

English Curriculum – 2023/24

Curriculum Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Overview

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Throughout Year 7 English, students will aim to:</p> <ul style="list-style-type: none"> • Read confidently and with secure understanding • Read for pleasure and for information • Acquire a wide and ambitious vocabulary • Develop an awareness of grammar, building on KS2. • Identify simple linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently • Begin adapting their language and style in and 	<p>Throughout Year 8 English, students will aim to:</p> <ul style="list-style-type: none"> • Read confidently and with secure understanding • Read for pleasure and for information • Acquire a wide and ambitious vocabulary • Develop a clearer understanding of grammar • Identify and understand linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently • Generally adapt their language and style in and for a range of contexts, 	<p>Throughout Year 9 English, students will aim to:</p> <ul style="list-style-type: none"> • Read confidently and with secure understanding • Read for pleasure and for information • Acquire a wide and ambitious vocabulary • Have a clear understanding of grammar • Apply knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently • Clearly adapt their language and style in and for a range of contexts, 	<p>Students will build on their knowledge of the following skills and topics from KS3: language analysis, Shakespeare, poetry, creative and transactional writing.</p> <p>The OCR GCSE Literature specification aims to enable students to:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often 	<p>Students will further develop analytical, evaluative and inference skills and apply these to the texts studied in Year 10. They will also refine their creative and transactional writing skills.</p> <p>The OCR GCSE Literature specification aims to enable students to:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas 	<p>Students will begin to develop the ability to read critically, analyse, evaluate and undertake independent research.</p> <p>The OCR A-Level English Literature specification aims to encourage learners to develop their interest in and enjoyment of literature and literary studies as they:</p> <ul style="list-style-type: none"> • read widely and independently both set texts and others that they have selected for themselves • engage critically and creatively with a substantial body of texts and ways of responding to them • develop and effectively apply their knowledge of literary analysis and evaluation in writing 	<p>Students will become confident with reading critically, analysing, evaluating and undertaking independent research.</p> <p>The OCR A-Level English Literature specification aims to encourage learners to develop their interest in and enjoyment of literature and literary studies as they:</p> <ul style="list-style-type: none"> • read widely and independently both set texts and others that they have selected for themselves • engage critically and creatively with a substantial body of texts and ways of responding to them • develop and effectively apply their knowledge of literary analysis and

	<p>for a range of contexts, purposes and audiences</p> <ul style="list-style-type: none"> • Use discussion in order to learn (elaborate and explain clearly their understanding and ideas) • Identify the arts of speaking and listening (making formal presentations, demonstrating to others and participating in debate) <p>Students will have one lesson in the library each half term. These will focus predominantly on reading and writing for pleasure.</p>	<p>purposes and audiences</p> <ul style="list-style-type: none"> • Use discussion in order to learn (elaborate and explain clearly their understanding and ideas) • Identify and understand the arts of speaking and listening (making formal presentations, demonstrating to others and participating in debate) <p>Students will have one lesson in the library each half term. These will focus predominantly on reading and writing for pleasure.</p>	<p>purposes and audiences</p> <ul style="list-style-type: none"> • Use discussion in order to learn (elaborate and explain clearly their understanding and ideas) • Apply knowledge of the arts of speaking and listening (making formal presentations, demonstrating to others and participating in debate) <p>Students will have one lesson in the library each half term. These will focus predominantly on reading and writing for pleasure.</p>	<ul style="list-style-type: none"> • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. <p>The OCR GCSE Language specification aims to enable students to:</p> <ul style="list-style-type: none"> • read a wide range of texts fluently and with good understanding • read critically, and use the knowledge they have gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately 	<ul style="list-style-type: none"> • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. <p>The OCR GCSE Language specification aims to enable students to:</p> <ul style="list-style-type: none"> • read a wide range of texts fluently and with good understanding • read critically, and use the knowledge they have gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard 	<ul style="list-style-type: none"> • explore the contexts of the texts they are reading and others' interpretations. 	<p>evaluation in writing</p> <p>explore the contexts of the texts they are reading and others' interpretations.</p>
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				<ul style="list-style-type: none"> • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language. • listen to and understand spoken language and use their own spoken Standard English effectively 	<p>English appropriately</p> <ul style="list-style-type: none"> • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language. • listen to and understand spoken language and use their own spoken Standard English effectively 		
Term 1	<p><i>Echo Mountain</i> by Lauren Wolk (3 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills of novel studies and creative writing from KS2. 	<p><i>The Boy at the Top of the Mountain</i> by John Boyne (4 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their confidence and skills with novel studies and creative writing (<i>Echo Mountain</i> – Y7). This text increases in 	<p>Introduction to Tragedy and <i>Macbeth</i> (4 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills of Shakespeare by reading a Shakespearean play in its entirety (building on reading an abridged version 	<p><i>Romeo and Juliet</i> (3 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills with studying Shakespeare. They have previously studied An Introduction to Shakespeare (Y7), A Midsummer Night's 	<p>Year 11 are taught a combination of Literature and Language. (4 lessons per week)</p> <p>Language Paper 1 – Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of non-fiction texts and non-fiction 	<p>Teacher 1 – Shakespeare (<i>The Tempest</i> or <i>Twelfth Night</i>) (3 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • on their build understanding, confidence and skills with studying Shakespeare. They have previously 	<p>Teacher 1 – Carol Ann Duffy Coursework (3 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills with studying poetry: Poems Inspired By... (Y7), Conflict poetry (Y8), Long Way

