

Year 7 English	Term 1 'Oh, What a Lovely War'		Term 2 'Sail the Creative Seas'		Term 3 'We are such stuff that dreams are made of'		
<b>Unit Texts</b>	Private Peaceful War Poetry: Dulce et Decorum Est by Wilfred Owen, Who's for the Game by Jessie Pope, The Soldier by Rupert Brooke and Counter Attack by Siegfried Sassoon.		Pirate themed extracts in our St Edward's anthology: Treasure Island, Moon fleet Poetry: sea shanties, Island Man		A Midsummer Night's Dream Poetry; 'Dreams' by Langston Hughes, 'A Dreaming Week' by Carol Ann Duffy, 'A Dream Within a Dream' by Edgar Allan Poe.		
<b>Non-fiction</b>	Age- appropriate non-fiction texts about WW1		Non-fiction texts on the theme of travel/journeys		Selection of literary non-fiction texts on themes in the play: dreams/fairies/magic/love/marriage		
<b>Writing Focus</b>	Writing to argue and persuade: persuasive speeches		Writing to describe		Writing to advise		
	<b>Writing Skills</b>		<b>Writing Skills</b>		<b>Writing Skills</b>		
<b>Unit specific skills</b>	Revise and use the <b>conventions of speech writing</b>		Learn, use and spell new descriptive <b>vocabulary</b> accurately		Learn, use and spell new <b>vocabulary</b> to advise accurately		
	Trace the presentation and development of a <b>character and of relationships between characters</b> in an unfamiliar and challenging texts		Comment on language for effect, including building on knowledge of <b>figurative language (imagery, similes)</b>		Revise and explore a range of <b>dramatic devices used for effect</b>		
	<b>Plan, draft and write</b> persuasive texts <b>independently</b>		<b>Generate imaginative</b> ideas for writing effective descriptions		<b>Plan</b> a structure for writing to advise		
	Explore the presentation of <b>themes</b>		Revise and explore <b>how</b> writers describe <b>setting and characters</b>		Trace the <b>development of characters</b> in detail through the play		
Identify and use <b>formal/informal</b> language		Build on existing knowledge of WW1 <b>context</b> and make links to the novel				Comment in greater detail on <b>language for effect</b> , including figurative language	
Learn, use and spell new persuasive and emotive <b>vocabulary</b> accurately		Explore the way a text is structured		Experiment with a range of <b>narrative perspectives</b>		Trace the development of <b>themes</b> in a play	
<b>Whole year mastery of writing to build on KS2</b>	Grammar content includes to be able to: • Independently write in complete and full simple, compound and complex sentences (avoiding fragments; avoiding fused sentences) • Independently match subject-verb agreement, consistent tense use • Independently use regular and irregular past simple verbs correctly • Independently use capital letters accurately and consistently • Use pronouns for effect • Use a range of sentences (simple, compound and complex) • Paragraph accurately • Revise and use a range of punctuation (full stops, commas, parenthesis, question marks and exclamation marks) • Use modal verbs for effect • Use imperative verbs for effect • Use adjectives for effect • Revise common homophone errors						
<b>Mastery of reading to build on KS2</b>	• Read fiction and non-fiction for pleasure • Make independent inferences about presentation of characters and setting • Use evidence from the text to support inference in the form of quotation • Comment on the effects of individual words and phrases						
<b>Mastery of oracy to build on KS2</b>	Talk in pairs and remain focussed on the set activity • Confidently speak in complete sentences to the class or teacher						
<b>Speaking and listening</b>	Pair/group discussions/ poetry in performance		Pair/group discussion/group newsreel		Pair/group discussion/ group improvisation		
<b>CURRICULUM LINKS</b>	<b>Within English:</b> Conflict theme in Year 8 and Year 10, context for An Inspector Calls in Year 10 <b>Beyond English</b> Links to WW1 in History		<b>Within English:</b> 19 <sup>th</sup> Century short stories in Year 9, 19 <sup>th</sup> Century novel in Year 10 <b>Beyond English</b> Links to ethical dilemmas in Religious Education		<b>Within English:</b> Romeo and Juliet in Year 9, Macbeth in Year 11, The Tempest in Year 12, Circus in Drama <b>Beyond English</b> Links to Tudor England in History Year 8, ethical dilemmas in Religious Education		
