

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
Catch up funding; screening for reading age and fluency; additional reading support (JJE); in class support; class sets; summer school.						
Year 7 – The Origins of English						
Topic/Focus	Ancient Origins/Link to Legends		Legends/Rhetoric		Romance	
Sequencing	<p>Introduction to ‘secondary English’ using key mythological texts and ideas; knowledge of classical myth as well as epic poetry and the heroic code, focusing on Simon Armitage’s play of Homer’s Odyssey.</p> <p><u>Links to legends</u> builds on this foundation to look at the heroic warrior in Beowulf and medieval chivalric romances.</p>		<p><u>Link to legends</u> Arthurian legends, focus on ‘Sir Gawain and the Green Knight’.</p> <p><u>The Art of Rhetoric</u> Focusing on Shakespeare’s Julius Caesar, students are introduced to key concepts in Rhetoric and persuasion, look at a range of authors and texts.</p>		<p><u>The Art of Rhetoric</u> Focusing on Shakespeare’s Julius Caesar, students are introduced to key concepts in Rhetoric and persuasion, look at a range of authors and texts.</p> <p><u>Romance</u> Building on the previous three units, students now study Chaucer’s ‘The Knight’s Tale’ to understand the genre of romance through time.</p>	
Explicit Grammar	Sentence types, word classes, scaffolded use of complex grammatical structures, embedded vocabulary teaching.					
Links to Writing Revolution	Introduction to topic sentences, embedding quotations, analysis, evaluation and expansion.		Development of topic sentences, embedding quotations, analysis, evaluation and expansion.		Consolidation of topic sentences, embedding quotations, analysis, evaluation and expansion.	
Extended Learning	Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.	
Formal Assessment	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 	

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Year 8 – the development of form						
Topic	The Story of the Sonnet/Religion and Superstition		Religion and Superstition/Comedy		Comedy/Story of the Novel	
Sequencing	Students understand how the sonnet form emerged and developed over time; they then look at the influence of Tyndale’s bible on later literary texts.		Students examine the influence of biblical imagery and philosophy on Donne, Rossetti and Dickinson . Students then learn how comedy has developed as a dramatic genre before focusing on Shakespeare’s A Midsummer Night’s Dream (also linking to their work on romance in Year 7).		Students develop their understanding of comedy in to the 18 th century before then focusing on the development of the novel from Aphra Behn to Henry Fielding.	
Explicit Grammar	Sentence types, word classes, more independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.	
Formal Assessment	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative: Compare how Shakespeare’s Sonnet 130 and Carol Ann Duffy’s Anne Hathaway present ideas about love?). 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment – developing a character. Analytical writing assessment (formative + summative ‘How does the novel change and develop in the 18th century?’) 	

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Year 9 – Into the World						
Topic/Focus	The Gothic Tradition/War Writing		War Writing/Tragedy		Freedom/Women in Literature	
Sequencing	Students will track the development of the Gothic tradition, with a focus on Bronte’s Wuthering Heights . Students then focus on War Poetry from WW1.		Developing from their work on War Poetry, students now focus on Sheriff’s Journey’s End . Building on their work on Comedy in Year 8 and Romance in Year 7, students now study the development of Tragedy from Antigone to Miller, with a focus on Shakespeare’s Othello .		Focusing on Thurston’s ‘Their Eyes Were Watching God’ , students explore the importance of freedom in a range of texts. A feminist ‘retelling’ of the story of English, building to a study of Charlotte Perkins Gilman’s The Yellow Wallpaper , linking to the Gothic Tradition and the Story of the Novel.	
Explicit Grammar Teaching	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.	
Formal Assessment	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative: a) Is Catherine’s love for Heathcliffe what causes her downfall? And b) The role of the Gothic Antagonist in Wuthering Heights and another Gothic text you have studied) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative: How do class and power affect the soldiers’ experiences of war?) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative: How does Thurston use the natural world in her novel?) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative)

