

Secondary Curriculum Information Pro-Forma

Subject:

English

Subject Leader:

Meera Vasudeva

YEAR 7	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	An Introduction to Poetry	<ul style="list-style-type: none"> • Forms of Poetry • Poetic Devices • Connotation and Denotation • Study poetry from some classic poets 	<ul style="list-style-type: none"> • Learn about the various forms of poetry. • Students will be able to identify poetic devices. • Students will begin to use poetic devices themselves for effect and in an imaginative way. • Students will begin to analyse the writers' use of specific poetic devices. • They will begin to explore how the writers' use of these devices may have an effect on the reader. • Respond to questions using the format of P.E.E (point, evidence and explanation).
Term 2 (November – December)	Writing Skills- Descriptive Writing	<ul style="list-style-type: none"> • Word Classes • Punctuation Marks • Sentence Types • Paragraphs • Developing Vocabulary • Introduction to the Language Palette • Spelling Rules • Technical Accuracy in Writing. 	<ul style="list-style-type: none"> • To be able to identify word classes in a sentence. • To be able to identify various sentence types and begin to use a range of sentences for effect. • To begin to use a wider range of punctuation with a focus on semi-colons. • Students will broaden their vocabulary and make more ambitious word choices. • They will begin to use a range of devices from the language palette. • Learn key spelling rules. • To communicate clearly.

Term 3 (January – February)	Reading comprehension.	<ul style="list-style-type: none"> • Reading Strategies • Reading Comprehension • Inference and Deduction • P.E.E. • Figurative language: metaphors, proverbs, clichés and idioms. 	<ul style="list-style-type: none"> • Various reading strategies will be learnt such as skimming and scanning to extract information. • Students will be able to extract the main points from a text. • Students will read between the lines and make inferences; • Exploring the writers' meaning at word and sentence level.
Term 4 (March – April)	Creative Writing	<ul style="list-style-type: none"> • Building your imagination • Planning • Characters • Settings • Atmosphere • Narrative Hooks • Narrative Structures • Drafting and Proofreading 	<ul style="list-style-type: none"> • Students will be encouraged to use their imagination for adding creative flair to their work. • Students will learn various methods of planning their ideas. • To be able to create a convincing character/ setting using their imagination. • To use a range of narrative hooks for effect. • To reflect on written work and improve independently. • To become more conscious users of language.
Term 5 (April – May)	Novel Study	Novel- TBC	<ul style="list-style-type: none"> • To study character in depth. • To explore themes within a novel. • To explore how social and historical factors may affect the writers' purpose. • Learn how to answer an essay style question.
Term 6 (June – July)	An Introduction to Shakespeare	<ul style="list-style-type: none"> • Shakespeare Key Facts • Elizabethan England • The Globe Theatre • Shakespeare's Language • Shakespearean Sonnets • Key Shakespearean Characters • Selected Scenes from Macbeth and AMSND. 	<ul style="list-style-type: none"> • To become familiar with the Elizabethan era and Shakespeare's world. • To learn about The Globe Theatre. • Figuratively meet with and explore famous Shakespearean characters. • Understand and identify key words of Shakespearean English. • Dramatise key scenes- identifying and understanding the key differences between a Shakespearean play and ordinary

novel.

YEAR 8	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Unseen Poetry	<ul style="list-style-type: none">Recap on Poetic Devices.Extended Metaphors.Recap on Connotation and Denotation.How to Tackle Unseen Poetry.Study poetry from some classic poets and poetry from a range of different cultures.	<ul style="list-style-type: none">Students will be confident identifying poetic devices.They will learn about extended metaphors and should be able to explore these within a poem.Students will begin to make independent inferences when reading poems- drawing out meanings and supporting these with evidence.Students will begin to analyse the writers' use of language at word level.They will begin to explore how the writers' use of these devices may have an effect on the reader.Begin to make connections between poetry and cultural/ historical contexts.Respond to questions using the format of P.E.E.A (point, evidence, explanation and analysis).
Term 2 (November – December)	Writing Skills- Persuasive Writing	<ul style="list-style-type: none">Punctuation MarksDeveloping VocabularyAudience, Language and Purpose.Technical Accuracy in WritingPersuasive Language DevicesMarketing and AdvertisingPsychology of AdvertisingGroup WorkPresentation SkillsPlanning and proofreading independently	<ul style="list-style-type: none">To use a range of punctuation consistently.Use higher level punctuation- especially semi-colons with consistency.To be able to match language to audience and purpose.To identify and use a range of persuasive devices.To consciously manipulate vocabulary choices for desired effect.To develop public speaking and presentation skills.To use strategies to engage the audience.

