

	Autumn		Spring		Summer	
Y7	<u>Oliver Twist</u>	<u>Writing Mastery</u>	<u>A Midsummer Night's Dream</u>	<u>Writing Mastery</u>	<u>Poetry (Unseen – Tennyson and Blake)</u>	<u>Writing Mastery</u>
<b>Curriculum content</b>	<ul style="list-style-type: none"> <li>Following the plot of a whole story;</li> <li>Understand what the Victorian period was like and how it relates to a text;</li> <li>Characters as a construct;</li> <li>Topic sentences to convey a specific point;</li> <li>Selection of relevant quotations;</li> <li>How to formulate analytical paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of grammatical rules;</li> <li>Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit;</li> <li>Planning, editing and redrafting are taught and developed;</li> <li>Extended writing focusing on technical accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand who William Shakespeare was;</li> <li>To recount a complex plot;</li> <li>Understand how plays are constructed into acts and scenes;</li> <li>Tracking a theme/character across scenes in a play;</li> <li>How to ensure quotations are concise.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of grammatical rules;</li> <li>Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit;</li> <li>Planning, editing and redrafting are taught and developed;</li> <li>Extended writing focusing on technical accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of literary techniques and how to analyse them;</li> <li>Strategies to approach unseen poetry;</li> <li>Tracking a speaker's thoughts/feelings across a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of grammatical rules;</li> <li>Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit;</li> <li>Planning, editing and redrafting are taught and developed;</li> <li>Extended writing focusing on technical accuracy.</li> </ul>
<b>Assessment</b>	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will also complete Bed Rock home learning and follow the Accelerated Reader programme during library lesson to enhance their literacy skills.					

	Autumn		Spring		Summer	
Y8	<u>The Tempest</u>	<u>Rhetoric</u>	<u>Animal Farm</u>	<u>Descriptive Writing</u>	<u>Poetry</u> ( <u>Dickinson,</u> <u>Nichols, Heaney,</u> <u>Blake and</u> <u>Hughes</u> )	<u>Sonnet Writing</u>
<b>Curriculum content</b>	<ul style="list-style-type: none"> <li>• Explore multiple plots within a play;</li> <li>• Understand the genre conventions of tragicomedies ;</li> <li>• Practise closed book assessments;</li> <li>• Develop the ability to compose a balanced argument.</li> </ul>	<ul style="list-style-type: none"> <li>• How to plan and sequence content;</li> <li>• Formulating arguments from different perspectives;</li> <li>• Showing respect when listening to others;</li> <li>• Expand vocabulary, register and rhetorical devices;</li> <li>• Understand ethos, logos and pathos</li> <li>• Practise performing and verbalising ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about George Orwell and his political standpoint;</li> <li>• Explore how content of a text can link to historical events and figures;</li> <li>• Analysis of the structure of a text;</li> <li>• Explore the use off extended metaphors across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• How to show emotion in writing and ensure it is sustained throughout writing;</li> <li>• Use of imagery;</li> <li>• How to sequence a piece of descriptive writing;</li> <li>• Practise planning, drafting and proof reading writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of literary techniques and figurative language;</li> <li>• Exploration of poems with indirect meanings (developing inference skills);</li> <li>• Understanding and exploring allegories.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different forms of sonnets;</li> <li>• Explore the history of sonnets and their purpose;</li> <li>• Learn how to write sonnets.</li> <li>• Practise performing sonnets effectively.</li> </ul>
<b>Assessment</b>	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will also complete Bed Rock home learning and follow the Accelerated Reader programme during library lesson to enhance their literacy skills.					

	Autumn		Spring		Summer	
Y9	<u>Poetry</u> ( <u>Comparison</u> )	<u>Reading for</u> <u>Study</u>	<u>Jane Eyre</u>	<u>Reading for</u> <u>Study</u>	<u>Romeo and</u> <u>Juliet</u>	<u>Reading for</u> <u>Study</u>
<b>Curriculum content</b>	<ul style="list-style-type: none"> <li>Identifying and analysing how themes are presented within poems;</li> <li>Learn how poets' background/ beliefs affect the ideas within their poems;</li> <li>Structure of comparative essays;</li> <li>Developing use of academic tone;</li> <li>How to plan a comparative essay.</li> </ul>	<ul style="list-style-type: none"> <li>Develop grammatical knowledge and ensure grammatical accuracy within writing;</li> <li>Understand how to formulate a thesis;</li> <li>Practise planning in detail and producing an extended piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Victorian attitudes to childhood and relate information to the text;</li> <li>Creating a thesis to use in academic writing;</li> <li>Character development;</li> <li>How to evaluate characters.</li> </ul>	<ul style="list-style-type: none"> <li>Develop grammatical knowledge and ensure grammatical accuracy within writing;</li> <li>To know how to refer to a contradictory argument within writing;</li> <li>Explore how bias can be used effectively within writing;</li> <li>Practise planning in detail and producing an extended piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and make sustained links between the conventions of a tragedy and a play;</li> <li>Learn literary theories;</li> <li>Evaluation and in-depth analysis of language use;</li> <li>Evaluation of characters' behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Develop grammatical knowledge and ensure grammatical accuracy within writing;</li> <li>To build and release tension through the use of chronology;</li> <li>Practise writing from different perspectives;</li> <li>Practise planning in detail and producing an extended piece of writing.</li> </ul>
<b>Assessment</b>	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will also complete Bed Rock home learning and follow the Accelerated Reader programme during library lesson to enhance their literacy skills.					

	Autumn		Spring	Summer	
Y10	<u>A Christmas Carol</u> <u>Poetry – Ozymandias</u> <u>London</u>	<u>Narrative and Descriptive Writing</u>	<u>An Inspector Calls</u> <u>Poetry Anthology – My Last Duchess, The Prelude and Storm on the Island.</u> <u>Narrative and Descriptive Writing</u> <u>Unseen Poetry</u>	<u>English Language Paper 1</u> <u>Spoken Language Endorsement</u>	<u>Poetry – The Emigree</u> <u>Checkin’ out me History</u> <u>Tissue</u>
Curriculum content	A Christmas Carol is studied as one of the five components required for English Literature GCSE. We study Dickens’ use of themes and language and the context of Victorian England. Poetry Anthology introduction of two poems.	This builds on the skills required for Language Paper 1 Section B. Students focus on crafting of the language to refine their creative writing skills.	An Inspector Calls is the second component of the English Literature GCSE. We study the ideas expressed by Priestly around capitalism and socialism ideology in the twentieth century through the language, characterisation and themes explored writhing the play.  We also continue to study a further three poems from the Poetry Anthology – reading, understanding and analysing each poem whilst introducing comparison skills between the poems.  Language – students continue to focus on the crafting of the language in order to refine their creative writing skills.  Study of unseen poetry for Literature Paper 2.	Study of all skills required for English Language Paper 1. Focus on the structure and mark weighting for each question within the paper. Students to plan, prepare and deliver a speech of a topic of their choice for the Spoken Language Endorsement required for GCSE.	A further three poems from the Anthology are studied. Alongside reading and analysis of each poem individually, students continue to build on the skills required to compare two poems successfully for Literature Paper 2.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.				
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are exposed to a wide range of reading across various fiction and non-fiction texts. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.				

