

## LONG TERM CURRICULUM PLANNING OVERVIEW:

English					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>Autumn A Topic</b>	'Oliver Twist'	'The Adventures of Sherlock Holmes'	'Jane Eyre'	'A Christmas Carol' and English Language Paper 1 Skills.'	Completion and revision of Summer text and English Language Skills.
<b>Autumn A Knowledge</b>	Life in Victorian London, Victorian Crime, Characterisation, the Theme of Morality, Victims / Villains, Gender roles, Poverty and Corruption.  <b>Mastery Writing Transition Unit</b>  <b>Reading for Pleasure:</b> Class reading of Roald Dahl Tales of the Unexpected: Lamb to the Slaughter, The Landlady. Independent reading.	Scientific developments in the Victorian era, class and society in Victorian England, detective genre, dual nature / duality.  <b>Mastery Writing 2</b>  <b>Reading for Pleasure: Class reading of either</b> Noughts and Crosses, Pigeon English or Stone Cold. Independent reading.	Victorian attitudes, children and childhood, rural isolation, Christianity, Victorian sickness, juxtaposition in Jane Eyre, theme of 'Come Uppance'  <b>Mastery Writing 3 and 4</b>  <b>Reading for Pleasure: class reading of either</b> Lord of the Flies, of Mice and Men or A Kestrel for a Knave.	Child mortality, relationships, social/historical context, poverty /wealth, supernatural, plot structure, characterisation, morals & ethics.  <b>KS4 Mastery Writing: Crafting Brilliant Sentences</b>	Character development, irony / dramatic irony, capitalism, communism and socialism, class, differing attitudes between the older and younger generation, social responsibility, Women's Rights, the cyclical structure of the play, the moral of the story, poverty, religion and key themes.  <b>KS4 Mastery Writing: Crafting Brilliant Sentences</b>
<b>Autumn A Skills</b>	7R1; 7R2; 7R3; 7R4; 7R5 7W1; 7W2; 7W3; 7W4 to 7W9 7SL2; 7SL3  Please see an explanation of the skills' codes at the end of this document.	8R1; 8R2; 8R3; 8R4; 8R5 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3  Please see an explanation of the skills' codes at the end of this document.	9R2; 9R3; 9R4; 9R5; 9W1; 9W2; 9W3; 9W4 to 9W9 9SL1; 9SL2; 9SL3  Please see an explanation of the skills' codes at the end of this document.	English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.  Please see an explanation of the skills' codes at the end of this document.	English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.  Please see an explanation of the skills' codes at the end of this document.
<b>Autumn A Assessment opportunities</b>	<b>Regular examples of formative assessment (AFL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Reading:</b> Explore how Dickens has used language and structure to interest the reader in Chapter 2 'Life in a Workhouse?' <b>Writing:</b> Write a descriptive journal from the perspective of Oliver Twist using Chapter 2 as a springboard.	<b>Regular examples of formative assessment (AFL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Writing:</b> write a description from the perspective of one of the characters you have read about. <b>Reading:</b> Explore how Doyle has used language and structure to interest the reader.	<b>Regular examples of formative assessment (AFL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Reading:</b> How has Bronte used language to interest the reader? <b>Writing:</b> Use an image as a springboard for a descriptive narrative. <b>Speaking &amp; Listening:</b> Hot seat characters from the novel	<b>Regular examples of formative assessment (AFL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Writing:</b> Describe the image of the Victorian school room. <b>Reading:</b> How does the writer use language to interest the reader in Ministry of Fear extract? <b>Reading:</b> How is the Ghost of Christmas Past presented?	<b>Regular examples of formative assessment (AFL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Reading:</b> Answer EL P2 Qs 1 – 4 on 'The Girl's Own Paper' and 'What's holding women back in the workplace?' <b>Reading:</b> How is Inspector Goole presented? <b>Writing:</b> "We are all responsible for each other." Write an article in which