<p>Term 2</p>	<ul style="list-style-type: none"> • Study plot, context, characters, and themes • Explore the use of language, form and structure for effect • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>challenge from Y7 as it relies heavily on social, historical and cultural context of WW2.</p> <ul style="list-style-type: none"> • read a whole novel in depth; reading for pleasure and information. • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. • acquire a wide vocabulary. • make inferences and refer to evidence in the text. • use discussion in order to learn, elaborating and explaining clearly their understanding and ideas. • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension. • study setting, plot, and characterisation, 	<p>of A Midsummer Night’s Dream – Y7)</p> <ul style="list-style-type: none"> • Build on knowledge of Elizabethan context and how it has influenced Shakespeare’s plays • Apply understanding of Shakespearean plays, character archetypes and context from Introduction to Shakespeare topic • Study plot, context, characters, and themes • Explore the use of language, form and structure for effect (with a focus on drama) • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>Dream abridged version (Y7), Macbeth (Y9).</p> <ul style="list-style-type: none"> • read the whole play to gain a clear understanding of the plot. • apply social and historical contextual knowledge from KS3 to the play • explore the characters and themes and the development of these across the play • explore the use of language, form, and structure for effect 	<p>writing from KS3 (Animals, Art of Rhetoric, Changing Hearts and Minds)</p> <ul style="list-style-type: none"> • comment on writers’ choices of vocabulary, form and grammatical features, paying attention to detail • explore the effects of writing for particular audiences and purposes • summarise ideas and information from a single text and synthesise • from more than one text • draw inferences and justify points of view by referring closely to • evidence from the text • use appropriate linguistic terminology to support their analysis • evaluate the usefulness of a text by identifying bias and misuse of evidence • use a broad understanding of the text’s context to inform their reading. Contexts could include, for example, 	<p>studied An Introduction to Shakespeare (Y7), A Midsummer Night’s Dream abridged version (Y7), Macbeth (Y9), Romeo and Juliet (KS4)</p> <ul style="list-style-type: none"> • read the whole play to gain a clear understanding of the plot. • apply social and historical contextual knowledge from KS3 and KS4 to the play • explore the characters and themes and the development of these across the play • explore the use of language, form, and structure for effect • focus on the extract question/close analysis • consider changing views of the play over time • consider critical viewpoints <p>Teacher 2 – <i>The History Boys / The Prime of Miss Jean Brodie</i> – Comparison Coursework (2 lessons per week)</p>	<p>Down (Y9), GCSE Anthology Poetry (KS4)</p> <ul style="list-style-type: none"> • study a selection of poems from this collection encompassing the range of poetic forms, from the perspective of a wide range of historical, fictional, mythical and biblical figures • plan, draft, edit and proof-read • write critically yet concisely <p>Teacher 2 – <i>The Duchess of Malfi and Paradise Lost</i> (2 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills of plays and poetry. Plays: A Midsummer Night’s Dream (Y7), Curious Incident of the Dog in the Night-Time (Y8), Macbeth (Y9), An Inspector Calls (Y9), Romeo and Juliet (KS4), The History Boys (Y12), Twelfth Night/The Tempest (Y12) • read the whole text to gain a clear