<b>Assessment</b>	<b>Half term teacher assessment:</b> <b>Writing:</b> Writing to argue and persuade in the form of a speech  <b>End of Unit Assessment:</b> <b>Reading:</b> Questions on Private Peaceful (extract and whole text)		<b>Half term teacher assessment:</b> <b>Reading:</b> Questions on the presentation of characters and setting (extract and whole text)  <b>End of Unit Assessment:</b> <b>Writing:</b> Writing to describe setting and character		<b>Half term teacher assessment:</b> <b>Writing:</b> Writing to advise in the form of a letter  <b>End of Unit Assessment:</b> <b>Reading:</b> Questions on A Midsummer Night's Dream (extract and whole text)		

Year 8 English	Term 1 ‘Children should be seen and not heard’	Term 2 ‘Who Dunnit?’	Term 3 ‘Trapped’			
<b>Fiction</b>	<b>Novel:</b> ‘Boy 87’ by Ele Fountain <b>Poetry:</b> Refugee Blues by W.H. Auden, Not my Business by Niyi Osundare, Refugees by Monica Clarke	<b>19<sup>th</sup> Century focus-</b> Sherlock Holmes- ‘The Speckled Band’ and short detective stories. <b>Poetry:</b> A Case Of Murder by Vernon Scannell, The Laboratory by Robert Browning	<b>Play:</b> Frankenstein Extracts from the novel Frankenstein Poetry: ‘Tyger Tyger by William Blake, The View of a Pig by Ted Hughes, ‘Hawk Roosting’ by Ted Hughes, ‘The Eagle’ by Tennyson			
<b>Non-Fiction</b>	Information texts on themes and experiences of conflict and the context of the novel	Non-fiction texts on the themes of ‘Crime and Detection’	Persuasive non-fiction texts on themes animal cruelty/captivity			
<b>Writing focus</b>	Writing to inform/explain	Writing to narrate (story writing)	Writing to argue and persuade on the theme of animals in captivity and environmental issues			
<b>Unit specific skills</b>	<b>Writing skills</b>	<b>Reading skills</b>	<b>Writing skills</b>	<b>Reading skills</b>	<b>Writing skills</b>	<b>Reading skills</b>
	<b>Generate ideas and plan</b> independently for writing to inform	<b>Annotate</b> an extract with ideas about the text, including language use	<b>Generate ideas</b> for and <b>plan</b> non-fiction writing	<b>Comment on the effects of how writers structure the opening of texts</b>	To revise and build on knowledge and use of <b>persuasive techniques</b>	Examine <b>dramatic methods and language in a play</b>
	Learn, use and spell new writing to inform and explain <b>vocabulary</b> accurately	Examine the <b>effects of figurative language</b>	Use <b>language, including figurative language creatively</b> and for a specific <b>effect</b>	<b>Follow and summarise the ideas and perspectives</b> in a non-fiction text	Generate <b>passionate ideas</b> for persuasive texts independently (speeches, articles, leaflets)	Make links to knowledge of <b>19<sup>th</sup> Century context</b> and <b>Victorian culture</b> where appropriate
		Consider the way writers structure a text to interest the reader				
	Use the conventions of an information text	Write a <b>summary</b> of a text	Be able to <b>explain how language has been used</b> in own writing	Build on knowledge of relevant <b>19<sup>th</sup> Century context</b>	Begin to <b>compare</b> texts	<b>Summarise</b> a writer’s argument and begin to <b>compare perspectives</b> and <b>how</b> they are presented
Explore <b>view-points</b> in a non-fiction text						
	Explore the <b>context</b> of a novel	Learn, use and spell new descriptive <b>vocabulary</b> accurately		Learn, use and spell new <b>emotive and persuasive vocabulary</b> accurately	<b>Trace characters and plot</b> development	
<b>Mastery of writing to build on Year 7</b>	Grammar content includes to be able to: • Use subordinate clauses including adverbs, adjectives and relative conjunctions • Revise and consolidate full range of punctuation for effect (in particular commas, speech marks and apostrophes) • Write in cohesive paragraphs with discourse markers that link paragraphs • Experiment with synonyms and antonyms for effect					
<b>Mastery of reading to build on Year 7</b>	Read fiction and non-fiction for pleasure • Make independent inferences from a range of challenging fiction and non-fiction texts • Use evidence from the fiction and non-fiction text to support inference in the form of quotation • Comment in increased detail and independence on the effects of individual words and phrases • Know, identify and comment on a range of literary devices (especially imagery and metaphor) • Comment on how writers structure the opening of narratives for effect					
<b>Mastery of oracy to build on Year 7</b>	Confidently discuss a range of topics in pairs and groups with clarity and purpose.					