	Autumn		Spring	Summer
<b>Y11</b>	<u>Macbeth</u> <u>Poetry –</u> <u>Bayonet Charge,</u> <u>Kamikaze,</u> <u>Charge of the Light</u> <u>Brigade</u> <u>Poppies</u>	<u>Transactional</u> <u>Writing</u>	<u>English Language Paper 2</u> <u>Transactional Writing</u> <u>Poetry –</u> <u>Exposure</u> <u>War Photographer</u> <u>Remains</u>	<u>GCSE Revision – All Four</u> <u>Papers</u>
<b>Curriculum content</b>	Macbeth is the final component required for Literature GCSE. Study of Shakespeare's use of language, form and structure alongside the context of 1606. Further study of four poems from the Poetry Anthology.	This builds on the skills required for Language Paper 2, Section B. Students craft their point of view using rhetorical and persuasive devices.	Study of all skills required for English Language Paper 2 including the structure of the paper, the skills required and the mark weighting of each question. Continue to refine transactional writing skills required for Language Paper 2, Section B. The final four poems in the Poetry Anthology will also be studied and analysed with an emphasised focus on the comparison skills required now that all of the poems have been studied.	Embed the structure of each paper and recap the skills required for each. Ensure students have a secure knowledge of the timings required for each Language and Literature Paper in order to achieve the best possible outcome.
<b>Assessment</b>	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.			
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are exposed to a wide range of reading across various fiction and non-fiction texts. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.			

# A-Level English Language

	Autumn		Spring		Summer	
	Paper 1: Meanings and Representations		Paper 2: Language diversities		Paper 2: Language change NEA	
Y12	Language Discourses: <ul style="list-style-type: none"><li>Grammar</li><li>Phonology</li><li>Lexis</li></ul>	Language Discourses: <ul style="list-style-type: none"><li>Graphology</li><li>Pragmatics</li><li>Discourse</li></ul>	Language and gender  Language and Social groups	Language and region  Language and occupation	Language Change over time	NEA 1 Original Writing
Curriculum content	Students should study a range of texts: <ul style="list-style-type: none"><li>about various subjects</li><li>from various writers and speakers</li><li>for various audiences</li><li>for various purposes</li><li>in a variety of genres</li><li>using a variety of modes (written, spoken, electronic).</li><li>When analysing texts, students should explore how language is:<ul style="list-style-type: none"><li>shaped according to audience, purpose, genre and mode</li><li>shaped according to context</li><li>used to construct meanings and representations</li><li>used to enact relationships between writers, speakers and audiences or between participants within a text.</li></ul></li></ul> This exploration will include: <ul style="list-style-type: none"><li>methods of language analysis</li><li>how identity is constructed</li><li>how audiences are addressed and positioned</li><li>the functions of the texts</li><li>the structure and organisation of the texts</li><li>how representations are produced.</li></ul>		Methods of language analysis <ul style="list-style-type: none"><li>Students will be required to identify and describe features of language in the texts using methods of language analysis. In order to study textual variations and representations, students will be required to identify and describe salient features of language in the texts.</li><li>The following list is a guide to the areas of language students are expected to examine:<ul style="list-style-type: none"><li>phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li><li>graphology: the visual aspects of textual design and appearance</li><li>lexis and semantics: the vocabulary of English, including social and historical variation</li><li>grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</li><li>pragmatics: the contextual aspects of language use</li><li>discourse: extended stretches of communication occurring in different genres, modes and contexts.</li></ul></li></ul>		Students should study a range of examples of language in use and research data to inform their study of diversity: <ul style="list-style-type: none"><li>texts using different sociolects (to include social and occupational groups, and gender)</li><li>texts using different dialects (to include regional and national varieties of English within the British Isles)</li><li>texts that use language to represent the different groups above</li><li>items from collections of language data (eg dictionaries, online resources, language corpora)</li><li>research findings (eg tables, graphs, statistics).</li><li>When analysing texts and data, students should explore:<ul style="list-style-type: none"><li>how language varies because of personal, social and geographical contexts</li><li>why language varies, developing critical knowledge and understanding of different views and explanations</li></ul></li><li>attitudes to language diversity.</li></ul>	
Assessment	<ul style="list-style-type: none"><li>In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge.</li><li>NEA 1 completed</li></ul>					
Literacy links	Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.					

