

# **Curriculum Overview for Year 7 in English**

Year 7 Assessment point 1: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 2: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 3: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Assessments:** In English we complete 2 assessments per unit one formative and one summative. Key Stage 3 will complete approximately 12 assessments a year.

GCSE students will complete 2 assessments per GCSE unit and they will also be assessed in Mock series.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
	Greek Mythology & Identity Poetry Students will explore cultures and experience	Secret Garden Students study not only the rich language, characterisation	Much Ado About Nothing This richly written, traditional play provides students	The Woman in Black This modern gothic story supports students'	Creating a viewpoint This unit introduces students to rhetoric and supports their	Ruby in the Smoke Linking into questions of morals and stereotypes, students will gain a



ing reflects the ience and bose for which it itended. te a range of	Developing interest and appreciation and a love of reading.Encourage d to read increasingly
-fiction texts,	challenging
uding arguments personal / nal letters.	material in lessons and independently.
ticipating in nal debates and ctured cussions, marising and/or ding on what been said.	Summarising and organising material and supporting ideas and argument with any necessary factual detail.

			-			
Knowledge and	diversity in this unit whilst encouraged to challenge inequality.	and extensive context of the novel, but also learn how to focus on direct speech writing skills.	with the opportunity to see humanity at its best and worst with Shakespeare's masterful commentary on society's attitudes to love and war.	exploration of the way writers build tension and establish themes and conventions whilst learning to craft their own immersive fiction.	ability to write persuasively whilst engaging their reader.	deeper understanding of Victorian society and how authors may express their opinions or thoughts on current situations through literature, teaching students through the values of the school.
skills which will be	Skills taught and	Skills taught and	Skills taught and	Skills taught and	Skills taught and	Skills taught and
covered this year	assessed:	assessed:	assessed:	assessed:	assessed:	assessed:
	Read and actively		<u></u>	<u></u>	<u></u>	
	engage in the text.	Accuracy of the	Understanding how	Write imaginative	Considering how	
	••••	written and spoken	the work of	narratives.	writing reflects the	Developing interest
	Make links between	word.	dramatists is	Daniana	audience and	and appreciation
	texts and cultural knowledge.	Making inferences,	communicated effectively through	Drawing on knowledge of	purpose for which it is intended.	and a love of reading.Encourage
	KIIOWIEUye.	and referring to	performance and	literary and	is intended.	d to read
	Comment on the	evidence in texts.	how alternative	rhetorical devices	Write a range of	increasingly
	choices and effects		staging allows for	from their reading	non-fiction texts,	challenging
	of writers' methods.	Summarising and	different	and listening to	including arguments	material in lessons
		organising material	interpretations of a	enhance the impact	and personal /	and independently.
	Develop vocabulary through explicit	and supporting ideas and argument	play.	of their writing.	formal letters.	Summarising and
	instruction.	with any necessary	Studying setting,	Amending	Participating in	organising material
		factual detail.	plot and	vocabulary,	formal debates and	and supporting
			characterisation	grammar and	structured	ideas and argument
			and their effects.	structure of their	discussions,	with any necessary
				writing to improve	summarising and/or	factual detail.
				its coherence and overall	building on what has been said.	
				effectiveness.	1103 00011 3010.	

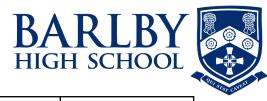


### **Curriculum Overview for Year 8 in English**

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**Date of Interim Assessment:** dates of assessment week **Date of Masters Assessment:** date of assessment week

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	Around the world in 10 poems + The	<b>Macbeth</b> This unit explores	Atmospheric Writing	Frankenstien	Media and Critical Literacy	Noughts and Crosses Play
				SILUEIIIS UAIII		



Knowledge and skills which will be covered this year	Literary Canon Students explore and analyse a variety of challenging poetry, honouring a number of countries across the world from some famous and lesser known	Macbeth, examining his desires and desperation to hold onto kingship.	In this unit, Students will get creative with writing and obtain skills to create immersive settings and well crafted descriptions.	valuable insight into not only the craft and social intentions of Shelley but also the birth of a new genre of novels: science fiction.	the skills needed to read the news and question the reliability of the sources whilst analysing language choices.	In this play, students will explore prejudice, segregation and social injustice and will be encouraged to form opinions on characterisation.
	<i>poets.</i> Skills taught and assessed: Recognising a range of poetic conventions and understanding how these have been used. Make links between texts and cultural knowledge.	Skills taught and assessed: Knowing the purpose, audience for, and context of the writing and drawing on this knowledge to support comprehension. Comment on the choices and effects of writers' methods.	Skills taught and assessed: Considering how writing reflects the audience and purpose for which it is intended. Write imaginative writing such as narratives, scripts and poetry. Discussing English with use of literary vocabulary	Skills taught and assessed: Developing interest and appreciation and a love of reading. Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.	Skills taught and assessed: Discussing English with use of linguistic vocabulary Make links between texts and cultural knowledge. Summarising and organising material and supporting ideas and argument with any necessary factual detail. Participating in formal debates and structured discussions, summarising and/or building on what	Skills taught and assessed: Speaks appropriately to explore ideas, with an awareness of structure, audience and purpose. Discussing English with use of linguistic vocabulary



		has been said.	

