

ENGLISH Overview

YEAR 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Novel (include media and poetry and unseen poetry) AO5a, AO5b, AO6 (writing assessment)</p> <p>S&L assessment opportunity - Presenting</p> <p>Skills for writing textbook - units 3 and 4</p>		<p>Shakespeare (Include sonnets)</p> <ul style="list-style-type: none"> • The Tempest • A Midsummer Night's Dream <p>AO1a, AO1b, AO2, AO3, AO4, AO7 (reading assessment)</p> <p>How do the writers present the theme of x in the text?</p> <p>S&L assessment opportunity - recital.</p> <p>Non Fiction (Genres of writing - persuasive) AO5a, AO5b, AO6 (writing assessment)</p>		<p>Play: Frankenstein (include media)</p> <p>S&L assessment opportunity - role play</p> <p>Pre 1914 Literature</p>	<p>Creative writing: Science-fiction (include non-fiction texts)</p> <p>S&L assessment opportunity - group discussion.</p>
<p>Baseline tests AR STAR test 1 x Reading/writing assessment 1 x S&L assessment</p>		<p>1 x Writing assessment 1 x Reading assessment 1 x S&L assessment AR STAR test January AR STAR test May</p>		<p>1 x writing assessment 1 x S&L assessment AR STAR test June/July</p>	

Poetry – Learners develop writing skills. Learners make a sustained, informed personal response to their reading. They are able to write effectively about literature for different purposes, including writing to describe, explain, summarise, argue, analyse and evaluate. Learners craft their writing and create impact through careful selection and emphasis of key points, interwoven with textual evidence to back up their understanding and ideas. Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and recognising a range of poetic conventions and understanding how these have been used. **Language/form and Structure key terms to be taught: Anaphora, Sonnet, free verse, rhyming couplet, figurative language, context, lexical field, dehumanisation, ambiguity, determiners, possessive pronouns, anaphora**

Non-fiction: Learners use a wide range of high-quality non-fiction texts, written and film, drawn from the 19th and either the 20th or the 21st century. This may include for example, essays, journalism (both printed and online), travel writing, speeches and biographical writing. Learners are required to read in different ways for different purposes. They read, analyse and create a range of different texts in various genres.

Language/form and Structure key terms to be taught: Rhetorical question, alliteration, bullet points, sentence types e.g. statement, exclamation, question, command, register, tricolon, punctuation e.g. hyphen, brackets, semicolons, antistrophe, pronouns, modal verbs,

19th Century Literature: Learners develop comprehension skills. Learners learn to articulate their understanding of aspects of plot, characterisation, events and settings and to distinguish between literal and implied meaning. Learners develop critical reading skills. Learners engage personally with texts, including with those written for performance and build confidence in their abilities to sustain an individual response, which is supported and justified. **Language/form and Structure key terms to be taught:** Narrative perspectives, metaphor, simile, direct speech, subordinate clauses, inverted commas, tense, noun, noun phrase, adverbs, verbs, adjectives, clause, subordinate clauses, simple, compound, complex, cohesion, adverbial, ellipsis, register, syntax, analyse, evaluate, explanation

Creative writing – Learners produce imaginative, original texts in a range of forms, including, for example, short stories and autobiographical writing. They use narrative techniques identified from their wide reading of prose fiction texts to achieve deliberate effects in their own writing. Learners explore how vocabulary and grammatical features can be used to achieve particular effects. They develop skills to adapt their writing for different purposes and contexts. Learners apply their knowledge and understanding of linguistic and literary conventions to create impact in their own writing. **Language/form and Structure key terms to be taught:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), parallelism, synonym, antonym, ellipsis, hyphens, tricolon

Shakespeare: Learners should be exposed to a range of texts in order to become familiar with the Shakespearean language, themes and characters in the texts. They may use drama in order to access the plays and to bring them to life. Learners will begin to analyse and evaluate how language and structure inform and impact on meaning, including use of some dramatic devices to engage and entertain an audience. **Language/form and Structure key terms to be taught:** sonnet, free verse, rhyming couplets, prose, blank verse, context, soliloquy, aside, characterisation, setting, plot, theme

Play: Learners articulate their understanding of aspects of plot, characterisation, events and settings and to distinguish between literal and implied meaning. Learners develop critical reading skills, learners engage personally with texts clearly written for performance and build confidence in their abilities to sustain an individual response, which is supported and justified. Learners reflect on relevant social, historical or cultural contexts – for example, social customs and attitudes. Learners develop their own viewpoints supported by textual evidence, whilst at the same time recognising that there are different interpretations that other readers could make. **Language/form and Structure key terms to be taught:** Characterisation, dramatic conventions, stage directions, context, audience

Spoken word: Learners will learn how to adapt their own speech in a variety of contexts and a variety of tasks. Over the year, they would develop their presenting and role-play skills. As well as develop their discussion and recital skills in this unit of work. They could use any stimulus material that is current and relevant to the students to generate discussion and would help students to recite poetry, extracts to the class. **Language/form and Structure key terms to be taught:** Context, register, lexical field, audience, formal and informal language.

