

Curriculum plan

Subject English

Year 7 to 8

	Year 7	Year 8	Year 9
Autumn 1	<p>Transition unit: writing Workshop</p> <ul style="list-style-type: none"> -Capital Letters -Commas-grammatical -Nouns-all -Pronouns -Adjectives -Adverbs -Verbs -Verb tenses -Homophones -Sentence types 	<p>Gothic Writing: fictional writing for genre</p> <ul style="list-style-type: none"> -Commas -Apostrophes -Plurals -Homophones -Semi-colons -Adjectives -Adverbs -Verbs -Prepositions -Paragraphs -Vocab enrichment -Sentence types 	<p>Novel Study Novel study: Character, theme, context, language and structure</p> <ul style="list-style-type: none"> -Narrative voice -Narrative structure -Direct and indirect - speech -Inference and deduction -Skimming and scanning -Questioning skills -Question marks -Speech marks
Autumn 2	<p>Novel study: Character, theme, context, language and structure</p> <p>Identifying the writer's use of:</p> <ul style="list-style-type: none"> -adjectives -adverbs -verbs -speech and dialogue -descriptive language 	<p>Contemporary play study: Character, theme, context, language and structure</p> <ul style="list-style-type: none"> -Quotation marks -Identifying language - techniques -Speech and dialogue 	<p>Shakespeare: comedy; history; tragedy</p> <ul style="list-style-type: none"> -Theatricality and stagecraft - character foils -irony - language change over time -social historical context - iambic pentameter - prose and verse - use of dialogue -use of quotations

<p>Spring 1</p>	<p>Shakespeare: a groundling's account.</p> <ul style="list-style-type: none"> -Noun Phrases (focus on proper nouns) -Speech/ dialogue -Adverbial phrases -Sentences: phrases, clauses and types. -Paragraph structure 	<p>Non-fiction writing:</p> <p>Travel writing</p> <ul style="list-style-type: none"> -Colons -Exclamation marks -Apostrophes -Types of noun -Adjectives -Register -Informative writing -Standard vs non-standard English 	<p>Dystopian fiction:</p> <ul style="list-style-type: none"> -Prepositions -Prepositional phrases -Noun phrases -Dialogue -Adverbial phrases -Sentences: phrases, clauses and types. -Paragraphing for impact -Sentence variety for impact
<p>Spring 2</p>	<p>Poetry: an introduction to language and poetic devices</p> <ul style="list-style-type: none"> -onomatopoeia -metaphor -simile -rhythm -rhyming patterns -structural form 	<p>Poetry from different cultures</p> <ul style="list-style-type: none"> -poetic forms -cultural context -poetic devices -rhythm -rhyming couplets 	<p>Poetry and conflict: poems of war</p> <ul style="list-style-type: none"> -poetic movements -Rhythm -Rhyming couplets -Blank verse -Poetic devices -Language of analysis
<p>Summer 1</p>	<p>Nonfiction writing:</p> <ul style="list-style-type: none"> - Question marks -Exclamation marks -Colons -Brackets -Indefinite article -Paragraphs for impact -Double negatives -Misspelt words -Antonyms -Standard vs non-standard English 	<p>Spoken Language study</p> <ul style="list-style-type: none"> - Register - Hedges - Fillers - Standard v non-standard use of CMC - Transcribing skills 	<p>Motivational speeches:</p> <ul style="list-style-type: none"> -Rhetoric -Commas for impact -Semi-colons for impact -Colons for impact -Paragraphs cohesion - Apostrophes - Hyphens - Brackets - emotive language - Vocabulary enrichment - Persuasive writing features

Summer 2	<p>Moving image text study: reading for meaning and analysis</p> <ul style="list-style-type: none"> -Vocabulary Enrichment -Compound words -Shortened Forms -Skills of analysis 	<p>Novel study</p> <p>Character, theme, context, language and structure</p> <ul style="list-style-type: none"> -Embedded phrases -Embedded quotations -Identifying language techniques -Identifying: <ul style="list-style-type: none"> -adjectives in use -Adverbs in use 	<p>Introduction to IGCSE</p> <ul style="list-style-type: none"> -locating information: skimming, scanning and selecting - Implicit and explicit meaning -Sensory language - synthesis - sentence types, functions and varieties -Audience: formality and informality -Voice and role.
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Year 10 and 11

	Year 10	Year 11
Autumn 1	<p>Key writing skills:</p> <p>Descriptive/narrative coursework</p> <ul style="list-style-type: none"> → Form, purpose and style → Imagery and sensory detail → Structure and detail → Characterisation and dialogue → Conventions of descriptive writing → Conventions of narrative writing → Planning and editing skills 	<p>Exploring modern texts</p> <ul style="list-style-type: none"> → Context → Dramatic Irony → Setting → Narrative pattern → Characterisation → Thematic concerns → Socialism and capitalism → Analytical writing
Autumn 2	<p>Key writing skills:</p> <p>Analytical/review coursework</p> <ul style="list-style-type: none"> → Writing to analyse → Form, purpose and style → Research strategies 	<p>Exploring cultures</p> <ul style="list-style-type: none"> → Cultural diversity in literature → Context of reception and production → Thematic concerns

	<ul style="list-style-type: none"> → Making judgements → The vocabulary of analysis → synthesis → Planning and editing skills 	<ul style="list-style-type: none"> → Setting → Narrative pattern → Characterisation → The SHC of 1930s America → Analytical writing → Cyclical structures → Extended metaphors
Spring 1	<p>Key reading skills:</p> <p>Writing to respond to a text</p> <ul style="list-style-type: none"> → Form, purpose and style → Engaging with ideas and arguments from other texts → Developing viewpoint → The vocabulary of argument → Conventions of letters 	<p>Poetry across time: Moon on the tides anthology</p> <ul style="list-style-type: none"> → Ideas, themes, issues → Form, structure and language → Sound and imagery → Critical reading skills → Comparative links → Context
Spring 2	<p>Approaching speaking and listening and exam skills.</p> <ul style="list-style-type: none"> → Matching register to audience → Choosing and researching a presentation topic → Using imagery, rhetorical techniques and humour for effect → Preparing for discussion → Key skills for summary → Key skills for comprehension → Key skills for directed writing 	<p>Exam preparation and revision:</p> <p>Revision of all key skills and topics</p>
Summer 1	<p>Exam preparation</p>	<p>Exam preparation</p>

	Revision of all skills learnt in KS3 and KS4. External exam	Revision of all skills External exam
Summer 2	The significance of Shakespeare and the English Literary heritage → Critical response → Language, structure and form → Themes and setting → Evaluation and comparison → Social, historical context	

Key Stage 5 English Language

	Year 12	Year 13		
Autumn 1	Introduction to Spoken Language idiolect -Register Mode Sociolect dialect Introduction to Written Language Phonetics Lexis Semantics Graphology Syntax Morphology Phonology	Language acquisition Developing Speech: Child language skills and the main stages of development Coverage: → idiolect → Register → phoneme → Phonetics → Lexis → Semantics → Syntax → Morphology → Phonology	Language change: <ul style="list-style-type: none"> • Introduction to Language Change- introduce AOs. • Diachronic change and Synchronic Change. • Standardisation • Changes in context lexis and semantics 	Investigating language/coursework → Table, lists and data analysis → Trends in data → Research techniques → Proposals → Ethically sound data gathering → hypothesis