## **Curriculum Overview for Year 9 in English**

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	Unseen Poetry - Cultural events	And Then There Were None	The Great Gatsby	Sunlight on the Grass - Short Stories	Transactional Writing	Year 9 Exams
Knowledge and skills which will be covered this year	Characterisation	Rebecca		Dystopian Fiction	Heroes	Love & Relationships Poetry



<ul> <li>Skills taught and assessed:</li> <li>Recognising a range of poetic conventions and understanding how these have been used.</li> <li>Make links between texts and cultural knowledge.</li> <li>Considering how writing reflects the audience and purpose for which it is intended</li> </ul>	Skills taught and assessed: Speaks appropriately to explore ideas, with an awareness of structure, audience and purpose. Discussing English with use of linguistic vocabulary Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	Skills taught and assessed: Developing interest and appreciation and a love of reading. Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.	Skills taught and assessed: Discussing English with use of linguistic vocabulary Make links between texts and cultural knowledge. Summarising and organising material and supporting ideas and argument with any necessary factual detail.	Skills taught and assessed: Write a range of non-fiction texts, including arguments and personal / formal letters. Summarising and organising material and supporting ideas and argument with any necessary factual detail.	Skills taught and assessed: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where
	•				meanings and effects, using relevant subject
					Show understanding of the relationships between texts and the contexts in which they were



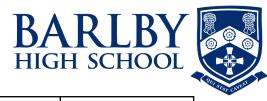
			written.
			Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

#### **Curriculum Overview for Year 10 in English**

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	Love and	A Christmas	An Inspector	Language Paper	Romeo & Juliet	Mock revision &



	Relationships	Carol	Calls	1		
Exam board &	Poetry				Read, understand	Spoken
course code		Read, understand	Read, understand	Identify and	and respond to	Language
	Read, understand	and respond to	and respond to	interpret explicit	texts. Students	Languago
Knowledge and	and respond to	texts. Students	texts. Students	and implicit	should be able to: •	ls audible
skills which will be	texts. Students	should be able to: •	should be able to: •	information and	maintain a critical	
	should be able to: •	maintain a critical	maintain a critical	ideas. Select and	style and develop	
covered this year	maintain a critical	style and develop	style and develop	synthesise	an informed	Uses Spoken
	style and develop	an informed	an informed	evidence from	personal response •	Standard English
	an informed	personal response •	personal response •	different texts.	use textual	
	personal response •	use textual	use textual		references,	Expresses
	use textual	references,	references,	Explain, comment	including	challenging
	references,	including	including	on and analyse how	quotations, to	ideas/information/
	including	quotations, to	quotations, to	writers use	support and	feelings using a
	quotations, to	support and	support and	language and	illustrate	range of
	support and	illustrate	illustrate	structure to achieve	interpretations.	vocabulary
	illustrate	interpretations.	interpretations.	effects and		voodbalaly
	interpretations.			influence readers,	Analyse the	Organises and
		Analyse the	Analyse the	using relevant	language, form and	structures his or
	Analyse the	language, form and	language, form and	subject terminology	structure used by a	
	language, form and	structure used by a	structure used by a	to support their	writer to create	her presentation
	structure used by a	writer to create	writer to create	views.	meanings and	clearly and
	writer to create	meanings and	meanings and		effects, using	appropriately to
	meanings and	effects, using	effects, using	Evaluate texts	relevant subject	meet the needs of
	effects, using	relevant subject	relevant subject	critically and	terminology where	the audience
	relevant subject	terminology where	terminology where	support this with	appropriate.	
	terminology where	appropriate.	appropriate.	appropriate textual		Achieves the
	appropriate.			references.	Show	purpose of his or
		Show	Show		understanding of	her presentation
	Show	understanding of	understanding of		the relationships	
	understanding of	the relationships	the relationships		between texts and	Listens to
	the relationships	between texts and	between texts and		the contexts in	
	between texts and	the contexts in	the contexts in		which they were	questions/feedbac
	the contexts in	which they were	which they were		written.	k responding
	which they were	written.	written.			formally and in
	written.				Use a range of	some detail
		Use a range of	Use a range of		vocabulary and	
		vocabulary and			sentence structures	



Use a range vocabulary au sentence struct for clarity, purp and effect, wi accurate spell	nd for clarity, purpose and effect, with ose accurate spelling th and punctuation ing	vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	for clarity, purpose and effect, with accurate spelling and punctuation	
accurate spell and punctuation	<b>a</b>	and punctuation		

## **Curriculum Overview for Year 11 in English**

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Exam board & course code	Language Paper 2 Identify and interpret explicit	Revisiting Love and Relationships	Revisiting A Christmas Carol Read, understand and respond to	Revisiting An Inspector Calls	Revisiting Romeo and Juliet	Examination revision



Knowledge and skills which will be covered this year	and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references.	Unseen Poetry Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and	texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling	Revisiting Language Paper 1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate texts critically and support this with appropriate textual references.	Examination revision Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.	



	sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	and punctuation	1	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
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