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		<p>and the effects of these.</p>			<p>the given historical setting, the mode or genre</p> <ul style="list-style-type: none"> • explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them <p>Anthology Poetry</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build understanding, confidence and skills with studying poetry: Poems Inspired By... (Y7), Conflict poetry (Y8), Long Way Down (Y9), • study poems from the OCR anthology • link understanding of the historical and social context of poets and their poems to the analysis of the poem • annotate poems, identifying poetic techniques • explore and analyse the effect of poetic techniques, language, form, and structure 	<p>Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of novel studies and modern plays. Novels: Echo Mountain (Y7), Boy at the Top of the Mountain (Y8), The Blue Book of Nebo (Y9), Dr Jekyll and Mr Hyde (KS4), Animal Farm (KS4). Modern Plays: Curious Incident of the Dog in the Night-Time (Y8), An Inspector Calls (Y9) • read the whole text to gain a clear understanding of the plot. • apply social and historical contextual knowledge from KS3 and KS4 to the text • explore the characters and themes and the development of these across the text • explore the use of language, form, and structure for effect • consider changing views of the play over time 	<p>understanding of the plot.</p> <ul style="list-style-type: none"> • apply social and historical contextual knowledge from KS3 and KS4 to the text • explore the characters and themes and the development of these across the text • explore the use of language, form, and structure for effect • consider changing views of the play over time • consider critical viewpoints • explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them
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					<ul style="list-style-type: none"> • apply knowledge of the poems to relevant themes • compare the poems through relevant themes 	<ul style="list-style-type: none"> • consider critical viewpoints • explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them 	
Term 3	<p>Poems inspired by... <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills of poetry and poetry writing from KS2. • Study plot, context, characters, and themes • Analyse the use of language, form and structure for effect (with a focus on poetry) • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, 	<p>World Literature <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills linked to novel study and creative writing - Echo Mountain- Y7, The Boy at the Top of the Mountain – Y8, Gothic literature – Y8. This scheme increases in challenge as consider texts set in contexts that may be unfamiliar and require students to learn about a variety of social, cultural and historical contexts. • Be exposed to seminal world literature and other cultures • Study plot, context, 	<p>An Inspector Calls <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence, and skills of plays by looking at a text that relies heavily on social, cultural and historical context. Plays previously studied: A Midsummer Night’s Dream (Y7), Curious Incident of the Dog in the Night-Time (Y8) • Read the full play script • Consider the form of a play • Assess how writers have sought to criticise political regimes • Analyse the use of language, form and structure for effect 	<p>The Strange Case of Dr. Jekyll and Mr. Hyde <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of novel studies and modern plays. Novels: Echo Mountain (Y7), Boy at the Top of the Mountain (Y8), The Blue Book of Nebo (Y9) • Build on knowledge, confidence and skills of the gothic genre conventions (Gothic Literature – Y8, Macbeth – Y9) • Study plot, context, characters, and themes • Explore the use of language, form and structure for effect • Consider the methods used by 	<p>Animal Farm <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of novel studies and modern plays. Novels: Echo Mountain (Y7), Boy at the Top of the Mountain (Y8), The Blue Book of Nebo (Y9) • Build on knowledge, confidence, and skills of political writing (Changing Hearts and Minds – Y9, An Inspector Calls – Y9) • Respond to themes, ideas and issues; characters and relationships; language; social and/or cultural contextual factors. 	<p>Teacher 1 – 1984 and Shakespeare Revision <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of novel studies and modern plays. Novels: Echo Mountain (Y7), Boy at the Top of the Mountain (Y8), The Blue Book of Nebo (Y9) • Build on prior knowledge of dystopian novels and conventions from KS3 (The Blue Book of Nebo and Dystopian Extracts) • Build on knowledge, confidence, and skills of political writing (Changing Hearts and Minds – Y9, An Inspector Calls – Y9, Animal Farm – KS4) 	