	<b>Speaking &amp; Listening:</b> Role Play – Hot seat the characters of Dodger and Oliver when meeting for the first time.	<b>Speaking &amp; Listening:</b> <i>Whodunnit</i> courtroom scene. Students in role working through a live investigation.		<b>Speaking &amp; Listening:</b> Deliver a formal, group presentation in response to the statement: <i>It is everyone's responsibility to look after the poor. It is a matter of justice; not charity.</i>	you seek to persuade the reader to your viewpoint. <b>Speaking &amp; Listening:</b> Spoken Language Endorsement
<b>Autumn B Topic</b>	'Oliver Twist'	'The Adventures of Sherlock Holmes.'	'Jane Eyre.'	'A Christmas Carol' and English Language Paper 1 Skills.'	Interleaved Revision
<b>Autumn B Knowledge</b>	Life in Victorian London, Victorian Crime, Characterisation, the Theme of Morality, Victims / Villains, Gender roles, Poverty and Corruption.  <b>Mastery Writing 1</b>  <b>Reading for Pleasure:</b> Class reading of Roald Dahl Tales of the Unexpected: Lamb to the Slaughter, The Landlady. Independent reading.	Scientific developments in the Victorian era, class and society in Victorian England, detective genre, dual nature / duality.  <b>Mastery Writing 2</b>  <b>Reading for Pleasure: Class reading of either</b> Noughts and Crosses, Pigeon English or Stone Cold. Independent reading.	Victorian attitudes, children and childhood, rural isolation, Christianity, Victorian sickness, juxtaposition in Jane Eyre, theme of 'Come Uppance'  <b>Mastery Writing 3 and 4</b>  <b>Reading for Pleasure: class reading of either</b> Lord of the Flies, of Mice and Men or A Kestrel for a Knave.	Child mortality, relationships, social/historical context, poverty /wealth, supernatural, plot structure, characterisation, morals & ethics.  <b>KS4 Mastery Writing: Crafting Brilliant Sentences</b>	Character development, irony / dramatic irony, capitalism, communism and socialism, class, differing attitudes between the older and younger generation, social responsibility, Women's Rights, the cyclical structure of the play, the moral of the story, poverty, religion and key themes.  <b>KS4 Mastery Writing: Crafting Brilliant Sentences</b>
<b>Autumn B Skills</b>	7R1; 7R2; 7R3; 7R4; 7R5 7W1; 7W2; 7W3; 7W4 to 7W9 7SL2; 7SL3	8R1; 8R2; 8R3; 8R4; 8R5 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3	9R2; 9R3; 9R4; 9R5; 9W1; 9W2; 9W3; 9W4 to 9W9 9SL1; 9SL2; 9SL3	English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.	English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.
<b>Autumn B Assessment opportunities</b>	<b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>W:</b> Write an engaging book review on a text you have read for pleasure. <b>R: What kind of character is Bill Sykes?</b> <b>S &amp; L:</b> Group debate – select a fictional character of your choice and debate why they should win an Oscar.	<b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>W:</b> Use a suitable contemporary image, as a springboard for a piece narrative writing <b>R: What kind of character is Sherlock Holmes?</b> <b>S &amp; L:</b> Prepare & present a speech on 'Crime & Punishment.' Should every criminal have the right to rehabilitation?	<b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>W:</b> Write a descriptive journal from the perspective of Jane Eyre. <b>R: Explore the way Bronte Presents Jane's Childhood Experiences</b> <b>S &amp; L:</b> Group debate on pros and cons of a school uniform	<b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>W:</b> Use the image of the Ghost of Christmas Yet to Come as springboard for a descriptive narrative. <b>R:</b> Lang P1 Qs 1 -4 mock on Jekyll and Hyde extract. <b>R:</b> How is Scrooge presented in the extract and in the novella as a whole? <b>S &amp; L:</b> Group debate: Juveniles should be tried and treated as adults.	<b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.  <b>Year 11 Pre-Public Exams:</b> <b>English Language Paper 1</b> <b>English Literature Paper 2</b>
<b>Spring A Topic</b>	'A Midsummer Night's Dream.'	'The Tempest.'	'Romeo and Juliet.'	'An Inspector Calls'-English Language Paper 2 Skills:	Interleaved Revision.

