

English

Skill

We want all of our students to have the ability to read and write confidently, so that they can express themselves with clarity. We want students to have the necessary language tools to be able to appreciate the written word of others and to be able to use the written word to empower themselves.

Character

We want students to be competent readers. Reading will open doors for students to develop their character as it will allow them to express themselves. We want students to develop confidence because they have the language to articulate their ideas and opinions about literature and the world around them.

Experiences

Students will have the opportunity to engage critically with writers from a range of periods in history and experience the world through others' eyes. They will read texts of their own choosing for pleasure, not only to develop a love of reading, but to encourage mindfulness. We want all students, having engaged with authors' ideas, to take on a narrative voice and create their own descriptive pieces. Finally, students will express the views and understanding they have developed.

Criticality

English will develop students' ability to think critically about the world around them and the written word. This study will encourage them to understand the human experience and themselves. English will encourage students to understand who they are and to develop emotional intelligence, so that they can articulate their own thoughts and feelings and also understand the thoughts and feelings of others.

Programme of study: English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7: Identity	Modern novel The Boy in the Striped Pyjamas <i>Representing identity</i> Writing: narrative writing		Poetry Poetry anthology <i>The identity of speakers and poets</i> Writing: presenting a viewpoint		Shakespeare Richard III <i>Identify of heroes and villains</i> Writing: descriptive writing	
Year 8: thematic connections	Modern novel Animal Farm <i>Dystopia</i> Writing: descriptive writing		Short stories Sherlock Holmes <i>Crime and discrimination</i> Writing: summarising and reviewing		Modern play Blood Brothers <i>War and conflict</i> Writing: narrative writing	
Year 9: Character in context	Modern novel Of Mice and Men <i>Development of character in historical context</i> Writing: descriptive writing		Shakespeare Romeo and Juliet <i>Identify of leaders in relation to power</i> Writing: presenting a viewpoint		Poetry Poetry anthology <i>Identify of speaker in relation to conflict</i> Writing: narrative writing	
Year 10	Interleaving Modern Texts Writing: presenting a viewpoint A Christmas Carol Writing: Descriptive writing		Poetry- Anthology <i>Identify of speaker in relation to conflict</i> Writing: narrative writing Shakespeare Macbeth		English Language Paper 1 Writing: Exam Skills English Language Paper 2 Writing: Exam Skills Transition Unit: An Inspector Calls	
Year 11	An Inspector Calls Revision Writing: descriptive and narrative writing English Language Paper 2 Revision		A Christmas Carol/ Jekyll Revision Writing: descriptive writing English Language Paper 1 Revision		Mastery and challenge	Examination
Year 12	Poetry (Love through the Ages) Frankenstein <i>Reading for meaning and academic analysis</i> Shakespeare: Taming of the Shrew <i>Reading Renaissance literature and academic analysis</i>		The Great Gatsby <i>Reading for meaning and academic analysis</i> Unseen Poetry <i>Reading for meaning and academic analysis of a variety of forms</i>		We Need to Talk about Kevin <i>Reading for meaning and academic analysis</i> NEA	
Year 13	WW1 Literature: Birdsong <i>Reading for meaning and academic analysis</i>		WW1 Literature: Poetry <i>Reading for meaning and academic analysis</i>		My Boy Jack <i>Reading for meaning and academic analysis</i> Unseen Poetry <i>Reading for meaning and academic analysis</i> Revision	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 7 autumn term: Boy in the Striped Pyjamas	<p>Summarise the plot of The Boy in the Striped Pyjamas and explain relevant contextual points</p> <p>Identify, and comment on the effectiveness of, the ways that the author develops character</p> <p>Write using a five-part analytical structure such as PETAL or PEARL</p> <p>Write narratively using a clear narrative perspective; adjectives; similes; and metaphors</p>	<p>Implicit and explicit detail; root word; prefix; suffix; synonym; antonym; simple, compound and complex sentences; sentence fragment; adjective; simile, metaphor; paragraphs; pathetic fallacy; juxtaposition; emotive language; character development; omniscient narrator; unreliable narrator; flat characters; round characters; foil characters;</p>
Year 7 spring term: Poetry	<p>Summarise the poems in the anthology and explain relevant contextual points</p> <p>Identify, and comment on the effectiveness of, the ways that poets convey character</p> <p>Write persuasively, making appropriate use of the facts, hyperbole, superlatives, rhetorical questions, imperatives, the rule of three, repetition, single sentences for emphasis, the structure of an argument, responses to counter-arguments</p>	<p>Perspective; narrator; protagonist; persona; omniscient; 1st, 2nd, 3rd personal pronouns; hyperbole; facts; opinion; rhetorical questions; imperative verbs; triplets; sequencing connective; adding connective; comparing connective;</p>
Year 7 summer term: Richard III	<p>Summarise the plot of Richard III and explain relevant contextual points</p> <p>Identify, and comment on the effectiveness of, the ways that Shakespeare develops moral character, and creates relationships between audience and character</p> <p>Write descriptively, making use of : Imagery, metaphors, similes, personification, alliteration, repetition, exclamatory sentences, declarative sentences</p>	<p>Determiner – definite / indefinite;</p> <p>noun – proper, abstract; verb – tense (past, present, progressive); adverb; preposition; conjunction; figurative language; imperative verbs; puns; blank verse; exclamation marks; question marks; ellipsis; soliloquy, , antagonist; regicide; Machiavellian; Elizabethan Chain of Being; personification; alliteration; repetition; exclamatory sentences; declarative sentences; prominent language; structural features</p>