	<p>using inference, subject terminology and textual evidence</p>	<p>characters, and themes</p> <ul style="list-style-type: none"> • Explore the use of language, form and structure for effect • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>(with a focus on drama)</p> <ul style="list-style-type: none"> • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>writers to create particular effects</p> <ul style="list-style-type: none"> • Write analytically, using inference, subject terminology and textual evidence <p>Build on knowledge and deepen analysis of gothic motifs from KS3</p>	<ul style="list-style-type: none"> • Pay attention to the details of a text: understanding the significance of a word, phrase or sentence in context • Demonstrate the ability to read at a literal level and also explore deeper implications • Explain motivation, sequence of events and the relationship between actions or events. • Identify and interpret key themes • Make an informed personal response, justifying a point of view by referring closely to evidence in the text • Reflect critically and evaluatively on a text, using an understanding of context to inform reading explain and illustrate how choice of language shapes meaning • Analyse how the writer uses language, form and structure to create effects and impact • Use relevant subject terminology accurately to 	<ul style="list-style-type: none"> • Focus on the key themes and ideas in <i>1984</i> text • Explore the social, historical and literary context of <i>1984</i>. • Make connections within the genre and identify common features by studying <i>The Chrysalids</i> with Teacher 2. • Revise and revisit the Shakespeare text in preparation for mock examinations. <p>Teacher 2 – Dystopia (Critical Appreciation) and <i>The Chrysalids</i> (2 lessons per week)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on prior knowledge of dystopian novels and conventions (The Blue Book of Nebo – Y9, Dystopian Extracts - Y9, 1984 – Y12) • Develop their skills in approaching an unseen text from a known genre. • Make connections within the genre and identify common features 	
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					<p>support their views. In the part a) questions students have the opportunity to enhance their understanding of themes, characters, settings, contexts (where known) and literary styles, through making connections and contrasts between texts, comparing features and qualities. We expect students to produce clear and coherent pieces of extended writing</p> <ul style="list-style-type: none">• Select and emphasise key points and ideas for a particular purpose• Develop and maintain a consistent viewpoint Writing section either fiction or non-fiction• Use textual references and quotations effectively to support views• Use accurate Standard English and spelling, punctuation and grammar	<p>by studying <i>1984</i> with Teacher 1.</p> <ul style="list-style-type: none">• Students are able to transfer this knowledge of genre to their own reading and make links between the unseen extracts and their own reading.	
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Language Paper 2
(1 lesson per week)