<b>Spring A Knowledge</b>	<p>Soliloquies, the form of a play, life in ancient Athens, Shakespeare's life, key themes, characters in the play life in Elizabethan England - and how this links with the play itself.</p> <p><b>Mastery Writing 1</b></p>	<p>Elizabethan Age of Exploration, Nature Vs Nurture, Colonialism, Tragic Comedy, Sub-Plots, Soliloquy / Monologue, Italian city states.</p> <p><b>Mastery Writing 2</b></p>	<p>Prologue, foreshadowing, the form of a Tragedy, the sonnet form, A.C. Bradley's Lectures on Shakespearean Character, status quo, tragic flaws.</p> <p><b>Mastery Writing 3 and 4</b></p>	<p>Character development, irony / dramatic irony, capitalism, communism and socialism, class, differing attitudes between the older and younger generation, social responsibility, Women's Rights, the cyclical structure of the play, the moral of the story, poverty, religion and key themes.</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>	<p>'A Christmas Carol,' 'Power and Conflict poetry,' English Language Paper 1 and 2 skills, exam skills.</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>
<b>Spring A Skills</b>	<p>7R1; 7R2; 7R3; 7R4; 7R5; 7R6 7W1; 7W2; 7W3; 7W4 to 7W9 7SL1; 7SL2; 7SL3; 7SL4; 7SL5</p>	<p>8R1; 8R2; 8R3; 8R4; 8R5; 8R6 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3; 8SL4; 8SL5</p>	<p>9R1; 9R2; 9R3; 9R4; 9R5 9W1; 9W2; 9W3; 9W4 to 9W9 9SL2; 9SL3; 9SL4; 9SL5</p>	<p>English Language: AO1, AO2, AO3, AO4. AO5. AO6, AO7, AO8 and AO9. English Literature: AO1, AO2, AO3 and AO4.</p>	<p>English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.</p>
<b>Spring A Assessment opportunity</b>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Use this image as a springboard for a piece creative writing. <b>R:</b> Explore how Shakespeare has presented the relationship between Lysander and Hermia in Act 1. <b>S &amp; L:</b> Read the insults that the characters use. In groups of three, each take a character and insult your group members. Turn this into a modern-day adaptation for a younger audience.</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Write a scripted adaptation of a survival experience. <b>R:</b> Explore how Shakespeare presents the characters of Prospero and Miranda in Act 1 Scene 2. <b>S &amp; L:</b> Create a freeze frame in groups using only your body language to create the scene on the ship. Spotlight groups. Develop this into moving images that can be performed on a stage.</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> write a script for a modern interpretation of a scene from Romeo and Juliet <b>R:</b> How has Shakespeare used language to interest the audience? and Juliet. <b>S &amp; L:</b> Choose a script from a group member and perform it.</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Write a persuasive speech on a topic agreed with your teacher; this will also be your Spoken Language Endorsement focus, to be delivered in the June pre-public examination. <b>R:</b> Compare how both writers present their viewpoints in 'An Appeal Against Female Suffrage' and 'Why I Want the Vote.' <b>R:</b> How is Gerald Croft presented in Act 1? <b>S &amp; L:</b> Present speech written for the first key task</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>R:</b> Lang 1 Qs 1 -4 based on extract 'The Cylinder Opens.' <b>W:</b> Lang P1 Q5 <b>R:</b> Compare how Owen presents conflict in 'Exposure' with one other poem</p>
<b>Spring B Topic</b>	<p>'A Midsummer Night's Dream.'</p>	<p>'The Tempest.'</p>	<p>'Romeo and Juliet.'</p>	<p>'An Inspector Calls'-English Language Paper 2 Skills:</p>	<p>Interleaved Revision.</p>

