



Year 7 English Curriculum			
	Autumn Term	Spring Term	Summer Term
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Literary Heritage</b>	<b>Oliver Twist</b>	<b>Poetry Anthology including Blake, Tennyson, Hughes and Sandburg</b>	<b>Ancient Tales</b>
<b>Key knowledge</b>	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Richard Kell, Carl Sandburg.	What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'
<b>Vocabulary</b>	villains and victims; vulnerable; corrupt; naïve; orphan; moral	metaphor, literal language, metaphorical language, tenor, vehicle, ground	quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant
<b>Mastery Writing</b>	Writing skills including composing a topic sentence; subject/verb agreement	Writing skills including writing about unseen texts, using temporal clauses, paragraphing	Writing skills including summary writing and genre expectations
	<b>Mastery Writing 1 and 2</b>		
	<p><u>Grammar content includes:</u> writing in complete and full sentences; composing topic sentences; identifying the action and verb; subject-verb agreement for, regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation.</p> <p><u>Writing content includes:</u> telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.</p>		
	<b>Reading for Pleasure</b>		
	Texts chosen for in-class group reading include: Short Stories by various authors and Voyage of the Sparrowhawk by Natasha Farrant		



Year 8 English Curriculum			
	Autumn Term	Spring Term	Summer Term
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Literary Heritage</b>	The Adventures of Sherlock Holmes including <i>Scandal in Bohemia</i> , <i>The Red Headed League</i> and <i>The Blue Carbuncle</i>	Shakespeare – <i>The Tempest</i> focusing on character presentation throughout a play	Poetry Anthology including Milton, Chaucer and Auden
<b>Key knowledge</b>	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis
<b>Vocabulary</b>	to enlighten, deduction, scandal, periodical, introspective, dual nature, observation	colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy	extended metaphor, epic poetry, procrastinate
<b>Mastery Writing</b>	<p><b>Writing skills including</b>  <b>Writing skills including comparing texts, thesis versus antithesis, chronological and non-chronological composition</b></p> <p style="text-align: center;"><b>Mastery Writing 3</b></p> <p><u>Grammar content includes</u> Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses, subordinate clauses correcting comma splices; extended metaphor; 2nd conditional; 3rd conditional</p> <p><u>Writing content includes:</u> composing a balanced argument, and closed book analysis, ; creative writing; writing character; describing settings; comparing texts; thesis and antithesis; chronological and non-chronological composition;</p>		
	<p><b>Reading for Pleasure</b></p> <p>Texts chosen for in-class group reading include: Chinese Cinderella; Refugee Boy; and AQA 19th-century Literature at Key Stage 3 covering Childhood, Adventure and Mystery, and 19<sup>th</sup> Century Settings.</p>		



Year 9 English Curriculum			
	Autumn Term	Spring Term	Summer Term
	Autumn	Spring	Summer
<b>Literary Heritage</b>	<b>Animal Farm</b>	<b>Macbeth</b>	<b>Sign of Four</b>
<b>Key knowledge</b>	Plot summary; key characters; key themes; context and literary tradition; stylistic features & relevant vocabulary	Plot summary; key characters; key themes; context and literary tradition; stylistic features & relevant vocabulary	Plot summary; key characters; key themes; context and literary tradition; stylistic features & relevant vocabulary
<b>Vocabulary</b>	allegory, tyranny, rebellion, harvest, propaganda, cult of personality, treacherous; deceit, influence, scapegoat, dictatorship, manipulated, corruption, equality, commandment, satire, comrade, dystopia, propaganda, moral, symbolism, omniscient, narrator	tragic, supernatural, hierarchy, Divine Right, hyperbole, tragic flaw, foreshadow, cyclical, fate, regicide, masculinity, soliloquy, chaos, allusion, juxtaposition, motif, pathetic fallacy, thesis statement, semantic field, symbolism, hamartia, hubris, conscience, tragic hero	Victorian, criminality, policing, rational, emotional, convention, colonisation, foreboding, foreshadowing, gothic, pathetic fallacy, duality, privacy, innovation, innovative, sarcasm, justice, zoomorphism, empire, imperialism
<b>Key reading skills</b>	<p><b><u>Reading comprehension and reading critically</u></b></p> <ul style="list-style-type: none"> <li>• literal and inferential comprehension</li> <li>• understanding a word, phrase or sentence in context</li> <li>• exploring aspects of plot, characterisation, events, and settings</li> <li>• distinguishing between what is stated explicitly and what is implied</li> <li>• explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• identifying the theme and distinguishing between themes</li> <li>• supporting a point of view by referring to evidence in the text</li> <li>• recognising the possibility of and evaluating different responses to a text</li> <li>• using understanding of writers' social, historical, and cultural contexts to inform evaluation</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• evaluation of a writer's choice of vocabulary, grammatical and structural features</li> <li>• analysing and evaluating how language, structure, form, and presentation contribute to quality and impact</li> <li>• using linguistic and literary terminology for such evaluation</li> </ul>		



### Key writing skills

#### Producing clear and coherent text: writing effectively about literature for a range of purposes such as:

- to describe, explain, summarise, argue, analyse, and evaluate;
- discussing and maintaining a point of view/ thesis; sustaining a thesis; structuring a thesis;
- selecting and emphasising key points
- using relevant quotation and using detailed textual references
- accurate Standard English;
- accurate spelling, punctuation, and grammar;
- future perfect continuous;
- defining relative clauses;
- non-defining relative clauses