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Year 10						
Qualification	GCSE English Language and English Literature					
Topic	Macbeth	Writing for Change	A Christmas Carol	Dystopian Fiction	Anthology Poetry	Freedom
Sequencing	<p>Students have previously studied Shakespeare so will be well placed in their reading of Macbeth. Students will be required to learn the new story and become familiar with new characters. Students will be supported to develop a knowledge of the text, while using previous knowledge to explore similar Shakespearean and contextual themes. Although some new thematic and contextual knowledge will be taught, students will apply previous study, including language analysis skills. Students will be introduced to the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay.</p>	<p>This is not an exam-driven unit: it is designed to foreground writer’s voice, intentions and context (just as the People and Places unit foregrounds writer’s craft). The focus is on developing students’ sensitivity as readers through a thematised study of a handful of high quality texts.</p> <p>The unit seeks place “writer’s intentions and context” at the heart of KS4 reading. This will shift the focus of KS4 reading on to ‘Views and Perspectives’ supported by ‘Language analysis’. It will foreground “writer’s intentions” in all aspects of our courses (Literature, Language Paper 1 and Language Paper 2) by mixing fiction and non-fiction, all exploring related themes in order to examine the writer’s purpose In addition to</p>	<p>Students will study the text in detail by close reading as a class and analysis. This will require student’s prior knowledge from key lower school units covering important aspects of Victorian England – taking their knowledge to the application stage whereby they consider the writer’s intentions and key messages. Prior study of exploring impact of language and themes will be revised and developed from key stage 3 learning. Students will continue to practise the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay and will now develop their use of supporting evidence.</p>	<p>Students will develop their understanding of literary convention by exploring the dystopian genre. Students will read a wide range of high quality texts to advance their reading analysis and evaluation skills, build a thorough knowledge of literary and language techniques and to develop their repertoire of writing skills, including the development of sentence form and structure in creative writing and ambitious vocabulary.</p>	<p>Students will gain new knowledge on the specific concerns and inspirations of Romantic writers as a starting point to their poetry study. Students will require previous knowledge on the impact of industrial revolution and the impact on society looked at previously in texts linked to 1700-1900. Students will understand where in the timeline the Romantics fit chronologically with other taught texts and apply their knowledge to analysis. Students will have seen many of the poetic forms and techniques in the lower school, studied through the sonnet form SOL and various other poetic forms taught as extracts or supplementary material. Students will read anthology poems for meaning and develop some independence to</p>	<p>Students will be introduced to the theme of Freedom through Their Eyes Were Watching God and explore the theme further through a range of non-fiction, poetry and links to Steinbeck’s Of Mice and Men. Students will evaluate how Hurston explores different themes through her use of setting, characterisation, dialogue and action. Students will be provided with opportunities to appreciate how the author’s narrative arc engages and sustains the interest of the reader. Critical approaches will be introduced at different moments of the unit to inspire students to read from different perspectives. Students will also: - take part in a series of structured, teacher led discussions where the</p>

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		<p>this this, it will establish, reinforce and deepen the foundations of students' knowledge of the conceptual/ political context that underpins our study of Jekyll (Victorian London; Crime) and An Inspector Calls (history of socialism and concern for the working classes) . Students will examine "writer's intentions" through: writer's voice (tone and register); context; structure and shifts in tone. This unit places great literature (texts with historical, cultural or literary value and significance) at the centre of students' experience</p>			<p>develop individual interpretation. The focus here will be applying language analysis skills, previously developed, to establish understanding. Students will continue to practise the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay, develops their use of supporting evidence and teaches clear direction of argument.</p>	<p>use of academic language is modelled and scaffolded.</p> <ul style="list-style-type: none"> - learn to write powerful, analytical sentences and comparative statements through the granular 'Couch to 5k' approach to extended writing. - experience regular reading fluency lessons which will focus on mastery and performance of texts <p>Students will:</p> <ul style="list-style-type: none"> Construct analytical statements in the form of thesis statements · Select and embed relevant textual detail · Make use of appositives and 'excellent epithets' to signal the direction of extended analytical writing. · Evaluate the writer's use of language, structure and form, using technical terminology accurately and with sophistication. · Compare literary texts in relation to literary concepts, ideas and methods.

