

## KS3 Curriculum overview: *English*

- Read increasingly challenging material from pre-1914 poetry, prose, drama and non-fiction
- Check understanding through reading comprehension
- Read a contemporary novel
- Learn new vocabulary and use dictionaries
- Writing for a range of purposes and audiences.
- Plan, draft, edit and proof-read their own writing
- Consolidate and build on understanding of grammar through shape coding
- Learn how to speak confidently and effectively

	Year 7	Year 8	Year 9
Autumn 1	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>George's Marvelous Medicine</i> or <i>Charlie and the Chocolate Factory</i> by Roald Dahl</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Billionaire Boy</i> by David Walliams or <i>Oliver Twist</i> by Charles Dickens</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Private Peaceful</i> by Michael Morpurgo</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>George's Marvelous Medicine</i> or <i>Charlie and the Chocolate Factory</i> by Roald Dahl</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Billionaire Boy</i> by David Walliams or <i>Oliver Twist</i> by Charles Dickens</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Private Peaceful</i> by Michael Morpurgo</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>A Midsummers' Night's Dream</i> by William Shakespeare</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>The Tempest</i> or <i>Romeo and Juliet</i> by William Shakespeare</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Macbeth</i> by William Shakespeare</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>

<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>A Midsummers' Night's Dream</i> by William Shakespeare</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>The Tempest</i> or <i>Romeo and Juliet</i> by William Shakespeare</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Macbeth</i> by William Shakespeare</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the writing of transactional, imaginative and creative writing tasks</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Ballads</i> from the medieval period onwards.</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the writing of transactional, imaginative and creative writing tasks</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the writing of transactional, imaginative and creative writing tasks</li> <li>• Reading comprehension of non-fictional articles from <i>First News</i></li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the reading of <i>Ballads</i> from the medieval period onwards.</li> <li>• Reading comprehension of extracts from post 1914 literature and poetry and general non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above will be achieved through the writing of transactional, imaginative and creative writing tasks</li> <li>• Reading comprehension of extracts from Romantic/Victorian/Edwardian literature, poetry from 1784 onwards and general non-fiction</li> </ul>

## KS4 Curriculum overview: GCSE English

	Year 10	Year 11
Autumn 1	<p><b>Preparation for GCSE English Language Examination – Papers 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Reading of extracts from 19<sup>th</sup> century fictional and 20/21<sup>st</sup> century non-fictional texts</li> <li>• Analysis of the written word</li> <li>• Synthesis of texts</li> <li>• Responding to short and extended questions</li> <li>• Thinking and responding to PAF</li> <li>• Transactional writing tasks linked to the reading material.</li> </ul>	<p><b>Preparation for GCSE English Literature Exam Post 1914 British Play or Novel</b></p> <ul style="list-style-type: none"> <li>• Reading of <i>The Woman in Black</i> by Susan Hill</li> <li>• Analysis and understanding of character, theme, setting</li> <li>• Understanding of relationship between text and social and historical context</li> <li>• Use of textual reference and quotations</li> <li>• Responding to short and extended questions</li> <li>• Analyse language, form and structure</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect</li> </ul>
Autumn 2	<p><b>Preparation for GCSE English Language Examination – Paper 1</b></p> <ul style="list-style-type: none"> <li>• Imaginative writing tasks linked to Paper 1 of the Examination</li> <li>• Writing around an image</li> <li>• Structuring a story</li> <li>• Using senses to develop writing</li> <li>• Developing and varying language</li> <li>• Making the most of punctuation</li> <li>• Editing, improving and re-drafting</li> <li>• Summarising and organizing material</li> </ul>	<p><b>Preparation for GCSE English Literature Exam 19<sup>th</sup> Century Novel</b></p> <ul style="list-style-type: none"> <li>• Reading of <i>A Christmas Carol</i> by Charles Dickens</li> <li>• Analysis and understanding of character, theme, setting</li> <li>• Understanding of relationship between text and social and historical context</li> <li>• Use of textual reference and quotations</li> <li>• Responding to short and extended questions</li> <li>• Analyse language, form and structure</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect</li> </ul>

