

Key Stage 3 Curriculum Plan: **English** 2023

Intent:

To develop eloquence through a love of the written and spoken word.



Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Exploring the writer’s craft and creative writing. Modern fiction extracts.</p>	<p>Modern Text: The Island at the End of Everything OR Salt to the Sea. Multiperspective narrative and Historical Fiction.</p>	<p>Poetry: Dare to Dream- The voice of freedom and hope.</p>	<p>Shakespeare: The Tempest or A Midsummer Night’s Dream. Thematic study</p>	<p>Speaking and Listening: Speak up for trees and nature. Writing to persuade.</p>	<p>End of year exams and classic literature: Call of the Wild.</p>
	<p>Year 7 Intervention Group In Year 7 English Intervention we endeavour to support students whose reading ability means they may struggle to access the curriculum. Small group sizes and individual targeted support enable us to improve each student’s literacy skills. Currently we use the Abigail Steel KS3 Phonics Course to support improvement in their reading, writing and spellings skills. We also complete a shortened version of the main curriculum so that when students move group into year 8, they are equipped with the same core skills as their peers. Students in the intervention group are carefully monitored and regularly assessed to ensure continued progress and appropriate challenge. All students are enrolled on the Accelerated Reader program to ensure students are reading actively on a regular basis and to encourage a love of reading for pleasure.</p>					
	<p>Assessment: Assessment 1 Reading: Unseen extract exploring the writer’s craft. Student choice: ‘An Elephant in the Garden’ or ‘Watership Down’ Assessment 2 Writing: Image based- scripted writing.</p>	<p>Assessment: Assessment 1a: Reading: Extract study - focus on writer’s choices and how they influence a reader. Assessment 1b: Reading Fluency Assessment 2 Writing: A moment in History Students to use stimulus</p>	<p>Assessment: Assessment 1 Reading: Supported poetry analysis ‘Still I Rise’ by Maya Angelou Assessment 2 Writing: Produce a poem which would fit nicely in the ‘Dare to Dream’ anthology exploring similar themes.</p>	<p>Assessment: Assessment 1 Reading: Essay writing style and structure: Introduction of a theme (Power and control) Assessment 2 Reading: Essay writing: Focus on introduction, conclusion and development of a</p>	<p>Assessment: Assessment 1 Speaking and Listening: (Speaker of the Year Competition) Write and deliver a 90 second speech on a topic connected to the importance of trees and nature.</p>	<p>Assessment: End of year Exam: Reading and writing Reading: Fiction extract and a range of questions linked to skills learnt across the year. Writing: Scripted writing based on an image.</p>

	Use of flashback and cyclical structure in a convincing way. Both planning and student critique to be credited	material (Cher Ami/ Chernobyl) to craft their own piece of Historical Fiction Both planning and student critique to be credited	Both planning and student critique to be credited	theme throughout the play. (Power and Control)	Write like a Naturalist: Writing to inform / explain /describe Assessment 2: Write a 200-250 word article for the 'Young Nature Diary' column in the Guardian	
Year 8	'Out of Darkness Comes Hope' - Selected dystopian fiction extracts	Creative Writing and Class Novel. Mortal Engines or Noughts and Crosses or Lord of the Flies	Poetry: William Blake's 'Songs of Innocence and Experience'.	Shakespeare: The Merchant of Venice. Character and context study.	Non-Fiction Writing: Stand up for our world. Inform Explain-Advise	End of year exams and modern Drama text: War Horse.
	Year 8 Intervention	In Year 8 English Intervention we endeavour to support students whose reading ability means they may struggle to access the curriculum. Small group sizes and individual targeted support enable us to improve each student's literacy skills. We also complete a shortened version of the main curriculum so that when students move group into year 9, they are equipped with the same core skills as their peers. Students in the intervention group are carefully monitored and regularly assessed to ensure continued progress and appropriate challenge. All students are enrolled on the Accelerated Reader program to ensure students are reading actively on a regular basis and to encourage a love of reading for pleasure.				
	Assessment: Assessment 1 Reading: Unseen extract exploring the writer's craft. 'The Hunger Games' extract Assessment 2 Writing: Write the opening of a Dystopian Fiction story Focus on introducing setting, character or action making deliberate use of elements typical of dystopian fiction. Both planning and critique to be credited.	Assessment: Assessment 1a- Reading: Essay- Evaluate the opening of the novel you are studying. Comment on the writer's use of characters, setting and action to engage readers. Assessment 1b: Reading Fluency Assessment 2 Reading: A consideration of structure and the key components of a novel. How does the writer	Assessment: Assessment 1 Reading: Essay writing- the art of comparison: Write a comparative essay on a pair of poems from the 'Songs of Innocence and Experience' anthology Assessment 2 Writing: Produce a pair of poems which would fit nicely in the 'Innocence and Experience' anthology exploring similar themes. Both planning and student critique to be credited	Assessment: Assessment 1 Reading: Read an extract from Act 1 Scene 3. What do you learn about the character of Shylock from the way Shakespeare presents his communication with Antonio and Bassanio here? Assessment 2 Reading: Read the extract from Act 3 Scene 5. How does Shakespeare present Shylock as a character who is full of bitterness and hatred?	Assessment: Assessment 1 Writing to inform/advise You have been asked to create a leaflet that helps people understand the issues related to intensive farming and how they can make ethical and sustainable food choices, even on a tight budget. Assessment 2: Speaking and Listening. Argue/Persuade Topic: Animal Rights-Speak to persuade	Assessment: End of year Exam: Reading and writing Reading: Fiction Extract and a range of questions linked to skills learnt across the year. Writing: Scripted writing based on an image.