<b>Spring B Knowledge</b>	<p>Soliloquies, the form of a play, life in ancient Athens, Shakespeare's life, key themes, characters in the play life in Elizabethan England - and how this links with the play itself.</p> <p><b>Mastery Writing 1</b></p>	<p>Elizabethan Age of Exploration, Nature Vs Nurture, Colonialism, Tragic Comedy, Sub-Plots, Soliloquy / Monologue, Italian city states.</p> <p><b>Mastery Writing 2</b></p>	<p>Prologue, foreshadowing, the form of a Tragedy, the sonnet form, A.C Bradley's Lectures on Shakespearean Character, status quo, tragic flaws.</p> <p><b>Mastery Writing 3 and 4</b></p>	<p>Continued exploration and development of the knowledge identified in Spring A</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>	<p>'A Christmas Carol,' 'Power and Conflict poetry,' English Language Paper 1 and 2 skills, exam skills.</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>
<b>Spring B Skills</b>	<p>7R1; 7R2; 7R3; 7R4; 7R5; 7R6 7W1; 7W2; 7W3; 7W4 to 7W9 7SL1; 7SL2; 7SL3; 7SL4; 7SL5</p>	<p>8R1; 8R2; 8R3; 8R4; 8R5; 8R6 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3; 8SL4; 8SL5</p>	<p>9R1; 9R2; 9R3; 9R4; 9R5 9W1; 9W2; 9W3; 9W4 to 9W9 9SL2; 9SL3; 9SL4; 9SL5</p>	<p>English Language: AO1, AO2, AO3, AO4. AO5. AO6, AO7, AO8 and AO9. English Literature: AO1, AO2, AO3 and AO4.</p>	<p>English Language: AO1, AO2, AO3, AO4. AO5 and AO6. English Literature: AO1, AO2, AO3 and AO4.</p>
<b>Spring B Assessment opportunity</b>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> 'What a night! What a dream!' Imagine you are Bottom and write an account of the dream the dream you have just had &amp; what you think it means.</p> <p><b>R: Is the love potion good or bad?</b></p> <p><b>S &amp; L:</b> Explore different ways of playing Helena - as a victim, as a temptress, or as a reasonable woman.</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Write 'letter in a bottle' in role as one of the characters.</p> <p><b>R: How is Caliban presented in the extract and in the rest of the play?</b></p> <p><b>S &amp; L:</b> I'm a celebrity – Get me out of here! Choose a character and discuss &amp; debate who should remain on the island. Whole class vote.</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Write a letter to either Romeo or Juliet in role as another character from the play.</p> <p><b>R: How Does Shakespeare Present Juliet as a Tragic Hero?</b></p> <p><b>S &amp; L:</b> Hot seat key characters</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>R:</b> Answer EL P2 Qs 1 – 4 on '<i>The Girl's Own Paper</i>' and '<i>What's holding women back in the workplace?</i>'</p> <p><b>R:</b> How is Inspector Goole presented?</p> <p><b>W:</b> "We are all responsible for each other." Write an article in which you seek to persuade the reader to your viewpoint.</p> <p><b>S &amp; L:</b> In the role of one of the Birling family; investigate the role of Inspector Goole. Who are you?</p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>R:</b> Lang 2 Qs 1 -4 on 'Crime &amp; Education.'</p> <p><b>W:</b> Lang P2 Q5</p> <p><b>R:</b> How does Priestley use the character of the Inspector to suggest ways that society might be improved?</p>
<b>Summer A Topic</b>	<p>Poetry Anthology.</p>	<p>'Animal Farm.'</p>	<p>Poetry Anthology.</p>	<p>Macbeth' and 'Power and Conflict Poetry.'</p>	<p>Interleaved Revision.</p>