Year 8 autumn term: Animal Farm	<p>Summarise the plot of Animal Farm and explain relevant contextual points</p> <p>Explain the key features and conventions of dystopian fiction and link it to ideology</p> <p>Write descriptive using sensory descriptions and figurative language</p>	<p>Sensory descriptions; Figurative language; flashback; non-linear narrative structure; first person narrative, semantic fields, symbolism, motif, foreshadowing</p>
Year 8 spring term: Sherlock Holmes	<p>Summarise the plot of Sherlock Holmes short stories and explain relevant contextual points</p> <p>Explain the key features and conventions of crime and detective literature</p> <p>Write summaries and reviews, making use of alliteration, statistics, triplets, figurative language, and a variety of connectives</p>	<p>Tension; narrative voice; the conventions of Victorian Literature; the Victorian hierarchy; disequilibrium; the role of women, Lombroso's Theory; features of a summary</p>
Year 8, summer term: Blood Brothers	<p>Summarise the plot of Blood Brothers and explain relevant contextual points</p> <p>Explain the key features and conventions of modern dramatic works</p> <p>Identify a variety of structural devices and explain how these can be used to demonstrate conflict</p> <p>Write narratives that make use of sibilance, onomatopoeia, extended metaphor, personification</p>	<p>Dialect; informal language; accents; dramatic tension, monologue; foreshadowing; tragedy; dramatic irony; stage directions; social class; nature versus nurture; interrogative sentences, exposition, inciting incident, rising action, climax, falling action resolution, denouement</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term: Frankenstein	<p>Summarise the plot of Frankenstein and explain relevant contextual points</p> <p>Explain the key features and conventions of gothic novels</p> <p>Identify, and comment on, the ways the author develops character and discuss how this process is influenced by historical context</p> <p>Write sophisticated descriptions, drawing on all literary techniques learned thus far</p>	<p>The sublime; parody; epistolary novel; hamartia; allusion; gothic; romantic</p>
Year 9 spring term: Romeo and Juliet	<p>Summarise the plot of Romeo and Juliet and explain relevant contextual points</p> <p>Explain the key features and conventions of Elizabethan drama</p>	

	<p>Identify, and comment on the effectiveness of, the ways that Shakespeare shows the power of different characters in different spheres</p> <p>Write sophisticated, persuasive arguments, drawing on all literary techniques learned thus far</p>	
Year 9, summer term: poetry	<p>Summarise the poems in the anthology and explain relevant contextual points</p> <p>Explain the key features and conventions of war poetry</p> <p>Identify, and comment on the effectiveness of, the ways that poets portray conflict, and the author and narrator's feelings about conflict</p> <p>Write sophisticated narrations, drawing on all literary techniques learned thus far</p>	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 10 autumn term 1: Interleaving Text Types	<p>Question 1a: you will develop transferable reading/ writing skills and knowledge and text/genre specific reading/ writing knowledge.</p> <p>Transferable and text specific reading skills</p> <p>Transferable and genre specific writing skills. Original writing</p> <p>Write sophisticated descriptions, drawing on all literary techniques learned thus far</p>	<p>Enjambment, caesura, Volta, synthesise, juxtaposition, iambic pentameter, narrative, sonnet, dramatic monologue, internal rhyme, the sublime; parody; epistolary novel; hamartia; allusion; gothic; romantic</p>
Year 10 Autumn Term 2: Christmas Carol	<p>You will develop transferable reading/ writing skills and knowledge and text/genre specific reading/ writing knowledge.</p> <p>Knowledge of characters/ themes</p> <p>Original writing</p> <p>Transferable and text specific reading skills</p> <p>Transferable and genre specific writing skills.</p>	<p>Allegory, Non-linear timeframe, symbolism, social policy, super natural, social reform, caricature, philanthropist, miser, idol, absolution.</p>
Year 10 Spring term1: Conflict Poetry	<p>Summarise the poems in the anthology and explain relevant contextual points</p> <p>Explain the key features and conventions of war poetry</p>	<p>Enjambment, caesura, Volta, synthesise, juxtaposition, iambic pentameter, narrative,</p>

