Writing</p> <p>Write an article arguing a viewpoint based on the idea that money does not bring you happiness</p>

Key Stage 4: Year 11 – Long Term Planning AQA GCSE English

	Autumn term	Spring term	Summer term
Knowledge	LITERATURE: Anthology Poetry	LITERATURE: ALL TEXTS	LITERATURE: EXAM PREPARATION

	<p>Studying remaining 7 poems focusing on context, genre and the themes of romantic relationships Writing: letter</p> <p>LITERATURE: Unseen Poetry Analysing and comparing a variety of unseen poetry</p> <p>LANGUAGE: Paper 2 Introduction to analysing non-fiction extracts and non-fiction writing tasks Writing: argue/persuade or explain</p>	<p>Revisiting and revising all texts with a close analytical focus on key scenes and extracts</p> <p>LANGUAGE: Revisiting and revising Paper 1 and Paper 2 skills</p>	<p>Revision of all texts, knowledge and skills LANGUAGE: EXAM PREPARATION Revision of reading and writing skills for both papers</p>
Skills	<p>WRITING:</p> <ul style="list-style-type: none"> • Letter features • Writing to argue, persuade, explain • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism and motifs • Tracking character changes • Identifying and exploring authorial intent and genre features • Identifying and comparing viewpoints and how they are presented • Close analysis of words, phrases and methods • Thesis statements <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English • Sentence types: simple, compound, complex 	<p>WRITING:</p> <ul style="list-style-type: none"> • Genre features • Writing to argue, persuade, explain • Writing to describe/narrate • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism and motifs • Tracking character changes • Identifying and exploring authorial intent and genre features • Identifying and comparing viewpoints and how they are presented • Close analysis of words, phrases and methods • Thesis statements <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English 	<p>WRITING:</p> <ul style="list-style-type: none"> • Genre features • Writing to argue, persuade, explain • Writing to describe/narrate • Language and structure for effect • Planning/organising ideas • Drafting, peer assessing, redrafting, proof-reading <p>READING:</p> <ul style="list-style-type: none"> • Exploring symbolism and motifs • Tracking character changes • Identifying and exploring authorial intent and genre features • Identifying and comparing viewpoints and how they are presented • Close analysis of words, phrases and methods • Thesis statements <p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Reading aloud • Discussion work • Listening to other people <p>EGPS:</p> <ul style="list-style-type: none"> • Standard English

	<ul style="list-style-type: none"> • Imperatives • Key spellings 	<ul style="list-style-type: none"> • Sentence types: simple, compound, complex • Imperatives • Modal verbs • Key spellings 	<ul style="list-style-type: none"> • Sentence types: simple, compound, complex • Imperatives • Modal verbs • Key spellings
Vocabulary	Omniscience Enlighten	Turmoil Ambiguity	
Assessment	<p>READING: Compare and analyse two poems linked by the theme of family Compare and analyse two unseen poems</p> <p>WRITING: Write a letter to the headteacher arguing that students should spend more time outside Write a discursive piece based on a statement from a past Language Paper 2</p>	<p>READING: Mock Exam Literature Paper 2: An Inspector Calls, Anthology Poetry, Unseen Poetry Mock Exam Language Paper 2: Section A Writer's Viewpoints and Perspectives</p> <p>WRITING: Mock Exam Language Paper 2 Section B: Presenting a Viewpoint</p>	Exams