		deliver on their promise in the opening chapter through the build up and delivery of pivotal moments in the conclusion?			(Speaker of the Year Competition) Deliver a speech demonstrating a secure grasp of confident communication and awareness of audience.	
Year 9	Shades of Humanity Extracts from fiction based on real events. Themes of identity and human rights.	Of Mice and Men Seminal world literature	Poetry- World War 1 Loss and Suffering	Shakespeare: Othello Focus on character, context theme and structure.	Non-Fiction Writing, to include speaking and listening: Stand up and take social action.	End of year exams and classic literature: 19th Century Extracts.
	Year 9 Intervention	In Year 9 English Intervention we endeavour to support students whose literacy skills means they may struggle to access the curriculum. Small group sizes and individual targeted support enable us to improve each student's literacy skills. Currently we teach the AQA Function Skills course as a stepping- stone to GCSE Language. The course supports improvement in their reading, writing and spellings skills and provides students with their first nationally recognised qualification at a level to suit their individual learning journey. We also complete a shortened version of the main curriculum so that when students move group into year 10, they are equipped with the same core skills as their peers. Students in the intervention group are carefully monitored and regularly assessed to ensure continued progress and appropriate challenge. All students are enrolled on the Accelerated Reader program to ensure students are reading actively on a regular basis and to encourage a love of reading for pleasure.				
	Assessment: Assessment 1 Writing: Write an article showing awareness of formal style and structure. Student choice- 3 topics offered. Both planning and critique to be credited. Assessment 2 Reading: Literary Non-Fiction extract taken from 'In the shadow of man' Jane Goodall.	Assessment: Assessment 1 Reading: Representation of Curley's Wife. Students to produce a personal response: Consider the character of Curley's wife through the lens of feminism Assessment 1b: Reading Fluency Assessment 2 Reading: 'Steinbeck truly captures the hardships suffered by those living through the Great Depression in America at this time.'	Assessment: Assessment 1 Writing: 'Openings and Closings' Choose your favourite poem and use the opening and closing lines as the start and end points for a piece of original writing. Assessment 2 Reading: Unseen poetry analysis	Assessment: Assessment 1 Reading: Read an extract from Act 1 Scene 3 What do you learn about Othello's personality and status from the way Shakespeare presents his interaction with other characters here? Assessment 2 Reading: Read an extract from Act 5 Scene 2. Starting with this speech, explain how far you	Assessment: Assessment 1 Essay Writing: (George Orwell writing competition) Write a piece which could be submitted for the George Orwell Writing competition Assessment 2 Exam Preparation: An introduction to the structure of Language paper 1. Preparation for the End of Year Examinations	Assessment: End of year Exam: GCSE Language Paper. Reading and writing Reading: Fiction Extract and questions requiring student to analyse and evaluate a writer's use of language and structure. Writing: Student choice- Writing to describe or writing to narrate.

		Applying your knowledge of Critical Theory, in particular Historicism, to what extent do you agree that 'Of Mice and Men' offers a realistic and important representation of this moment in time?		think Shakespeare presents Othello as a tragic hero. Students to choose their route through and encourage thinking about their thesis statement and line of argument.		
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Key Stage 4 Curriculum Plan: **English** 2023

Intent:

To develop eloquence through a love of the written and spoken word.