<b>Summer A Knowledge</b>	<p>Pre and post 1914 poetry, exploration of layers of meaning and poetic methods and forms, the lives of Blake and Tennyson, literal language, metaphorical language and the analysis of unseen texts.</p> <p><b>Mastery Writing 1</b></p>	<p>Orwell's Life and Times, Russian Revolution, Recurring imagery, Irony, Corruption, Propaganda, Rebellion, Cult of Personality</p> <p><b>Mastery Writing 2</b></p>	<p>Extended metaphors, epic poetry, literary devices, chronological and non-chronological composition, skills of comparison.</p> <p><b>Mastery Writing 3 and 4</b></p>	<p>Great Chain of Being / Divine Right of the King, key themes, setting, plot, soliloquies, mental health, structure &amp; form. Power and Conflict Poetry &amp; unseen poetry carefully placed at thematically /contextually relevant points in the reading of 'Macbeth' - such as ideas about war, power,</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>	<p>Revision of all English Literature texts, English Language Paper 1 and 2 skills. Exam skills, respond to past Qs in timed conditions</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>

				<p>conflict, relationships, loyalty / disloyalty, honour, culture, isolation, friendships, methods, structure, language devices, mistaken actions, macabre, family, death and manipulation.</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>	
<b>Summer A Skills</b>	7R1; 7R2; 7R3; 7R4; 7R5 7W1; 7W2; 7W3; 7W4 to 7W9 7SL1; 7SL2; 7SL3; 7SL4; 7SL5	8R1; 8R2; 8R3; 8R4; 8R5 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3; 8SL4; 8SL5	9R1; 9R2; 9R3; 9R4; 9R5; 9R6 9W1; 9W2; 9W3; 9W4 to 9W9 9SL1; 9SL2; 9SL3; 9SL4; 9SL5	English Language: AO1, AO2, AO3, AO4. AO5. AO6, AO7, AO8 and AO9. English Literature: AO1, AO2, AO3 and AO4.	English Language: AO1, AO2, AO3, AO4. AO5. AO6. English Literature: AO1, AO2, AO3 and AO4.
<b>Summer A Assessment opportunity</b>	<p><b>Regular examples of formative assessment (AfL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Construct a poem exploring a powerful theme or idea. <b>R:</b> How does the poet describe the tom cat? <b>S &amp; L:</b> Referring to one of the poems you have studied – take part in a role play interview. Paired activity – poet / interviewer.</p>	<p><b>Regular examples of formative assessment (AfL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>R:</b> Explore the methods used by the writer in Old Major’s message to other animals (Chapter 1). <b>W:</b> As a member of the RSPCA, write an article persuading readers to donate to your charity. <b>S &amp; L:</b> Class debate: Animals should have the same rights as humans.</p>	<p><b>Regular examples of formative assessment (AfL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>R:</b> Explore how the poet’s methods engage the reader. <b>R:</b> <i>Compare the ways poets present themes in two different poems</i> <b>S &amp; L:</b> Reading of your poem in front of class followed by a Q and A</p>	<p><b>Regular examples of formative assessment (AfL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Write Macbeth’s journal entry describing his mixed feelings about killing Duncan in Act 1 Scene 7. <b>R:</b> How is Lady Macbeth presented in Act 1 Scene 5 and in the play as a whole. <b>R:</b> How does the poet present ideas about the power of nature in ‘Storm on the Island?’ <b>S &amp; L:</b> Turn your journal into a modern ‘soap’ adaptation and present in small groups.</p>	<p><b>Regular examples of formative assessment (AfL) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>Interleaved Revision:</b></p> <p><b>English Literature Paper 1:</b> <b>English Literature Paper 2:</b></p>
<b>Summer B Topic</b>	‘Voices and Choices; Ancient Tales.’	‘Animal Farm.’	‘Reading for Study.’	Macbeth’ and ‘Power and Conflict Poetry:’	Interleaved Revision.