	<p>Discourse Pragmatics Grammar</p>	<p>→ Discourse → Pragmatics → LAD Language acquisition device → Universal grammar → The vegetative stage → The telegraphic stage</p>		
<p>Autumn 2</p>	<p><u>Categorising Texts</u> Purpose Audience Genre Formality Multimodality Representation Grouping texts for frameworks.</p> <p><u>Coursework 1</u> Form, purpose and style Planning and editing skills</p>	<p>Language acquisition: Developing phonology</p> <p>Coverage:</p> <p>→ Phonemic expansion → Phonemic contraction → Phonemic and virtuous errors → CVC pattern → Diphthong usage → IPA – international phonetic alphabet → poly syllabic phrases → Post telegraphic stage → Skinner, Piaget and reinforcement theories → proto-word → holophrase → content words → function words → social interactionists → Behaviourists → Overextension → Underextension → hyponymy → hypernymy → overgeneralisation</p>	<p>Language change: Changes in written style.</p> <ul style="list-style-type: none"> • Explore changes in orthography, spelling and punctuation across Late Modern English. • Identify reasons for changes to orthography, spelling and punctuation. • Recognise the main grammatical changes to Late Modern English. • Apply above knowledge to a variety of texts from the Late Modern English Period. <p>Changes in graphology</p>	<p>Language investigation: coursework</p> <p>→ Extrapolation of data → methodologies → analysis techniques → background reading → observers paradox → representative samples → primary and secondary data → presenting findings</p>
<p>Spring 1</p>	<p><u>Language and Gender</u></p> <p>→ Theorists → Different texts types → Covert marking: → Covert prestige → Deixis</p>	<p>Language acquisition: Developing pragmatics</p> <p>→ Egocentric speech → CDS (Child directed speech) → Expansion → recast</p>	<p>Language change: Language change: Changes in speech style</p> <p>→ Explore phonological change and changing speech styles.</p>	<p>Media text: coursework</p> <p>→ Typography → Anaphora → Writing media texts → PAF → Register</p>

	<ul style="list-style-type: none"> → Hedging device → Labov → Marked form → Negative face → Positive face → Overt marking → Semantic derogation → Semantic deterioration → Stereotyping: → Tag questions → Unmarked form <p>Coursework 2 Form, purpose and style Planning and editing skills</p>	<ul style="list-style-type: none"> → LASS (Language acquisition support system) → Scaffolding 	<ul style="list-style-type: none"> → Explore attitudes to spoken English in Late Modern English. → Analysis of linguistically changing representation of speech styles in Late Modern English. → Explore/ understand why spoken English has changed. 	<ul style="list-style-type: none"> → Graphology → CMC
<p>Spring 2</p>	<p>Language and Power</p> <ul style="list-style-type: none"> → Political power → Personal power → Social group power → Instrumental power → Influential power → Power in discourse → Epistemic modality → Deonic modality → theorists <p>Language and Technology</p> <ul style="list-style-type: none"> → Identification → Recognition → Metatalk → Valediction → Vowel omission → Theorists → Prosodic features 	<p>Language acquisition: Developing writing and reading</p> <ul style="list-style-type: none"> → Britton's modes of children's writing → Chall's stages of reading development → Graphophonic reading cues → Kroll's stages of writing development → Writing development of punctuation, grammar and spelling 	<p>Language change: Exploring why Language does change</p> <ul style="list-style-type: none"> → Look at contemporary and historical attitudes to Language Change. → Discover the process of standardisation and evaluate its impact. → Attitudes that affect standard and non-standard Language use. → Describe the difference between descriptive and prescriptive attitudes. 	

	→ Variant spelling → initialism			
Summer 1	Exam preparation and revision	Exam preparation and revision	Exam preparation and revision	
Summer 2	External exam		External exam	

Key Stage 5 English Literature

	Year 12	Year 13
Autumn 1	<p>Context of WW1 Poetry of WW1 – ‘The Oxford Book of War Poetry’</p> <p>Topics and skills:</p> <ul style="list-style-type: none"> • Study of a range of poems • Familiarisation with the assessment objectives • Structuring and developing written responses for the exam • Comparing texts <p>Study of ‘Regeneration’ by Pat Barker – coursework text (1,000 words)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Critical and Social Context • Locations • Character • Themes 	<p>Detailed study and coursework preparation – ‘Othello’ and ‘Wuthering Heights’</p> <p>Topics:</p> <ul style="list-style-type: none"> • Critical and Social Context • Locations • Character • Themes • Motifs <p>The above topics are studied and assessed throughout the course.</p>