	<p>Identify, and comment on the effectiveness of, the ways that poets portray conflict, and the author and narrator's feelings about conflict</p> <p>Write sophisticated narrations, drawing on all literary techniques learned thus far</p>	<p>sonnet, dramatic monologue, internal rhyme.</p>
<p>Year 10 Spring 2: Macbeth</p>	<p>Summarise the plot of Macbeth and explain relevant contextual points</p> <p>Explain the key features and conventions of Jacobean drama</p> <p>Identify, and comment on the effectiveness of, the ways that Shakespeare shows the power of different characters in different spheres</p> <p>Memorising key quotations following a PQE structure.</p>	<p>Hamartia, sonnet, form, soliloquy, dramatic monologue, iambic pentameter, patriarchal society, renaissance.</p>
<p>Year 10 Summer 1: English Lang Paper 1</p>	<p>Format for Language paper questions</p> <p>Marks for each question</p> <p>Model answers for each question</p> <p>Practising timing for each question and the paper as a whole</p> <p>Technical terminology for analysing a text</p> <p>Techniques to enhance the quality of descriptions.</p>	<p>Analysis, Evaluation, Synthesise, Devices, Genre, Narrative Perspectives, Deductive, Inductive, Exposition, Judicious.</p>
<p>Year 10 Summer Term 2: English Language Paper 2</p>	<p>Format for Language paper questions</p> <p>Marks for each question</p> <p>Model answers for each question</p> <p>Practising timing for each question and the paper as a whole</p> <p>Technical terminology for analysing a text</p> <p>Techniques to enhance the quality of descriptions.</p>	<p>Analysis, Summarise, Compare, Synthesise, Devices, Genre, Narrative Perspectives, Judicious, Eloquence, Heritage.</p>
<p>Transition Unit: An introduction to An Inspector Calls.</p>	<p>Summarise the plot of text and explain relevant contextual points</p> <p>Explain the key features and conventions of the modernist play within the context of the time period</p> <p>Identify, and comment on the effectiveness of, the ways that Priestly shows the power of different characters in different spheres</p> <p>Memorising key quotations following a PQE structure.</p>	<p>Capitalism, Socialism, Communism, Dramatic irony, Feminism, Proletariat, Bourgeoisie, Moralistic, Social Conscience, Stage directions.</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn Term 1: An Inspector Calls	<p>Summarise the plot of text and explain relevant contextual points</p> <p>Explain the key features and conventions of the modernist play within the context of the time period</p> <p>Identify, and comment on the effectiveness of, the ways that Priestly shows the power of different characters in different spheres</p> <p>Memorising key quotations following a PQE structure.</p>	Capitalism, Socialism, Communism, Dramatic irony, Feminism, Proletariat, Bourgeoisie, Moralistic, Social Conscience, Stage directions.
Year 11 Autumn Term 2: English Language Paper 2 Year 11 Autumn 2: A Christmas Carol/ Jekyll	<p>Format for Language paper questions</p> <p>Marks for each question</p> <p>Model answers for each question</p> <p>Practising timing for each question and the paper as a whole</p> <p>Technical terminology for analysing a text</p> <p>Techniques to enhance the quality of descriptions.</p> <p>You will develop transferable reading/ writing skills and knowledge and text/genre specific reading/ writing knowledge.</p> <p>Knowledge of characters/ themes</p> <p>Original writing</p> <p>Transferable and text specific reading skills</p> <p>Transferable and genre specific writing skills.</p>	<p>Analysis, Summarise, Compare, Synthesise, Devices, Genre, Narrative Perspectives, Judicious, Eloquence, Heritage</p> <p>Allegory, Non-linear timeframe, symbolism, social policy, super natural, social reform, caricature, philanthropist, miser, idol, absolutism.</p>
Year 11 Spring 1: English Lang Paper 1 Macbeth	<p>Format for Language paper questions</p> <p>Marks for each question</p> <p>Model answers for each question</p> <p>Practising timing for each question and the paper as a whole</p> <p>Technical terminology for analysing a text</p> <p>Techniques to enhance the quality of descriptions.</p> <p>Summarise the plot of Macbeth and explain relevant contextual points</p>	Analysis, Evaluation, Synthesise, Devices, Genre, Narrative Perspectives, Deductive, Inductive, Exposition, Judicious.

