

Welcome Curriculum Overview

AO1

Identify and interpret explicit and implicit information and ideas. Synthesis of ideas from a range of texts

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology

AO3

Compare writers' ideas and perspectives as well as how these are conveyed.

AO4

Evaluate texts critically and support this with appropriate textual references.

AO5

Communicate clearly, effectively and imaginatively for purpose, audience and form. Organise ideas using structural and grammatical features.

AO6

Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.



Move on to
Year 11

Viewpoints and perspectives

Writing: planning, structure, cohesion, paragraphing and sentence shaping for varying effects in the form of transactional writing formats (letters, articles, speeches and reviews.) Further development of employing punctuation for effect and developing meaning culminating in Spoken Language responses.

YEAR
10

YEAR
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Viewpoints and Perspectives

Reading: extract based study looking at 20th Century non-fiction, examine how language and structure is used to present perspectives on a specific topic. Specific focus on reading skills to identify implicit and explicit meaning and writer's 'voice'.

Language Paper 1 Writing Imaginative Writing

Language Paper 1 Part B. Explicit teaching of planning, shaping and employing figurative devices to create effects. Focus on openings, developing description, cohesive techniques and satisfactory ending, reinforcing command of punctuation and grammar.

Skills taught across GCSE
English Language

- Annotation
- Analysis of language, structure and form
- Explaining connections within and between text and their contexts
- Comparison of poetic techniques
- Analytical and academic writing

Imaginative Writing (Fiction)

Narrative writing skills: In response to poems studied as stimulus for imaginative writing. Focus developing vocabulary for effect, figurative language skills and shaping the text.

Non-fiction texts: Social Injustice

Writing in response to non-fiction texts using AIC as stimulus in developing rhetorical tools to inform, argue, explain and persuade.

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AO7

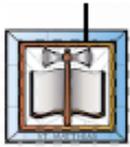
Demonstrate presentation skills in a formal setting

AO8

Listen and respond appropriately including to questions and feedback to presentations

AO9

Use spoken Standard English effectively in speeches and presentations



Move on to Year 10

Dystopian Texts: Adversity

Exploring themes of power, corruption and political ideals. (This helps pave the way for studying An inspector Calls in Year 10.)

Reading of Animal Farm and a range of traditional dystopian texts to support contextual understanding of what it means to have a political voice .

YEAR
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Non-fiction Youth Culture

Explicit teaching of reading skills – selection retrieval, implicit and explicit meanings. Developing inferential skills (Reciprocal Reading strategies).

Writing: developing rhetoric for effects on audience/reader (Inform/explain/describe) Transactional Writing practice.

YEAR
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Skills taught across English
Reading:
Selection and retrieval analysis (language and structure)

Poetry analysis: Having a Voice

Examines how writers create persona, perspective, and 'voice'. Focuses on attitudes and perspectives from marginalised sectors of society.

Developing independent interpretation of strong viewpoints with close connections to the contexts in which they sit.

Writing:
Writing for purpose and audience
Speaking and Listening
Confidence in Oracy

19th Century Fiction and creative writing

Extract based study looking at 19th Century fiction, examine how language is used to create tension, mystery and develop characters.

Synthesis of writer's styles to create a narrative voice.

YEAR
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Othello: Outsiders

Exploring themes of love and relationships in the Shakespeare text with focus on power and deceit presented by various characters in the text.

Development of exploring the connections between context and interpretation.

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Move on to Year 9

Of Mice and Men: Prejudice

Making links between context and interpretations looking at character construction and narrative structures. Focus on language analysis reflecting the writer intentions. Final debate to develop Oracy, writing from a character perspective.

YEAR
8

Romeo and Juliet: Gender debate:

Exploring themes of gender, power and control with a focus on representations of masculinity and femininity. Focus on dramatic devices, language, structure and form. Final focus on rhetorical features writing to persuade.

YEAR
8

The Power of Rhetoric: Speech writing

Students employ knowledge and skill acquired to complete their own speech on a specific subject linking to the theme of power and inequality in society (relating to previous SOL -Blood Brothers)

Skills taught across English

Reading:

Selection and retrieval analysis (language and structure)

Writing:

Writing for purpose and audience

Speaking and Listening
Confidence in Oracy

YEAR
8

War Poetry: Theme Viewpoint and perspective

Close analysis of language, structure and form making links to context and effects of poetic voice. Further interpretations of writer's intentions. exploration of motivation for and against war (political, personal, social contexts)

Blood Brothers: Theme: class difference and discrimination

Exploring themes of poverty and the impact it has on the family throughout Blood Brothers. Use non-fiction texts to help broaden contextual understanding as well as social inequality as a modern issue, alongside Russell's dramatic techniques.

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Move on to Year 8

YEAR
7

The Tempest: Theme : Good versus Evil
Introduction to Shakespeare’s dramatic devices with reference to context. Development of language analysis and writing to argue; honing previous learning of rhetoric using Tempest as stimulus for themes and ideas surrounding adversity.

YEAR
7

Short stories: Narrator’s Voice
Focus on writing for audience using narrative hooks, a range of narrative tool and cohesive devices. Focus on appeal to reader and creating an atmosphere and rounded character

- Skills taught across English
- **Reading:**
 - Selection and retrieval analysis (language and structure)
 - **Writing:**
 - Writing for purpose and audience
 - Speaking and Listening
 - Confidence in Oracy

YEAR
7

Myths and Legends: Theme: Adversity
Exploring themes of heroism and adversity through analysis of traditional myths. Analysis at word and sentence level. Students construct their own mythical character using traditional narrative techniques.

YEAR
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Culture and Identity

- Introduction to culture through close analysis of a range of non-fiction texts Exploring links between texts’ context and writers’ message through poetry. Introducing oracy skills through debate and cultural presentation.

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