<b>Summer B Knowledge</b>	<p>What Ancient Tales are; the oral story tradition; what the morals of stories are; ‘The Cheetah’s Whisker’; ‘Hansel and Gretel’; ‘Two Dinners’; ‘The Giant’s Causeway’; ‘The Wicked King’; ‘1001 Nights’</p> <p><b>Mastery Writing 1</b></p>	<p>Orwell’s Life and Times, Russian Revolution, Recurring imagery, Irony, Corruption, Propaganda, Rebellion, Cult of Personality</p> <p><b>Mastery Writing 2</b></p>	<p>Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.</p> <p><b>Mastery Writing 3 and 4</b></p>	<p>Great Chain of Being / Divine Right of the King, key themes, setting, plot, soliloquies, mental health, structure &amp; form. Power and Conflict Poetry &amp; unseen poetry carefully placed at thematically / contextually relevant points in the reading of ‘Macbeth’ - such as ideas about war, power, conflict, relationships, loyalty /</p>	<p>English Language Paper 2 skills. exam skills, respond to past Qs in timed conditions</p> <p><b>KS4 Mastery Writing: Crafting Brilliant Sentences</b></p>

				disloyalty, honour, culture, isolation, friendships, methods, structure, language devices, mistaken actions, macabre, family, death and manipulation.  <b>KS4 Mastery Writing: Crafting Brilliant Sentences</b>	
<b>Summer B Skills</b>	7R1; 7R2; 7R3; 7R4; 7R5 7W1; 7W2; 7W3; 7W4 to 7W9 7SL1; 7SL2; 7SL3; 7SL4; 7SL5	8R1; 8R2; 8R3; 8R4; 8R5 8W1; 8W2; 8W3; 8W4 to 8W9 8SL1; 8SL2; 8SL3; 8SL4; 8SL5	9R1; 9R2; 9R3; 9R4; 9R5; 9R6 9W1; 9W2; 9W3; 9W4 to 9W9 9SL1; 9SL2; 9SL3; 9SL4; 9SL5	English Language: AO1, AO2, AO3, AO4. AO5. AO6, AO7, AO8 and AO9. English Literature: AO1, AO2, AO3 and AO4.	English Language: AO1, AO2, AO3, AO4. AO5. AO6.
<b>Summer B Assessment opportunity</b>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Transform an ancient tale of your choice into a newspaper article. <b>R: How has the writer of an ancient tale used language and / or structure to interest you as a reader?</b> <b>S &amp; L:</b> Transform an ancient tale into a podcast / radio script.</p> <p><b>JUNE: PPE IN MAIN HALL</b></p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> Imagine you are a newcomer on the farm. Write a political speech advocating either support or opposition to Napoleon's views. <b>R: How and why does the farm fail?</b> <b>S &amp; L:</b> Students devise their own political parties and run an election campaign.</p> <p><b>JUNE: PPE IN MAIN HALL</b></p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>W:</b> write a persuasive letter on a topic of choice, exploring your thesis. <b>R: Compare the ways two writers explore their ideas</b> <b>S &amp; L:</b> Improvise a short scene based on the reading of a non-fiction text</p> <p><b>JUNE: PPE IN MAIN HALL</b></p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>All key tasks assessed using WGF:</b></p> <p><b>W:</b> 'Never think that war, no matter how necessary, nor how justified, is not a crime.' Write a speech expressing your point of view about this statement. <b>R:</b> How is Macbeth presented in Act 3 Scene 2 and in the play as a whole? <b>R:</b> Compare how the speaker's feelings are presented in 'Remains' and one other poem. <b>S &amp; L:</b> Prepare to present your speech (see above) to a group audience.</p> <p><b>JUNE: Language Paper and Literature Paper PPE IN MAIN HALL</b></p>	<p><b>Regular examples of formative assessment (Afl) during lessons:</b> knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p><b>English Language Paper 2:</b></p>

## ENGLISH CURRICULUM KEY SKILLS CODES:

### STUDENTS WILL BE ABLE TO:

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p><b>Reading Skills</b></p> <p><b>7R1:</b> understand, describe, retrieve information or ideas from an extract.</p> <p><b>7R2:</b> use quotations and references to deduce, infer or interpret implicit and explicit information/ideas.</p> <p><b>7R3:</b> critically compare / comment on writers' ideas, use of structure and language, including grammatical and literary features at word and sentence level. Use subject terminology.</p> <p><b>7R4:</b> identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p><b>7R5:</b> relate texts to their social, cultural and historical traditions.</p> <p><b>7R6:</b> understand how dramatists communicate effectively through performance &amp; alternative staging, allowing for different interpretations of a play.</p>	<p><b>Reading Skills:</b></p> <p><b>8R1:</b> understand, retrieve and summarise information &amp; ideas from a text.