<b>Speaking and Listening</b>	Small group discussion		Role play news report		Individual speeches/class debate	
<b>CURRICULUM LINKS</b>	<b>Within English:</b> Development of character and setting building on their knowledge of Private Peaceful in Year 7 <b>Beyond English:</b> Globalisation and population dynamics in Geography		<b>Within English:</b> Build on knowledge of language and structure from Year 7, links to 19 <sup>th</sup> Century fiction in Year 10 <b>Beyond English:</b> Sweeney Todd in Drama		<b>Within English:</b> Links to 19 <sup>th</sup> Century fiction in Year 10 <b>Beyond English:</b> Ethical dilemmas in RE and Science	
<b>Assessments</b>	<b>Half term teacher assessment:</b> <b>Writing:</b> Writing to inform and explain in the form of a letter <b>End of unit Assessment:</b> <b>Reading:</b> Questions on Boy 87 (extract and whole text)		<b>Half term teacher assessment:</b> <b>Writing:</b> Write a narrative in the form of a short story <b>End of term common task:</b> <b>Reading:</b> Questions on The Speckled Band (extract and whole text)		<b>Half term teacher assessment:</b> <b>Writing:</b> Persuasive writing in the form of an article <b>End of term common task:</b> <b>Reading:</b> Questions on Frankenstein (extract from play and whole text)	

Year 9 English	Term 1 'Dystopian Discoveries'		Term 2 'Love and Loss'		Term 3 'The Woman in Black'	
<b>Fiction</b>	<b>Extracts</b> from Dystopian novels and <b>short stories</b> <b>Poetry:</b> Fire and Ice by Robert Frost, The Hanging Tree by Susan Collins		<b>Shakespeare:</b> Romeo and Juliet <b>Poetry:</b> Sonnet 29 by Elizabeth Barrett Browning, Follower by Seamus Heaney, Mother, Any Distance by Simon Armitage, Before You Were Mine by Carol Ann Duffy.		<b>Reading:</b> The Woman in Black <b>Poetry:</b> Raven by Edgar Allen Poe, The Snowman on the Moor by Sylvia Plath	
<b>Non-fiction</b>	Non-fiction texts on discovery of new places		Non-fiction texts on family life and relationships		Non-fiction and articles on themes related to the novel	
<b>Writing focus</b>	Writing to describe and narrate		Writing articles to argue and persuade		Writing to evaluate and analyse	
	Writing skills	Reading skills	Writing skills	Reading skills	Writing skills	Reading skills
<b>Unit specific skills</b>	Independently generate engaging ideas, <b>plan and draft</b> critical writing	Develop critical <b>evaluation</b> of texts, making judgements about how effective texts are	Independently generate engaging ideas, <b>plan and draft</b> critical writing	Make thought-provoking <b>inferences</b>	Generate engaging ideas, plan and draft for an <b>article</b>	Make <b>confident inferences</b> and taking risks with their interpretations
	Build on skills for <b>creating characters</b> effectively	Make thought-provoking <b>inferences and deductions</b>	<b>Write</b> a strong <b>evaluation and critical analysis</b> of an article	Analyse the <b>use of language</b> confidently	Build on knowledge of the <b>conventions of an information article</b>	Refer to <b>evidence independently</b>
	Build on skills for <b>describing a setting</b> effectively	<b>Analyse language for effect</b> using <b>subject terminology</b>	Use a range of <b>rhetorical devices for effect</b> and with purpose	To learn more about and examine <b>structure in poetry</b> (form, rhythm, rhyme)	Use a <b>formal register</b> when writing to evaluate/analyse	Analyse <b>language and structure</b> using <b>subject terminology</b>