			<ul style="list-style-type: none"> To communicate clearly in spoken and written English.
Term 3 (January – February)	Reading comprehension.	<ul style="list-style-type: none"> Reading Comprehension Paraphrasing Synthesising Connotation Inference and Deduction P.E.E.A Figurative language: metaphors, personification, hyperbole and idioms. The Writers' Viewpoint 	<ul style="list-style-type: none"> Students will be able to extract the main points from a text independently- using short and accurate quotations to support their points. . To be able to paraphrase the writers' main ideas. Students will read between the lines and make independent inferences. Students will begin to develop opinions about and respond to the writers' viewpoint. Students will analyse language at word level- exploring connotations. Students will analyse the effect of language on the reader.
Term 4 (March – April)	Creative Writing	<ul style="list-style-type: none"> Using Your Imagination. Creating Interesting Settings, Characters and Atmospheres. Conventions of Genre Planning a Story- with a focus on the plot. Writing a 'Good' Story Narrative Hooks Narrative Structures Drafting and Proofreading 	<ul style="list-style-type: none"> Students will be encouraged to use their imagination for adding creative flair to their work. Students will be able to write for different purposes and use language to create desired settings and atmospheres. Students will be able to manipulate vocabulary for effect. They will be able to identify conventions for popular genres. Students will plan and write conforming to their chosen genre and style. To use a range of narrative hooks to engage the reader. To reflect on written work and improve independently. To become conscious users of using language for an effect.
Term 5 (April – May)	Novel Study	Novel- TBC	<ul style="list-style-type: none"> To study character in depth. To explore themes within a novel.

			<ul style="list-style-type: none"> • To explore how social and historical factors may affect the writers' purpose. • To answer an essay style question.
Term 6 (June – July)	Shakespeare	<ul style="list-style-type: none"> • Shakespeare's Language • Read 'Macbeth' • Study of the Play: themes, characters and context 	<ul style="list-style-type: none"> • Explore Shakespearean English in some more depth. • Learn about how the cultural and historical context influenced the play. • Answer an exam style essay question on the play.

YEAR 9	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Comparing Poems	<ul style="list-style-type: none"> • Poetry Based on Greek Mythology • Comparing Poems • Analysing Poetry • Appreciating and Critiquing Poetry • Evaluating the Poets’ Use of Language • The Writers’ Point of View • Essay Writing Skills 	<ul style="list-style-type: none"> • Students will figuratively meet characters from Greek mythology and analyse how they are portrayed. • Students will draw out intelligent points of comparison when looking at a cluster of poems. • Students will be able to make thematic connections between poems. • They will use connectives to show comparison. • They will begin to analyse language independently. • Students will be able to answer a exam style comparison question.
Term 2 (November – December)	Writing Skills	<ul style="list-style-type: none"> • Recap on Word Classes • Recap on Punctuation Marks • Recap on Sentence Types • Developing Vocabulary • Technical Accuracy in Writing. • Descriptive Writing • Writing to Explain • Developing a Viewpoint 	<ul style="list-style-type: none"> • Students will think consciously at word level and change their word class for a desired effect. • They will use a range of punctuation consistently and for effect. • Students will develop an ambitious bank of vocabulary. • They will choose and use vocabulary judiciously. • Students will be able to manipulate their punctuation, vocabulary and use of language devices for effect. • A focus will also be on developing viewpoints. • Students will be required to develop their writing in detail when writing to explain. • To communicate clearly and get points of view across in an intelligent and sophisticated manner.
Term 3 (January – February)	Reading comprehension: Non-Fiction Texts.	<ul style="list-style-type: none"> • Reading Comprehension • Facts and Opinions • Structure 	<ul style="list-style-type: none"> • Students will be able to extract the main points from a text independently- using short and accurate quotations to support