	<p>Explain the key features and conventions of Jacobean drama</p> <p>Identify, and comment on the effectiveness of, the ways that Shakespeare shows the power of different characters in different spheres</p> <p>Memorising key quotations following a PQE structure.</p>	<p>Hamartia, sonnet, form, soliloquy, dramatic monologue, iambic pentameter, patriarchal society, renaissance.</p>
<p>Year 11 Spring Term 2: Conflict Poetry</p>	<p>Summarise the poems in the anthology and explain relevant contextual points</p> <p>Explain the key features and conventions of war poetry</p> <p>Identify, and comment on the effectiveness of, the ways that poets portray conflict, and the author and narrator's feelings about conflict</p> <p>Write sophisticated narrations, drawing on all literary techniques learned thus far</p>	<p>Enjambment, caesura, Volta, synthesise, juxtaposition, iambic pentameter, narrative, sonnet, dramatic monologue, internal rhyme.</p>
<p>Year 11 Summer 1: REVISION</p>	<p>Format for Language paper questions</p> <p>Marks for each question</p> <p>Model answers for each question</p> <p>Practising timing for each question and the paper as a whole</p> <p>Technical terminology for analysing a text</p> <p>Techniques to enhance the quality of descriptions.</p>	<p>Analysis, Evaluation, Synthesise, Devices, Genre, Narrative Perspectives, Deductive, Inductive, Exposition, Judicious.</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 12 autumn term: Poetry (Love through the Ages) Frankenstein</p>	<p>An Understanding of the time frames from which they will study literature.</p> <p>An exploration of poetry belonging to the renaissance era up to post-modern related to the theme of love.</p> <p>Frankenstein is a text taught for NEA exploring literature under a range of themes to insight independent, critical analysis under any chosen area.</p>	
<p>Half term 2: Taming of the Shrew</p>	<p>To understand Shakespeare as a key writer during the renaissance era, examining extracts from many of his texts but with a focus on Taming of the Shrew forming the content for Paper 1</p>	
<p>Year 12 Spring term: The Great Gatsby</p> <p>Unseen Poetry</p>	<p>Study of The Great Gatsby to form the second half of Paper 1. Studied in comparison to the AQA anthology of poems from different ages and influences.</p> <p>Question 2, Paper 1. Students will study approaches to exploring unseen poetry and effective ways of writing a comparison essay.</p>	

Year 12 summer term: We Need to Talk about Kevin (NEA text)	WNTTAK is a text taught for NEA exploring literature under a range of themes to insight independent, critical analysis under any chosen area.	
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Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 13 autumn 1 term: WW1 literature, BIRDSONG Begin the writing and planning of their NEA from a second text of their choice.	An understanding of the time frame- the shares context on WW1 Students study a novel (Birdsong) for the first question of Paper 2 allowing them an insight into the realities of war-women in the home front- from a post-modern narrative perspective.	
Year 13 Autumn 2: WW1 Literature Poetry	From the AQA suggested anthology. Content for question 3 paper 2 comparing poetry and the play My Boy Jack.	
Year 13 Spring 1 term: My Boy Jack comparing to poetry Unseen pros related to WW1	All content completed for both exams Students will need to continue to redraft NEA. Completion by Easter for moderation.	
Year 13 Spring Term 2: Revision of Taming of the Shrew Revision of Gatsby	To understand Shakespeare as a key writer during the renaissance era, examining extracts from many of his texts but with a focus on Taming of the Shrew forming the content for Paper 1 Study of The Great Gatsby to form the second half of Paper 1. Studied in comparison to the AQA anthology of poems from different ages and influences. Question 2, Paper 1. Students will study approaches to exploring unseen poetry and effective ways of writing a comparison essay	