

English

KS3 'Scheme'

Year 7		Year 8	
HT1: Click or tap here to enter text.	HT2: Gothic Fiction: 'Frankenstein' (R) In this unit, pupils learn about both the social and historical context and the literary conventions of gothic fiction. Developing analytical and evaluative skills enables pupils to discuss and write about characters and the creation of tension. Pupils extend and apply knowledge of literary terminology gained at KS2.	HT1: Contemporary Prose Fiction: 'Blood Family' (W) This unit prompts analysis and understanding of narrative techniques, building upon KS2 and HT2 and 4. Ethics, societal norms and the influence of nature versus nurture are explored, offering links with PSHCE and RE and stimulating debate. The text acts as a springboard for non-fiction writing, in particular, leaflets and reports.	HT2: Creative Prose (W) Building upon Year 7 HT4 and 6 as well as the previous unit, this half term's unit enables pupils to apply their understanding of narrative technique to embed and develop skills in creative writing.
HT 3: Poetry: War Poetry 9 (R) Analytical and evaluative skills are further embedded through the study of a range of war poetry. Pupils also develop comparative skills. There are links to history - pupils learn about specific wars, key figures and context, for example patriotism and propaganda. Oracy work includes performance, interpretation and opportunities to offer and justify opinions.	HT 4: Contemporary Prose Fiction: 'Lamb to the Slaughter' (W) Reading and study of the text enables pupils to learn about narrative structures and characterisation. The text is used as a springboard for this half term's writing focus, so that pupils can apply their knowledge of character and practise their skills in formal and informal letter writing.	HT 3: Othello (R) Further to Y7 HT5, this unit enables pupils to further develop appreciation of Shakespeare's language. Pupils will apply analytical skills and terminology encountered at KS2 and revisited throughout the Y7 curriculum. Character and theme are explored, as is the play's context. Pupils analyse soliloquies, gaining insight into characters and dramatic technique. ***	HT 4: Transactional Writing (W) / Of Mice and Men (R)*** This non-fiction unit focuses on the discipline of writing lively and stylised articles to suit different audiences and specific purposes. Pupils will use carefully chosen language and rhetorical and structural devices to manipulate, entertain and influence readers. Work will involve analysis of stimulus non-fiction texts from newspapers, magazines and elite publications.
HT 5: Shakespeare: Romeo and Juliet (R) Pupils develop an understanding and appreciation of Shakespeare's language, and study context and key themes. In particular, pupils explore the protagonists' relationship and the conflict within the play. Pupils revisit and consolidate the specialist terminology learned at KS2, which has also been developed further throughout Year 7, especially in Poetry, HT3.	HT 6: Contemporary Prose Fiction: 'Blood Family' (W) This unit prompts analysis and understanding of narrative techniques, building upon KS2 and HT2 and 4. Ethics, societal norms and the influence of nature versus nurture are explored, offering links with PSHCE and RE and stimulating debate. The text acts as a springboard for non-fiction writing, in particular, leaflets and reports.	HT 5: Of Mice and Men (R)*** Study of seminal world literature aids the embedding of critical appreciation and character analysis skills and offers insight into a very different social and historical context. Specialist terminology acquired throughout three is applied, aiding pupils' fluency in articulating ideas and using expert language, whilst developing the exploration of characters.	HT 6: Unseen Poetry / Other Cultures & Traditions (R) Pupils' understanding of different cultures is broadened through the study of poems from other cultures. Pupils apply their critical knowledge, skills and language to unseen poems and linking with RE and PSHCE. This unit builds confidence and fluency in the analysis of poetry. Pupils develop competency in the production of written responses to text.