Students will:

- Build on their understanding, confidence and skills of literature extracts, novel studies and creative writing from KS3.
- comment on writers' choices of vocabulary, form and grammatical features and how these create meaning
- analyse and compare writers' use of language, paying attention to detail
- draw inferences and justify points of view by referring closely to evidence from the text
- interpret writers' meanings and effects in single texts and across two texts
- identify the main themes and ideas in texts
- use appropriate linguistic and literary terminology to

					<p>support their analysis.</p> <ul style="list-style-type: none"> • evaluate how form and structure contribute to the effectiveness and impact of a text • use a broad understanding of the text's context to inform their reading 	
Term 4	<p>Art of Rhetoric <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their knowledge, confidence and skills of non-fiction texts and persuasive writing from KS2 and Animals unit. • Consider the methods used by writers to create particular effects (with a focus on non-fiction writing) • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>Gothic Literature <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence, and skills of novel studies and creative writing by looking more in depth at one specific genre. • Learn the conventions of the gothic genre through a study of gothic extracts to prepare them for the study of Macbeth in Year 9. • Apply and analyse knowledge of plot, context, characters, and themes • Analyse the use of language, form and structure for effect (with a focus on narrative) • Write analytically, using inference, 	<p>Long Way Down by Jason Reynolds (Verse Novel) <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills with studying poetry and novels. Poetry: Poems Inspired By... (Y7), Conflict poetry (Y8). Novels: Echo Mountain (Y7), The Boy at the Top of the Mountain (Y8). This scheme increases in challenge as the text is a novel written in verse and therefore combines both novel study and poetry study. • Study plot, context, characters, and themes • Analyse the use of language, form and 		<p>Year 11 are taught a combination of Literature and Language. <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Revise content for <i>Romeo and Juliet, Dr Jekyll and Mr Hyde, Animal Farm, Conflict Poetry.</i> • Revise how to answer literature exam questions. • Revise how to answer both Language papers. <p>*The order of revision topics is subject to change, dependent on student needs and competencies.</p>	<p>Teacher 1 – Dystopia (Comparison) Revision and Shakespeare Revision <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Revise content for the Dystopia comparison element of the exam. • Revise <i>Twelfth Night/The Tempest.</i> • Revise how to answer exam questions. <p>Teacher 2 – Milton and Malfi Revision and Dystopia (Critical Appreciation) Revision <i>(2 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Revise <i>Paradise Lost</i> and <i>The Duchess of Malfi.</i> • Revise content for the Dystopia critical appreciation element of the exam

		<p>subject terminology and textual evidence</p> <ul style="list-style-type: none"> • Write creatively, building on vocabulary, and use of linguistic devices for effect 	<p>structure for effect (with a focus on poetry)</p> <ul style="list-style-type: none"> • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect <p>Write analytically, using inference, subject terminology and textual evidence</p>				<ul style="list-style-type: none"> • Revise how to answer exam questions. <p>*The order of revision topics is subject to change, dependent on student needs and competencies.</p>
Term 5	<p>Life Experiences <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on cultural capital by exploring a wealth of extracts from a variety of cultures and experiences • Apply and analyse knowledge of plot, context, characters, and themes • Analyse the use of language, form and structure for effect (with a focus on narrative) 	<p>Curious Incident of the Dog in the Night-Time (Play) <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence, and skills of plays (A Midsummer Night’s Dream – Y7). This scheme increases in challenge as the text is a piece of physical theatre and challenges students to understand and consider stagecraft. • Read the play script version of Curious Incident of the Dog in the Night-Time 	<p>The Blue Book of Nebo (Novel) <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence, and skills with studying novels and creative writing - Echo Mountain (Y7), The Boy at the Top of the Mountain (Y8). • Build on knowledge, confidence, and skills of genre by looking more in depth at other specific genres: post apocalyptic and dystopian (Gothic literature – Y8). • Apply and analyse knowledge of plot, 	<p>Anthology Poetry <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills with studying poetry - Poems Inspired By... (Y7), Conflict poetry (Y8), Long Way Down (Y9). • Study poems from the OCR anthology • Link understanding of the historical and social context of poets and their poems to the analysis of the poem 	Exams		Exams