	Employ a <b>range of devices</b> judiciously to narrate and describe	Analyse the <b>structure of a whole text</b>		<b>Compare</b> themes and <b>language</b> in challenging texts	<b>Write a strong evaluation and critical analysis</b> of a prose text	<b>Comparing</b> points of view
		<b>Compare</b> how writers communicate for effect		<b>Critically evaluate</b> the methods and intentions of writers		<b>Critically evaluate</b> a text
			Structure a <b>cohesive essay to include a focussed, relevant engaging introduction and conclusion</b>		Making explicit links to relevant <b>context and exploring how the contextual information contributes to understanding of the text</b>	
<b>Mastery of writing to build on Year 8 and look forward to GCSE</b>	Grammar content includes: • Complex sentences with multiple clauses (quantifiers, appositives) • Use past perfect tense for effect • Use future perfect tense for effect • Use conditionals for effect • Create cohesion within and between paragraphs (formal discourse markers) • Use imaginative, ambitious and accurate vocabulary • Use varied sentences for effect • Use a full range of punctuation for effect and purpose					
<b>Mastery of reading build on Year 8 and look forward to GCSE</b>	Read a range of fiction and non-fiction for pleasure • Make independent inferences for challenging fiction and non-fiction texts • Use evidence from across and between fiction and non-fiction texts to support inference in the form of embedded quotation • Analyse and evaluate the effects of individual words and phrases • Identify and comment on specific language features and devices with greater independence • Make strong and relevant links to contextual knowledge.					
<b>Mastery of oracy build on Year 8 and look forward to GCSE</b>	Discuss a range of topics in group with confidence and purposes • Create and deliver an individual talk to the whole class on a topic with clarity and expression					
<b>Speaking and Listening</b>	Individual talks, Group/pair discussions		Shakespeare in performance		Pair/group discussion, Individual presentations	
<b>CURRICULUM LINKS</b>	<b>Within English:</b> Build on knowledge of language and structure from Year 7 and 8, links to Year 12 Dystopian unit (1984 and The Handmaid's Tale) <b>Beyond English:</b> Human impact on the environment in Geography and Science		<b>Within English:</b> Build on A Midsummer Night's Dream in Year 7, links ahead to Macbeth in Year 11 <b>Beyond English:</b> Tudor England in History		<b>Within English:</b> Build on knowledge of how writers present themes across a whole novel; links to Gothic writing in Year 10 (Jekyll and Hyde) <b>Beyond English:</b> Gothic architecture in RE and Art. History; the gothic movement. Psychology: the human psyche.	
<b>Assessments</b>	<b>Half term teacher assessment:</b> <b>Reading:</b> Questions on a dystopian text extract (infer/deduce, language, structure) <b>End of Unit Assessment:</b> <b>Writing:</b> The opening of a dystopian story OR a description of a dystopian picture		<b>Half term teacher assessment:</b> <b>Writing:</b> Writing to argue in the form of a letter <b>End of Unit Assessment:</b> <b>Reading:</b> A question on the themes/characters in Romeo and Juliet (extract and whole text)		<b>Half term teacher assessment:</b> <b>Writing:</b> Article to inform/explain <b>End of Unit Assessment:</b> <b>Reading:</b> questions on an extract of the novel only (infer/deduce/language, structure and <b>critical evaluation</b> )	