English

KS3 Literacy / LRC

Year 7		Year 8	
HT1: Click or tap here to enter text.	HT2: Literacy: A focus on descriptive writing complements analytical skills gained in the study of gothic fiction. Pupils revise sentence types and associated punctuation. Homework spellings includes revisiting of Y5 and 6 spellings. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG supported by IDL and Rainbow Spellings.	HT1: Writing lessons: Pupils develop skills in writing to inform, developing understanding of structures, conventions and tone. Pupils practise writing paragraphs to justify inferences. Oracy: Pupils will deliver a presentation about a topic of interest relating to 'Blood Family'.	HT2: Writing Lessons: Descriptive writing: Narrative writing, including autobiography (using amusing anecdote e.g. Clive James, Roald Dahl) is further explored. Pupils revisit skills and learning and apply them in practice.
HT 3: Literacy: Pupils analyse language choices, develop inference, and practise writing PEE paragraphs to support the poetry studies. Pupils continue to learn the spelling of key words. Oracy: Class debate focusing on implicit and explicit inferences from texts. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings.	HT 4: Literacy: Non-fiction reading and writing skills are further developed through the writing of articles and letters linked to 'Lamb to the Slaughter'. Homework spellings continue. Revisiting of word class and grammatical parts of speech learned at KS2. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings	HT 3: Writing Lessons: Pupils study the conventions and devices associated with the writing of Informal and formal letters and of magazine articles, applying their skills through practice in response to set briefs. Oracy: discussing opinions/points of view on 'teenage' topics.	HT 4: Writing lessons: Pupils focus on non-fiction texts including reviews, speeches, and leaflets, developing understanding of form and conventions through the study of a range of stimulus texts and applying this learning in their own writing.
HT 5: Literacy: Pupils learn more about rhetorical/persuasive devices, along with knowledge of context to write a formal speech about Juliet's mother and social pressure in 16 th Century. Oracy: Pupils develop presentation skills: expressing their own ideas and keeping to the point. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings.	HT6: Literacy: Writing to inform, analysing non-fiction and fiction texts related to the themes in 'Blood Family', writing paragraphs to justify inferences. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings	HT 5: Writing lessons: Pupils apply redrafting and editing skills to upgrade a selected writing task. Skills in narrative writing and speeches are developed. Pupils explore ways to create tension, experimenting with narrative structures. Oracy: Pupils use devices to record readings of 'tension hooks' and consider their impact on the reader.	HT 6: Writing lessons: Pupils draw upon learning about narrative and characterisation gained so far in KS3 to produce character diary entries and monologues. Oracy: Group 'hot seating' activities to support exploration of character.

Notes

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English

KS4 GCSE English Literature

Year 9 – English Literature		Year 10 – English Literature	
HT1: Unseen Poetry / Other Cultures & Traditions (R) Pupils' understanding of different cultures is broadened through the study of poems from other cultures. Pupils apply their critical knowledge, skills and language to unseen poems and linking with RE and PSHCE. This unit builds confidence and fluency in the analysis of poetry. Pupils develop competency in the production of written responses to text.	HT2: Eduqas Poetry Anthology (R) Pupils are challenged to apply the analytical and evaluative skills, as well as the expert terminology gained and practised at KS3, to the study of the 18 poems of the GCSE anthology. Skills in annotation are further embedded.	HT1: Mock Exam Preparation The curriculum structure at HT6 uses interleaving to aid pupils in securing their knowledge, skills and understanding, revisiting unseen poetry and 'A Christmas Carol' before returning to revise 'Macbeth'. Pupils focus on context, character and themes in readiness for the mock examinations. (English Literature Component 2).	HT2: Unseen Poetry Pupils now return to their skills on poetry, further developing the higher order skills of evaluation and comparison. Interleaving the curriculum in this way requires pupils to revisit skills taught in HT1,2, and 3 of Y9, supporting the retention of content, skills and expert terminology. Assessments focus on higher order evaluation and comparison skills.
HT 3: A Christmas Carol (R) Pupils revisit skills in analysing character and narrative technique gained throughout KS3, applying them to the study of Dickens' 'A Christmas Carol'. Pupils explore key themes and the influence of the novella's context on historic and present-day audiences. Pupils will learn how to respond to 'exploding extract' assessments in readiness for the GCSE examinations.	HT 4: Macbeth (R) Pupils build upon their knowledge of Shakespearean language and context, applying it to their exploration of the play, 'Macbeth'. Assessments revisit pupils' skills in character analysis and the understanding of the function of soliloquies acquired through the study of 'Romeo and Juliet' and 'Othello' at KS3.	HT 3: 'Macbeth' This unit returns to the study of 'Macbeth' and build upon prior learning. Pupils demonstrate understanding of key themes and characters, including the relationship between them, and of the dramatic conventions / presentational devices pupils have previously learned about (for example in Y9 HT4).	HT 4: Eduqas Poetry Anthology: A return to the GCSE poetry anthology taught in Y9 HT 1 and 6 is interleaved into the curriculum this HT. A thematic approach is employed to encourage pupils to make links and draw comparisons between poems, further developing higher order comparative skills and a deeper appreciation of meaning. The assessment focuses on the theme of war in the poetry anthology.
HT 5: An Inspector Calls (R) Through the study of Shakespeare pupils have learned about the conventions of playscripts. Pupils apply this understanding to the analysis of Priestley's play, 'An Inspector Calls'. Assessments require pupils to demonstrate understanding of Priestley's presentation of character and theme. Pupils develop confidence and skill in responding to 'exploding extract' questions.	HT 6:	HT 5: Components 1 and 2 This HT revisits pupils' skills in answering examination style questions, allowing time for further practice as well as reviewing content, characters, themes and context in readiness for the GCSE examinations in May.	HT 6: Summer Examination Series