	<ul style="list-style-type: none"> • Write analytically, using inference, subject terminology and textual evidence • Write creatively, building on vocabulary, and use of linguistic devices for effect 	<ul style="list-style-type: none"> • Consider the form of a play and physical theatre • Analyse the use of language, form and structure for effect (with a focus on drama) • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<p>context, characters, and themes</p> <ul style="list-style-type: none"> • Analyse the use of language, form and structure for effect (with a focus on narrative) • Assess how writers have sought to criticise political regimes • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence 	<ul style="list-style-type: none"> • Annotate poems, identifying poetic techniques • Explore and analyse the effect of poetic techniques, language, form, and structure • Apply knowledge of the poems to relevant themes • Compare the poems through relevant themes 			
Term 6	<p>An Introduction to Shakespeare (3 weeks) <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills of any prior knowledge of Shakespeare from KS2. • Explore a range of extracts from Shakespearean plays (including histories, tragedies and comedies) • Be introduced to Elizabethan 	<p>Changing Hearts and Minds <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge of how language can be manipulated for a variety of reasons. This scheme increases in challenge from other related schemes (Animals, Art of Rhetoric) because of its often-political focus. • read a wide range of fiction and non-fiction, including poems with a wide 	<p>Creative Writing <i>(4 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on knowledge, confidence and skills linked to novel study and creative writing - Echo Mountain- Y7, The Boy at the Top of the Mountain – Y8, Gothic literature – Y8, The Blue Book of Nebo – Y9, Dystopian extracts – Y9. • Study how writers construct plot, characters, and themes 	<p>Language Paper 1, Section B (Non-Fiction Writing) and Spoken English Component <i>(3 lessons per week)</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Build on their understanding, confidence and skills of non-fiction texts and non-fiction writing (Animals – Y7, Art of Rhetoric – Y7, Changing Hearts and Minds – Y9) • Organise ideas and information clearly and coherently • Select and emphasise key 			

	<p>context and how it has influenced Shakespeare's plays</p> <ul style="list-style-type: none"> • Study plot, context, characters, and themes • Explore the use of language, form and structure for effect (with a focus on drama) • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, using inference, subject terminology and textual evidence <p><i>A Midsummer Night's Dream (Abridged) (7 weeks)</i> <i>(3 lessons per week)</i></p> <p>Students will:</p>	<p>coverage of forms and authors</p> <ul style="list-style-type: none"> • understand increasingly challenging texts through making inferences and referring to evidence in the text • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • make critical comparisons across texts • write for a wide range of purposes and audiences, including well-structured formal expository and narrative essays; notes and polished scripts for talks and presentations and a range of other narrative and non- 	<ul style="list-style-type: none"> • Explore the use of language, form and structure for effect • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect 	<p>ideas and information to influence readers</p> <ul style="list-style-type: none"> • Maintain a consistent viewpoint, and consider alternative viewpoints, within a non-fiction piece of writing • Make considered choices of vocabulary and grammar to reflect particular audiences, purposes and contexts • Adapt tone, style and register as appropriate • Use the knowledge gained from wider reading of non-fiction to inform language choices and techniques • Make appropriate use of information provided by others to write in different forms • Cite evidence and quotation effectively to support views • Write to create emotional impact • Use a range of sentence structures for clarity, purpose 			
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	<ul style="list-style-type: none"> • Continue an introduction to Shakespeare by reading an abridged Shakespearean play (building on An Introduction to Shakespeare topic) • Build on knowledge of Elizabethan context and how it has influenced Shakespeare's plays from An Introduction to Shakespeare topic. • Study plot, context, characters, and themes • Explore the use of language, form and structure for effect (with a focus on drama) • Consider the methods used by writers to create particular effects • Write creatively, building on vocabulary, and use of linguistic devices for effect • Write analytically, 	<p>narrative texts, including arguments, and personal and formal letters</p> <ul style="list-style-type: none"> • summarise and organise material, and support ideas and arguments with any necessary factual detail • pay attention to accurate grammar, punctuation and spelling • study the effectiveness and impact of the grammatical features of the texts they read • know and understand the differences between spoken and written language • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • give short speeches and presentations, expressing their own ideas and keeping to the point <p>participate in formal debates and structured discussions, summarising and/or</p>		<p>and effect, with accurate punctuation and spelling</p>			
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	using inference, subject terminology and textual evidence	building on what has been said					
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