</p> <p><b>8R2:</b> deduce, infer or interpret relevant information and show an in-depth understanding of the writer's purpose.</p> <p><b>8R3:</b> critically compare / comment on writers' ideas, use of structure and language, including grammatical and literary features at word and sentence level. Clear use of subject terminology.</p> <p><b>8R4:</b> identify and comment on writers' purposes, with the effect on the reader. Identify viewpoints in texts clearly.</p> <p><b>8R5:</b> relate texts to their social, cultural and historical traditions and how this might affect our understanding.</p> <p><b>8R6:</b> explanation of how dramatists communicate effectively through performance &amp; alternative staging, allowing for different interpretations of a play.</p>	<p><b>Reading Skills:</b></p> <p><b>9R1:</b> understand and retrieve relevant information or ideas and summarise key points from across a range of texts.</p> <p><b>9R2:</b> deduce, infer or interpret the writer's overall meaning and purpose.</p> <p><b>9R3:</b> critically compare / comment on writers' ideas, use of structure and language, including grammatical and literary features at word and sentence level. Confidently use subject terminology.</p> <p><b>9R4:</b> identify writer's viewpoints in texts with confidence and have a strong awareness of how these impact on the reader.</p> <p><b>9R5:</b> relate texts to their social, cultural and historical traditions. Offer some explanation of how the contexts in which texts are written and read contribute to meaning.</p> <p><b>9R6:</b> analysis of how dramatists communicate effectively through performance &amp; alternative staging, allowing for different interpretations of a play.</p>	<p><b>Reading Skills:</b></p> <p><u>English Language GCSE:</u></p> <p><b>AO1</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><b>AO2</b> explain, comment on and analyse how writers use language and structure to achieve effects and influence</p> <p><b>AO3</b> compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4</b> evaluate texts critically and support this with appropriate textual references</p> <p><u>English Literature GCSE</u></p> <p><b>AO1:</b> maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2:</b> analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><b>Reading Skills:</b></p> <p><u>English Language GCSE:</u></p> <p><b>AO1</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><b>AO2</b> explain, comment on and analyse how writers use language and structure to achieve effects and influence</p> <p><b>AO3</b> compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4</b> evaluate texts critically and support this with appropriate textual references</p> <p><u>English Literature GCSE</u></p> <p><b>AO1:</b> maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2:</b> analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> show understanding of the relationships between texts and the contexts in which they were written.</p>

<p><b>Writing Skills:</b></p> <p><b>7W1:</b> vary sentences for clarity, purpose and effect.</p> <p><b>7W2:</b> use subordinating connectives, e.g. if, when, because throughout the text.</p> <p><b>7W3:</b> display some level of accuracy, in tense and verb forms.</p> <p><b>7W4:</b> write with technical accuracy of syntax and punctuation in phrases, clauses and sentences. Speech marks are used correctly. Commas are used in lists and occasionally to mark clauses.</p> <p><b>7W5:</b> organise and present whole texts effectively, sequencing and structuring information, ideas and events.</p> <p><b>7W6:</b> write imaginative, interesting and thoughtful texts.</p> <p><b>7W7:</b> select appropriate and effective vocabulary.</p> <p><b>7W8:</b> use correct spelling with the most uncommon words spelt correctly.</p> <p><b>7W9:</b> choose and read books independently for challenge, interest and enjoyment</p>	<p><b>Writing Skills:</b></p> <p><b>8W1:</b> vary sentences for clarity, purpose and effect.</p> <p><b>8W2:</b> use connectives used to clarify meaning.</p> <p><b>8W3:</b> display a secure level of accuracy, in tense and verb forms.</p> <p><b>8W4:</b> write with technical accuracy of syntax and some variety of punctuation in phrases, clauses and sentences..</p> <p><b>8W5:</b> organise/present whole texts effectively, sequencing &amp; structuring information. Construct paragraphs &amp; use cohesion within and between paragraphs.