# A-Level English Literature

	Autumn		Spring		Summer	
	Paper 2: Social & Political Protest		Paper 1: Aspects of Tragedy Paper 2: Social & Political Protest		Paper 2: Unseen extracts NEA: Theory & independence	
Y12	<u>Post-2000 prose text:</u> The Kite Runner by Khaled Hosseini	<u>Further text:</u> The Handmaid's Tale by Margaret Atwood	<u>Shakespeare text:</u> Othello	<u>Poetry/pre-1900 text:</u> William Blake – Songs of Innocence and Experience	Unseen extracts Essay skills and revision of all Y12 content	NEA 1 Essay skills and revision of all Y12 content
Curriculum content	<p>Students will explore the characters, context and key themes of both novels, through the lens of social and political protest (Paper 2).</p> <ul style="list-style-type: none"> <li>Develop skills of analysis and debate</li> <li>Establish relevant contextual information</li> <li>Consider the purpose of the text and the writer's intentions</li> <li>Practise articulating views through verbal and extended written responses to the novel</li> <li>Develop confidence across all of the A-Level assessment objectives and familiarity with the assessment criteria: <ul style="list-style-type: none"> <li>AO1 – articulate informed, personal and creative responses to literary texts</li> <li>AO2 – Analyse the ways meanings are shaped in literary texts</li> <li>AO3 – Demonstrate understanding of the significance and influence of contexts</li> <li>AO4 – Explore connections across literary texts</li> <li>AO5 – Explore literary texts informed by different interpretations</li> </ul> </li> </ul>		<p>Students will read the play and explore Shakespeare's characters, themes and context as components of a tragic text (Paper 1).</p> <ul style="list-style-type: none"> <li>Continue to develop analysis and ability to debate perspectives</li> <li>Explore relevant contexts and the specific features of a drama text</li> <li>Consider purpose and writer's intentions</li> <li>Continue to develop written and verbal responses to a text</li> </ul>	<p>Students will read and explore the poems in the collection and explore context, purpose and message through lens of social and political protest (Paper 2).</p> <ul style="list-style-type: none"> <li>Continue to develop A-Level Literature skills and the specific features of poetry texts</li> </ul>	<p>Students will explore a range of unseen extracts in preparation for Section A of Paper 2.</p> <ul style="list-style-type: none"> <li>Continue to develop A-Level Literature skills and how to apply these to an unseen text</li> <li>Revisit and revise all Y12 content</li> <li>Prepare for end of Y12 examinations with explicit essay skills and exam practice</li> </ul>	<p>Students will select their NEA prose text and explore the critical anthology (Marxism, feminism, post-colonialism, eco-criticism, aspects of narrative and the canon).</p> <ul style="list-style-type: none"> <li>Explore exemplars and mark schemes and identify excellent writing</li> <li>Independently research and write their NEA.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge.</li> <li>Formal assessments: 2 x 25 mark essay questions (single text/extract questions) each half term.</li> <li>End of Y12 exams: Paper 1 Section A&amp;B, Paper 2 Section A&amp;B</li> <li>NEA 1 completed</li> </ul>					
Literacy links	Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.					