Year 8						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Novel (include media and poetry)</p> <ul style="list-style-type: none"> • A Monster Calls • Of Mice and Men <p>AO5a, AO5b, AO6 (writing assessment)</p> <p>S & L assessment opportunity - discussion</p> <p>Skills for writing textbook - units 1 and 2. Unit 5 (as an additional unit if two teachers are teaching at the same time).</p>		<p>Shakespeare (include ELH poetry - see folder on G Drive to write comparative essay)</p> <ul style="list-style-type: none"> • Romeo and Juliet • Twelfth Night <p>AO1a, AO1b, AO2, AO3, AO4,AO7 (reading assessment)</p> <p>S&L assessment opportunity - presenting - recital</p> <p>Pre 19th/20th Century literature (unseen poetry)</p> <ul style="list-style-type: none"> • A Christmas Carol • Oliver Twist • Great Expectations • David Copperfield • Jane Eyre <p>AO1a, AO1b, AO2, AO3, AO4,AO7</p>		<p>Play</p> <ul style="list-style-type: none"> • Dracula • Our Day Out • (Choice) <p>AO5a, AO5b, AO6 (writing assessment)</p> <p>Non-fiction</p> <ul style="list-style-type: none"> • Supersize me • Travel writing • Spoken language study: Language change • Representations of youth 		<p>Novella/Poetry</p> <ul style="list-style-type: none"> • Of Mice and Men • Racism (Dean Atta - or choice) <p>S&L assessment opportunity - role play.</p> <p>S&L assessment opportunity - presenting</p>
<p>AR STAR test</p> <p>1 x Reading/writing assessment</p> <p>1 x S&L assessment</p>		<p>1 x Reading assessment</p> <p>1 x S&L assessment</p> <p>AR STAR test January</p> <p>AR STAR test May</p>		<p>1 x writing assessment</p> <p>1 x S&L assessment</p> <p>AR STAR test June/July</p>		

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key terms to be taught: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), parallelism, synonym, antonym, ellipsis, hyphens, tricolon.

Genres of writing: Learners use a wide range of high-quality non-fiction texts, written and film, drawn from the 19th and either the 20th or the 21st century. This may include for example, essays, journalism (both printed and online), travel writing, speeches and biographical writing. Learners are required to read in different ways for different purposes. They read, analyse and create a range of different texts in various genres. **Language/form and Structure key terms to be taught:** Rhetorical question, alliteration, bullet points, sentence types e.g. statement, exclamation, question, command, register, tricolon, punctuation e.g. hyphen, brackets, semicolons, antistrophe, pronouns, modal verbs,

The 19th/ 20th century novel: Learners develop comprehension skills. Learners learn to articulate their understanding of aspects of plot, characterisation, events and settings and to distinguish between literal and implied meaning. Learners develop critical reading skills. Learners engage personally with texts, including with those written for performance and build confidence in their abilities to sustain an individual response, which is supported and justified. **Language/form and Structure key terms to be taught:** Narrative perspectives, metaphor, simile, direct speech, subordinate clauses, inverted commas, tense, noun, noun phrase, adverbs, verbs, adjectives, clause, subordinate clauses, simple, compound, complex, cohesion, adverbial, ellipsis, register, syntax, analyse, evaluate, explanation, anaphora.

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Shakespeare – Learners analyse and evaluate how language, form and structure inform and impact on their reading of texts, including use of dramatic devices to engage and entertain an audience. Learners will require some knowledge and understanding of grammatical features and literary and linguistic terminology, including (but not restricted to), phrase, metaphor, meter, irony and persona, in order to support their views about the text. Learners craft their writing and create impact through a selection of key points and textual evidence to back up their understanding and ideas (PEEL). **Language/form and Structure key terms to be taught:** sonnet, free verse, rhyming couplets, prose, blank verse, context, soliloquy, aside, characterisation, setting, plot, theme.

Play: Learners articulate their understanding of aspects of plot, characterisation, events and settings and to distinguish between literal and implied meaning. Learners develop critical reading skills, learners engage personally with texts clearly written for performance and build confidence in their abilities to sustain an individual response, which is supported and justified. Learners reflect on relevant social, historical or cultural contexts – for example, social customs and attitudes. Learners develop their own viewpoints supported by textual evidence, whilst at the same time recognising that there are different interpretations that other readers could make. **Language/form and Structure key terms to be taught:** Characterisation, dramatic conventions, stage directions, context, audience.

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Spoken language study

Learners develop an understanding about how we speak. It looks at the way culture and identity is reflected in the way we use language. It also looks at how our language changes with society and new technologies. Studying spoken language requires four different skills: Listening to how we speak; Capturing data; Understanding different contexts; Considering the impact of social change and technology. The ways in which spoken language changes depends on who is speaking, who they're talking to and what their purpose is, just like in written language. This is a chance to look at up-to-date and real-life examples of language. Learners will develop their analytical skills using PEEL paragraphs and develop their essay writing skills. **Language/form and Structure key terms to be taught: Accent, Address, Code-switching, Convergence, Dialect, Divergence, Filler, Hedges, Idiolect, Intonation, Jargon, Lexis, Phatic speech or phatic communication, Received pronunciation, Semantics, sociolect, Standard English, Tag question, Prescriptive attitude, Descriptive attitude**

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