</p> <p><b>8W6:</b> when writing creatively, consider the reader's reaction. Include fluently linked paragraphs. Introduce themes clearly. Write imaginative, interesting &amp; thoughtful texts which are appropriate to task, reader and purpose.</p> <p><b>8W7:</b> use adventurous vocabulary chosen for effect to compliment appropriate plot and narrative.</p> <p><b>8W8:</b> display generally correct spelling with ambitious, common words spelt correctly. <b>8W9:</b> choose and read books independently for challenge, interest and enjoyment</p>	<p><b>Writing Skills:</b></p> <p><b>9W1:</b> confident use of simple, compound and complex sentences for clarity, purpose and effect.</p> <p><b>9W2:</b> use connectives to clarify meaning and add structure.</p> <p><b>9W3:</b> confidently display accuracy, in tense and verb forms.</p> <p><b>9W4:</b> write with technical accuracy of syntax &amp; variety of punctuation in phrases, clauses and sentences. Confident use of other structural devices embedded into sentences.</p> <p><b>9W5:</b> organise and present whole texts effectively, sequencing and structuring information. Construct paragraphs and use cohesion within and between paragraphs.</p> <p><b>9W6:</b> when writing creatively, consider the target audience and reader's reaction. Include fluently linked paragraphs. Introduce themes clearly. Write imaginative, interesting and thoughtful texts whilst producing texts which are appropriate to task, reader and purpose.</p> <p><b>9W7:</b> use imaginative and sophisticated vocabulary chosen for effect to compliment appropriate plot and narrative.</p> <p><b>9W8:</b> generally, display correct spelling with ambitious, common words spelt correctly.</p> <p><b>9W9:</b> choose and read books independently for challenge, interest and enjoyment.</p>	<p><b>Writing Skills:</b></p> <p><u>English Language:</u></p> <p><b>AO5</b> Content and Organisation: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>Language AO6/Literature AO4:</b> use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>Writing Skills:</b></p> <p><u>English Language:</u></p> <p><b>AO5</b> Content and Organisation: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>Language AO6/Literature AO4:</b> use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
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<p><b>Spoken Language Skills:</b></p> <p><b>7SL1:</b> write polished scripts to perform and deliver improvisations to explore themes. Use stage directions to add suspense and tension.</p> <p><b>7SL2:</b> discuss and debate a theme</p> <p><b>7SL3:</b> take part in hot seating of a character to show understanding and empathy.</p> <p><b>7SL4:</b> deliver informal and formal presentations on an area of interest, using notes.</p> <p><b>7SL5:</b> understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p>	<p><b>Spoken Language Skills:</b></p> <p><b>8SL1:</b> write and perform polished scripts. Use stage directions, intonation, tone, volume to interest an audience</p> <p><b>8SL2:</b> discuss &amp; debate challenging topics.</p> <p><b>8SL3:</b> take part in hot seating of a character to show understanding &amp; empathy.</p> <p><b>8SL4:</b> deliver informal and formal presentations on a theme or topic, using notes.</p> <p><b>8SL5:</b> understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p>	<p><b>Spoken Language Skills:</b></p> <p><b>9SL1:</b> write polished scripts and perform. Use stage directions, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p><b>9SL2:</b> discussions &amp; debates about controversial issues that occur.</p> <p><b>9SL3:</b> hot seating of a character to show understanding and empathy</p> <p><b>9SL4:</b> deliver formal presentations on challenging theme or topics, using notes.</p> <p><b>9SL5:</b> understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p>	<p><b>Spoken Language Skills:</b></p> <p><b>AO7:</b> demonstrate presentation skills in a formal setting.</p> <p><b>AO8:</b> listen and respond appropriately to spoken language, including to questions and feedback to presentations.</p> <p><b>AO9:</b> use spoken Standard English effectively in speeches and presentations.</p>	<p><b>Spoken Language Skills:</b></p> <p><b>AO7:</b> demonstrate presentation skills in a formal setting.</p> <p><b>AO8:</b> listen and respond appropriately to spoken language, including to questions and feedback to presentations.</p> <p><b>AO9:</b> use spoken Standard English effectively in speeches and presentations.</p>
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