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						· Evaluate the writer's intent from a range of critical approaches and contexts
Explicit Grammar	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Extended learning opportunities will be provided by individual class teachers that will support learning within the classroom.					
Formal Assessment	Various assessment opportunities are embedded into the English curriculum, including weekly knowledge quizzes, spelling tests of core vocabulary. Formal assessments will take place each half term and at the end of a unit of work and will take the form of a knowledge and vocabulary test and exam style questions.					

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Year 11						
Qualification						
Topic	An Inspector Calls	Understanding Assessment Objective Skills	Writing Drills	Critical analysis of Literature	GCSE revision	
Sequencing	<p>This will be students first study of a contemporary play but will use their previous study of drama texts to identify and evaluate key dramatic techniques. As well as being taught new contextual knowledge, students will need to have through knowledge of Victorian England so that can consider the societal developments through to 1912. Students will use their knowledge of language and context practised in previous study to apply to a new story and characters and closely evaluate the writer’s morals and intentions. Knowledge of societal developments from previous study will be vital to allow students to make their own moral judgements.</p>	<p>Students will explore the GCSE English Language and develop a thorough understanding of its meaning and application at GCSE level. The AOs will be taught through examples of high quality literature and non-fiction texts to ensure that students are able to apply them consistency to many types of texts. There will be a strong focus on preparation for Component 1 and component 2 of the Educas GCSE Language exams in this unit.</p>	<p>Students will develop their understanding of grammar that has been embedded within their teaching throughout their study. They will reflect on the quality of their own and other’s writing to aid improvement. Students will also be guided to produce high-quality non-fiction texts in different forms (letter, news report, magazine article, written speech, formal presentation), as well as narratives that are creative and engaging. The focus will be on producing accurate and thoughtful texts for a variety different audiences and purposes. Students will be taught how to control tone appropriate to audience and purpose through use of language and technique by analysing examples of</p>	<p>A holistic revision of the Literature texts, with a strong focus on writing to argue. The focus Here will be on reach the 5K of essay writing – writing essays that demonstrate depth and breadth of knowledge, that are written with fluency and craft. Students will be guided to revise the key elements of Literature for the GCSE examinations and will be guided by their class teacher to extend their learning to outside of the classroom as part of their revision.</p>	<p>Teachers will prepare a personalised revision plan for their classes.</p>	

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			high quality texts and applying taught techniques to develop their own writing.			
Explicit Grammar –	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Extended learning opportunities will be provided by individual class teachers that will support learning within the classroom					
Formal Assessment	Various assessment opportunities are embedded into the English curriculum, including weekly knowledge quizzes, spelling tests of core vocabulary. Formal assessments will take place each half term and at the end of a unit of work and will take the form of a knowledge and vocabulary test and exam style questions.					
Post Year 11						
Further Education/training in: Students can progress to study English Language or Literature as an A Level qualification or may choose to study a subsidiary subject where their English study will play a key role, such as Media Studies. The skills taught in English Language and English Literature will also support students' who wish to progress towards other academic subjects such as Law, Economics, History, Politics. Most importantly, the reading, writing and speaking skills taught through this curriculum will provide lifelong skills applicable to all work sectors and routes of study.			Employment: There are many employment sectors suitable for English graduates, including: • Advertising/ media/ Marketing • Administration/ Secretarial • Public Relations • Writing/ Publishing • Business • Education • Arts industry • Analyst There are other non-specific roles that can be fulfilled by an English graduate as a specialism in English demonstrates a high level of competency in communication and expression as well as creative and acquisition			