<b>Spring 1</b>	<p><b>Preparation for GCSE English Literature Exam Poetry Since 1789</b></p> <ul style="list-style-type: none"> <li>• Analysis of poems from the Anthology – Relationship section</li> <li>• Understanding social, literary and historical context</li> <li>• Develop comprehension, comparison and critical reading skills</li> <li>• Evaluation of the writer’s choice of vocabulary, grammatical and structural features</li> <li>• Analyse language, form and structure</li> <li>• In responding to the texts, use a range of vocabulary and sentence for clarity and effect.</li> <li>• Use textual references, including quotation to support and illustrate interpretations and analysis.</li> </ul>	<p><b>Preparation/Revision for GCSE English Literature Exam Shakespeare and</b></p> <ul style="list-style-type: none"> <li>• Analysis and understanding of character, theme, setting from the play ‘Romeo and Juliet’.</li> <li>• Understanding of relationship between text and social and historical context</li> <li>• Use of textual reference and quotations</li> <li>• Responding to short and extended questions</li> <li>• Analyse language, form and structure</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect</li> </ul> <p><b>Preparation/Revision for GCSE English Language Exam – Paper 1</b></p> <ul style="list-style-type: none"> <li>• Imaginative writing tasks linked to Paper 1 of the Examination</li> <li>• Writing around an image</li> <li>• Structuring a story</li> <li>• Using senses to develop writing</li> <li>• Developing and varying language</li> <li>• Making the most of punctuation</li> <li>• Editing, improving and re-drafting</li> <li>• Summarising and organising material</li> </ul>
<b>Spring 2</b>	<p><b>Preparation for GCSE English Language Examination – Papers 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Transactional writing tasks linked to Paper 2 of the Examination</li> <li>•</li> <li>• Reading of extracts from 19<sup>th</sup> century fictional and 20/21<sup>st</sup> century non-fictional texts</li> <li>• Analysis of the written word</li> <li>• Synthesis of texts</li> <li>• Responding to short and extended questions</li> <li>• Thinking and responding to PAF</li> </ul>	<p><b>Revision for GCSE English Literature Exam Unseen Poetry/Poetry Since 1789</b></p> <ul style="list-style-type: none"> <li>• Analysis of poems from the Anthology – Relationship section</li> <li>• Analysis of unseen poems outside of the Anthology.</li> <li>• Understanding social, literary and historical context</li> <li>• Develop comprehension, comparison and critical reading skills</li> <li>• Evaluation of the writer’s choice of vocabulary, grammatical and structural features</li> <li>• Analyse language, form and structure</li> <li>• In responding to the texts, use a range of vocabulary and sentence for clarity and effect.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p><b>Preparation for GCSE English Literature Exam Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Read the play, 'Romeo and Juliet'.</li> <li>• Analysis and understanding of character, theme, setting from the play</li> <li>• Understanding of relationship between text and social and historical context</li> <li>• Develop skills to analyse how the language, form and structure create meaning and effects</li> <li>• Develop skills to maintain a critical style</li> <li>• Develop skills to offer a personal response</li> <li>• Use of textual reference and quotations</li> <li>• Responding to short and extended questions</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect</li> </ul>	<p><b>Preparation/Revision for GCSE English Language Examination – Papers 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Imaginative writing tasks linked to Paper 1 of the Examination</li> <li>• Transactional writing tasks linked to Paper 2 of the Examination</li> <li>• Writing around an image</li> <li>• Developing and varying language</li> <li>• Making the most of punctuation</li> <li>• Editing, improving and re-drafting</li> <li>• Summarising and organizing material</li> <li>• Reading of extracts from 19<sup>th</sup> century fictional and 20/21<sup>st</sup> century non-fictional texts</li> <li>• Analysis of the written word</li> <li>• Synthesis of texts</li> <li>• Responding to short and extended questions</li> <li>• Thinking and responding to PAF</li> <li>• Use textual references, including quotation to support and illustrate interpretations and analysis.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p><b>Preparation/Revision for GCSE English Language Examination – Papers 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Imaginative writing tasks linked to Paper 1 of the Examination</li> <li>• Transactional writing tasks linked to Paper 2 of the Examination</li> <li>• Writing around an image</li> <li>• Developing and varying language</li> <li>• Making the most of punctuation</li> <li>• Editing, improving and re-drafting</li> <li>• Summarising and organizing material</li> <li>• Reading of extracts from 19<sup>th</sup> century fictional and 20/21<sup>st</sup> century non-fictional texts</li> <li>• Analysis of the written word</li> <li>• Synthesis of texts</li> <li>• Responding to short and extended questions</li> <li>• Thinking and responding to PAF</li> <li>• Use textual references, including quotation to support and illustrate interpretations and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a.</li> </ul>

*Please note Functional Skills plans will follow soon.*

Websites that you may find useful;

KS3	KS4
<ul style="list-style-type: none"><li>• BBC Newsround <a href="http://www.bbc.co.uk/newsround">www.bbc.co.uk/newsround</a></li><li>• Cbeebies Games <a href="http://www.bbc.co.uk/cbeebies/games">http://www.bbc.co.uk/cbeebies/games</a></li></ul>	<ul style="list-style-type: none"><li>• Edexcel <a href="http://www.qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015">www.qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015</a></li><li>• GCSE Bitesize English <a href="http://www.bbc.co.uk/education/subjects/zr9d7ty">http://www.bbc.co.uk/education/subjects/zr9d7ty</a></li><li>• Bitesize Dance Mat Typing <a href="http://www.bbc.co.uk/guides/z3c6tfr">http://www.bbc.co.uk/guides/z3c6tfr</a></li></ul>