# A-Level English Language

	Autumn		Spring		Summer	
	Paper 1: Child Language Development NEA: Language investigation		Paper 2: Language diversity and change Paper 1: Language and the Individual			
Y13	Child Language Development	NEA 1: Language investigations	Paper 1 revision	Paper 2 revision		
Curriculum content	<p>Students should explore how children develop their spoken and written skills. To achieve this, students should study:</p> <ul style="list-style-type: none"><li>the functions of children’s language</li><li>phonological, pragmatic, lexical, semantic and grammatical development</li><li>different genres of speech and writing</li><li>different modes of communication (spoken, written, multimodal)</li><li>theories and research about language development</li></ul> <p>Students should study a range of examples of language in use and research data to inform their study of diversity and change:</p> <ul style="list-style-type: none"><li>texts using different sociolects (to include social and occupational groups, gender and ethnicity)</li><li>texts using different dialects (to include regional, national and international varieties of English)</li><li>texts that use language to represent the different groups above</li><li>texts from different periods, from 1600 to the present day</li><li>written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li><li>items from collections of language data (eg dictionaries, online resources, language corpora)</li><li>research findings (eg tables, graphs, statistics).</li></ul>		<p>Methods of language analysis</p> <ul style="list-style-type: none"><li>Students will be required to identify and describe features of language in the texts using methods of language analysis. In order to study textual variations and representations, students will be required to identify and describe salient features of language in the texts.</li><li>The following list is a guide to the areas of language students are expected to examine:<ul style="list-style-type: none"><li>phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li><li>graphology: the visual aspects of textual design and appearance</li><li>lexis and semantics: the vocabulary of English, including social and historical variation</li><li>grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</li><li>pragmatics: the contextual aspects of language use</li><li>discourse: extended stretches of communication occurring in different genres, modes and contexts.</li></ul></li></ul>		<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"><li>Continue to develop A-Level Language skills</li><li>Revisit and revise all Y12 and Y13 content</li><li>Prepare for end of Y13 examinations with explicit essay skills and exam practice</li></ul>	
Assessment	<ul style="list-style-type: none"><li>In class feedback and assessment: extended writing and essay practice to test students’ knowledge recall and application of knowledge.</li><li>Formal assessments: 2 exam questions each half term.</li><li>End of Y12 exams: Paper 1 Section A Paper 2 full paper.</li><li>NEA 2 completed</li></ul>					
Literacy links	Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.					



# A-Level English Literature

	Autumn		Spring		Summer	
	<u>Paper 1: Aspects of Tragedy</u>		<u>Paper 1 &amp; 2</u> <u>NEA: Theory and independence</u>		<u>Revision &amp; preparation</u> <u>for examinations</u>	
<b>Y13</b>	<u>Further drama text:</u> <b>Death of a Salesman</b> <b>by Arthur Miller</b>	<u>Pre-1900 text:</u> <b>Selected poems by</b> <b>John Keats</b>	<b>NEA 2</b>	<b>Revision of all Y12 &amp; Y13 content</b> <b>Explicit essay writing</b> <b>and exam skills</b>	<b>Revision of all Y12 &amp; Y13 content</b> <b>Explicit essay writing</b> <b>and exam skills</b>	
<b>Curriculum content</b>	<p>Students will read the play and explore Miller's characters, themes and context as components of a tragic text (Paper 1).</p> <ul style="list-style-type: none"> <li>Continue to develop analysis and ability to debate perspectives</li> <li>Explore relevant contexts and the specific features of a drama text</li> <li>Continue to develop written and verbal responses to a text, particularly comparing texts</li> </ul>	<p>Students will read and explore the poems in the collection and explore context, purpose and message as examples of tragic texts (Paper 1)</p> <ul style="list-style-type: none"> <li>Continue to develop A-Level Literature skills and the specific features of poetry texts</li> <li>Continue to develop written and verbal responses to a text, particularly comparing texts</li> </ul>	<p>Students will select their NEA poetry text and explore the critical anthology (Marxism, feminism, post-colonialism, eco-criticism, aspects of narrative and the canon).</p> <ul style="list-style-type: none"> <li>Explore exemplars and mark schemes and identify excellent writing</li> <li>Independently research and write their second NEA.</li> </ul>	<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"> <li>Continue to develop A-Level Literature skills and how to apply these to all A-Level texts</li> <li>Revisit and revise all Y12 and Y13 content</li> <li>Prepare for end of Y13 examinations with explicit essay skills and exam practice</li> </ul>	<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"> <li>Continue to develop A-Level Literature skills and how to apply these to all A-Level texts</li> <li>Revisit and revise all Y12 and Y13 content</li> <li>Prepare for end of Y13 examinations with explicit essay skills and exam practice</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge.</li> <li>Formal assessments: 2 x 25 mark essay questions (single text/extract questions) each half term.</li> <li>Y13 mock exams: Full papers</li> <li>All NEA completed</li> </ul>					
<b>Literacy links</b>	<p>Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.</p>					