		<ul style="list-style-type: none"> • Paraphrasing • Synthesising • Connotation • Inference and Deduction • P.E.E.A • Figurative Language Devices • The Writers' Viewpoint • Comparing Texts 	<p>their points.</p> <ul style="list-style-type: none"> • Quotations used will be relevant. • They will make comments that are securely based in textual evidence. • Students will be able to explain the writers' point of view. • They will be able to paraphrase the writers' main ideas. • Students will analyse and begin to evaluate the writers' use of language. • Students will confidently analyse language at word level- exploring connotations. • Students will respond to the writers' viewpoint. • Students will analyse the effect of language on the reader. • They will explore how the structure of a text contributes to meaning. • Students will analyse the writers' overall point of view. • Synthesise evidence from different texts.
Term 4 (March – April)	Creative Writing	<ul style="list-style-type: none"> • Planning a Story- with a focus on creating a coherent plot. • Writing a 'Good' Story • The Writers' Point of View • Developing a Narrative Voice • Writing Convincing Characters. • Drafting and Proofreading • The Final Product 	<ul style="list-style-type: none"> • Emphasis will be placed on using imagination for adding creative flair to their story. • Students will plan and write conforming to their chosen genre and style to engage the reader. • They will create characters that come to life through their use of language. • To begin using writing journals for inspiration. • To reflect on their quality of written work and make independent corrections. • To redraft independently.
Term 5 (April – May)		Novel- TBC	<ul style="list-style-type: none"> • To study character in depth.

	Novel Study		<ul style="list-style-type: none"> • To explore themes within a novel. • To explore how social and historical factors may affect the writers' purpose. • To answer an essay style question.
Term 6 (June – July)	Shakespeare	<ul style="list-style-type: none"> • Shakespeare's Language • Read 'Romeo and Juliet' • Study of the Play: themes, characters and context. 	<ul style="list-style-type: none"> • Explore Shakespearean English in some more depth. • Learn about how the cultural and historical context influenced the play. • Study characters and themes in depth. • Analyse key set scenes from the play. • Answer an exam style essay question on the play.

YEAR 10	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p>Examination Board and Specification Title & Number: AQA</p> <p>Recommended reading/preparation: Macbeth, An Inspector Calls, Great Expectations, various forms of poetry.</p>			
<p>Term 1 (September – October)</p>	<p>GCSE English Literature Paper 2: Poetry Anthology</p>	<ul style="list-style-type: none"> • 15 poems from the AQA ‘Love and Relationships’ cluster. • Exploration and comparison of form, structure language and key ideas in each poem. 	<ul style="list-style-type: none"> • Identifying and analysing the form of a poem and the effect of the chosen form. • Exploring and analysing the structure of a poem and reasons for the poet’s choice. • Analysing the way a poet uses poetic devices for effect. • Responding to layers of meaning in a poem and looking at multiple interpretations. • Using precise quotations to support a point.
<p>Term 2 (November – December)</p>	<p>GCSE English Language Paper 1</p>	<ul style="list-style-type: none"> • Explorations in creative reading. • How to be a critical reader. • Reading fiction texts. • Descriptive writing 	<ul style="list-style-type: none"> • Finding relevant details in a text. • Exploring how writers make conscious decisions with language and structure to put a text together. • Exploring how the structure of a text contributes to an overall meaning of the text. • Improving sentence structures and grammar. • Using a range of language devices to describe. •
<p>Term 3 (January – February)</p>	<p>GCSE English Literature Paper 1: Shakespeare</p>	<ul style="list-style-type: none"> • Shakespeare’s England • A study of Macbeth • The Supernatural 	<ul style="list-style-type: none"> • What England was like in Shakespeare’s era. • Exploring themes in Macbeth. • An in depth analysis of characters in Macbeth. • Analysis of themes and motifs in the play.
	<p>GCSE English Language Paper 1:</p>	<ul style="list-style-type: none"> • Writing an engaging and 	<ul style="list-style-type: none"> • Identifying the ingredients of a

Term 4 (March – April)	Narrative Writing	sophisticated piece of narrative fiction.	<ul style="list-style-type: none"> • good story. Planning, developing and writing an interesting piece of fiction. • Creating interesting plots and characters. • Writing engaging openings. • Crafting vocabulary and punctuation in a text for effect.
Term 5 (April – May)	GCSE English Literature Paper 1: 19 th Century Literature	<ul style="list-style-type: none"> • A study of the famous 19th century novel 'Great Expectations'. • Victorian England. 	<ul style="list-style-type: none"> • Reading critically. • Studying contexts. • Exploring themes. • Analysing characters • Essay writing for exam style questions.
Term 6 (June – July)	GCSE English Language Paper 2	<ul style="list-style-type: none"> • Reading comprehension with a range of text types from 19th Literature. • Developing your own viewpoint on a topic. 	<ul style="list-style-type: none"> • Making accurate inferences. • Summarising and comparing information from two texts. • Comparing writers' viewpoints and writers' methods'. • Communicating effectively using the correct tone, style and register. • Using a range of vocabulary, sentences and punctuation to achieve an effect.