	<ul style="list-style-type: none"> • Motifs • Form, structure and language 	
<p>Autumn 2</p>	<p>Study of 'Journey's End' by R C Sherriff</p> <p>Topics:</p> <ul style="list-style-type: none"> • Critical and Social Context • locations • Character • Themes • Motifs • Form, structure and language <p>Ongoing fortnightly essays to embed understanding of novel and work on written expression in advance of coursework</p> <p>Assessment: PPE – Exam Section B – poetry response</p> <p>Begin planning and drafting coursework</p>	<p>Coursework preparation – completion by Christmas</p> <p>Assessment - 3,000 word comparison of Othello, Wuthering Heights and other text with reference to topics above.</p> <p>Assessment: Practice for upcoming PPE – Varied texts based on theme of 'Love Through the Ages', including courtly love, sonnets, classical verse - Shakespeare, Johnson, Sidney, varied drama and prose texts.</p>
<p>Spring 1</p>	<p>Assessment: Coursework completed by 3rd week of term – 1500 words comparison of Regeneration/Journey's End</p> <p>Poetry of WW1 – 'The Oxford Book of War Poetry.'</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Study of a range of poems • Structuring and developing written responses for the exam 	<p>Assessment – PPE</p> <p>Poetry – based on the theme of 'Love Through the Ages'</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Jacobean poetry: metaphysical form (the conceit), • Romantic 1st generation poetry • Romantic 2nd generation poetry • Regency: poetry and satire

	<ul style="list-style-type: none"> • Comparing texts <p>Assessment – ongoing fortnightly to embed understanding of poems and build skills for exam response</p> <p>Outline study of wide reading text ‘Birdsong’ by Sebastian Faulks</p>	<ul style="list-style-type: none"> • Victorian Poetry • Restoration poetry • Modernism - Influence of Freudian psychology, Marxism, Psychoanalytical, Feminist <p>Prose and drama - based on the theme of 'Love through the ages'</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Jacobean drama - revenge tragedy, • Restoration drama - social comedy • Romantic 1st generation: Middle Ages influence, nature, Industrial Revolution • Victorian - Themes of duty, nationalism and trade, education and morality. Class and gender divide • Regency - satire • Edwardian - HG Wells, E.M Forster: Passage to India • Modernism - Influence of Freudian psychology, Marxism, Psychoanalytical, Feminist <p>Ongoing fortnightly assessments to embed understanding of poetry and plays and build skills for exam response</p>
<p>Spring 2</p>	<p>Texts in context – study of unseen texts from WW1 – exam preparation</p> <p>Poetry of WW1 – ‘The Oxford Book of War Poetry.’</p> <ul style="list-style-type: none"> • Study of a range of poems • Structuring and developing written responses for the exam 	<p>Responding to unseen texts on the theme of ‘Love Through the Ages’ – exam preparation</p> <p>Assessment – ongoing fortnightly to embed understanding of texts and build skills for exam response</p> <p>Assessment: PPE</p>

	<ul style="list-style-type: none"> • Comparing texts <p>Assessment: PPE</p> <p>Assessment – ongoing fortnightly to embed understanding of poems and build skills for exam response</p>	
<p>Summer 1</p>	<p>Revision and Exam practice</p> <p>Assessment: final exam</p>	<p>Revision and Exam practice</p> <p>Assessment: final exam</p>
<p>Summer 2</p>	<p>An introduction to A2</p> <ul style="list-style-type: none"> • Initial study of 'Othello' focusing on plot and character • Study of the social and historical context of 'Wuthering Heights' • Study of early chapters of 'Wuthering Heights' 	