English

KS4 GCSE English Language

Year 10 – English Language		Year 11 – English Language	
HT1: Speaking & Listening – Individual Speeches Pupils explore speechwriting techniques, building on knowledge of rhetorical devices, purpose & audience gained at KS3. Pupils research, compose & prepare their own speeches. Again building on prior learning, pupils then revisit presentational skills and apply them to the delivery of their speeches to the class audience. Pupils answer questions and utilise standard English.	HT2: C1 20th Century Literature (R), Creative Prose (W): Pupils study 20 th Century Reading, focusing on the core skills of summary & synthesis, retrieval, inference, justifying, analysis & evaluation, and comparison. Pupils also develop prose writing skills, using language creatively to describe & narrate and engage their audience with increasing sophistication.	HT1: This unit focuses on non-fiction reading skills and examination practice. Pupils become familiar with question styles and core reading skills of retrieval, selection, inference, comparison and evaluation. These skills are revisited and embedded throughout each unit of work, to increase the facility and confidence with which pupils can apply the skills they have acquired across the five years of English Language study.	HT2: Throughout this unit of work, a focus on the reading assessment foci (A01, A02, A03 and A04) is interleaved with transactional writing (A05 and A06). Writing of a range of text types is practised, building upon skills acquired at KS3 and supplemented by stimulus reading texts taught for the reading requirements for KS4. Completion of a C2 mock exam
HT3: C1 20th Century Literature (R), Creative Prose (W): Pupils study 20 th Century Reading, focusing on the core skills of summary & synthesis, retrieval, inference, justifying, analysis & evaluation, and comparison. Pupils also develop prose writing skills, using language creatively to describe & narrate and engage their audience with increasing sophistication.	HT 4: C1 20th Century Literature (R), Creative Prose (W): Pupils' develop precise responses to literary extracts, evaluating the use of structure, language & devices and citing evidence to justify views. Pupils also refine creative writing skills, drawing on prior knowledge and applying a range of techniques to write with emotional impact, fluency and originality, and to demonstrate overt awareness of purpose & audience.	HT 3: Pupils continue to develop fiction reading skills in preparation for the terminal exam, alongside regular practice of transactional writing – the specific assessment for this unit being based upon speech writing and formal letters. Reading skills are also assessed, as in every unit, using past examination papers to build pupils' confidence and skill with both examination components.	HT 4: In HT4 and 5, reading assessment skills (A01, A02 and A04) are further developed. Reading skills practice is interwoven with teaching of creative prose (A05 and A06). This ensures that pupils apply prior learning, continuing to develop their skills and understanding to aid fluency and confidence in extended writing. Oral rehearsal and redrafting skills are revisited to secure retention of key skills.
C1 20th Century Literature (R), Creative Prose (W): Pupils' develop precise responses to literary extracts, evaluating the use of structure, language & devices and citing evidence to justify views. Pupils also refine creative writing skills, drawing on prior knowledge and applying a range of techniques to write with emotional impact, fluency and originality, and to demonstrate overt awareness of purpose & audience.	HT 6: Mock Examination Preparation & Practise: In this HT pupils revisit the full range of reading and writing skills covered so far, applying what they've learned to practise answering examination style questions. There is a focus on the recall and consolidation of key skills.	HT5: In HT4 and 5, reading assessment skills (A01, A02 and A04) are further developed. Reading skills practice is interwoven with teaching of creative prose (A05 and A06) and transactional writing. This ensures that pupils apply prior learning, continuing to develop their skills and understanding to aid fluency and confidence in extended writing. Oral rehearsal and redrafting skills are revisited to secure retention of key skills. Focused revision of C1&C2.	HT6: Components 1 and 2. This HT revisits pupils' skills in answering examination style questions, allowing time for further practice as well as the review of structures, skills, techniques and devices in readiness for the GCSE examinations in June. Focused revision of C1&C2

Notes

The Year 11 scheme of learning has been sequenced to support the effective development and consolidation of a range of reading and writing skills. Skills are revisited and interleaved and learning 'spirals' to foster the increasing sophistication of pupils' responses. Such an approach lends itself to a degree of flexibility and it is expected that teachers of English Language will exercise their professional judgement with regard to the order in which skills are approached and the time spent on them in response to the needs of individual classes. English language is only two hours per week for Year 10 pupils, so only focus in component.