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Macbeth & Writing to Argue	19th Century Novel: A Christmas Carol or Dr Jekyll and Mr Hyde	Poetry Anthology: (Power and Conflict 2024 exam) World and Lives 2025 exam and Unseen poetry	Narrative writing and Unseen prose	Revision skills Conflict poetry Unseen prose extracts and narrative writing	Revision Skills A Christmas Carol or Dr Jekyll and Mr Hyde Macbeth Unseen prose and narrative writing
	Assessment: Assessment 1 & 2 Selected extract from Macbeth analysing how a theme / character is presented in the extract and play as a whole	Assessment: Assessment 1 & 2 Selected extract from prose text analysing how a theme / character is presented in the extract and novel as a whole Unseen Prose extract with a selection of questions.	Assessment: Assessment 1 & 2 Comparison of one named poem from the anthology with any other poem from the anthology	Assessment: Assessment 1: Narrative writing based on a picture stimulus Assessment 2: Narrative writing based on a picture stimulus	Assessment: Assessment – Mock Exam Literature paper 2	Assessment: Mock Exam – Language paper 1 and Literature paper 1
Year 11	Literary Non-Fiction (Language paper 2) Writing to argue / persuade November	An Inspector Calls	Revision Skills A Christmas Carol or Dr Jekyll and Mr Hyde Macbeth	Revision Skills	Exam Skills	

	Assessment: Mock Exam: Language paper 2	Assessment: December Mock exam: Language paper 1 Literature paper 1	Assessment: February Mock: Literature paper 1	Assessment: March Mock: Language paper 2 Literature paper 2	Assessment: Language paper 1 Language paper 2 Literature paper 1 Literature paper 2	Assessment:
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Key Stage 5 Curriculum Plan: **English** 2022-2024

Intent:

To develop eloquence through a love of the written and spoken word.



Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Great Gatsby</p> <p>Assessment example: ‘In Prose Fiction Love always hurts’. Explore the extent to which you agree with this statement</p>	<p>The Great Gatsby</p> <p>Assessment example: Typically, men are presented as characters who seek to dominate their female partners.’ Explore the extent to which you agree with this statement</p> <p>Pre 1900 Love poetry Assessment example: Examine the view that in this poem Shakespeare presents love as constant</p>	<p>Othello</p> <p>Assessment example: Read the passage from Othello, provided below, and respond to the following:</p> <ul style="list-style-type: none"> • How does Shakespeare present aspects of love in this passage? • Examine the view that, in this passage and elsewhere in the play, ‘as wives Emilia and Desdemona have much in common’. <p>The Awakening compared to The Great Gatsby</p>	<p>Othello</p> <p>Assessment example: Read the passage from Othello, provided below, and respond to the following:</p> <ul style="list-style-type: none"> • How does Shakespeare present aspects of love in this passage? • Examine the view that, in this passage and elsewhere in the play, ‘as husbands Iago and Othello are selfish’. <p>The Awakening compared to The Great Gatsby</p>	<p>Revision Skills in preparation for AS exam Othello</p> <p>Pre-1900 poetry Unseen prose extract The Great Gatsby and The Awakening</p>	<p>AS Exam</p> <p>Comparative coursework</p> <p>Poetry of The First World War</p>
	<p>Assessment: Pre 1900 Love poetry Assessment example: Examine the view that in</p>	<p>Assessment: Unseen Prose extracts Assessment example: Examine the view that</p>	<p>Assessment: Assessment example: ‘In prose fiction love is often presented as</p>	<p>Assessment: Assessment: Comparison of The Great Gatsby and the</p>	<p>Assessment:</p>	<p>Assessment:</p>

	this poem Blake presents love and religion as total opposites	the writer presents Tony as a selfish lover in this extract.	damaging.’ By comparing two prose texts, explore the extent to which you agree with this statement.	Awakening Unseen prose extracts Assessment: based on a response to an unseen prose extract		
Year 13	Comparative coursework	Comparative Coursework Deadline December The First Casualty, Ben Elton compared to The Penguin Book of First World War Poetry	Revision Skills Love Through the Ages: Pre 1900 poetry compared to Gatsby Unseen Poetry Othello The First World War and its Aftermath Journey’s End Unseen Prose Extracts Comparing The First Casualty and The Penguin Book of First World War Poetry			A Level Exam
	Assessment: Assessment: First Draft of Coursework The Penguin Book of First World War poetry Assessment example: ‘War can only be endured through having a sense of duty.’	Assessment: Assessment example: Compare how officers are presented in The First Casualty and The Penguin Book of First World War poetry Journey’s End Assessment Example: ‘Raleigh’s only function in the play is to show the hopeless inexperience of youth.’ Examine the significance of Raleigh in the play in the light of this view.	Assessment:	Assessment:	Assessment:	Assessment:

