

























2023 – 2024 English Key Stage 3 Curriculum Overview





YEAR 7	Autumn HT 1	Autumn HT 2	Spring HTs 1/2	Summer HT 1	Summer HT2
	<p>Pre-1914 Transition Reading Unit: The Selfish Giant</p> <p>Non-fiction Autobiographical writing using Boy, Roald Dahl</p> <p>Writing focus: Simple, compound, complex sentences. Tone for effect</p> 	<p>Descriptive Writing plus non-fiction thematic reading: All Saints’ Day, Gunpowder Plot, Advent, Christmas Around the World</p> <p>Writing focus: developing complex sentences. Brackets and commas. Similes, personification, pathetic fallacy.</p> 	<p>NOVEL:</p> <ul style="list-style-type: none">• Bone Sparrow• Madame Doubtfire• No Ballet Shoes in Syria• Rat <p>Writing forms: creative writing based on an image, writing from a viewpoint (diary entry), and a newspaper article.</p> <p>Writing focus: Semi colons, tone for effect, metaphors, juxtaposition, personification.</p> 	<p>Shakespeare: Conflict in Romeo and Juliet</p> <p>Oracy: pupils perform a scene from Romeo and Juliet</p> 	<p>People Poetry</p> <p>Oracy: Poetry Slam competition</p> 
ASSESSMENT	<p>READING: 2 & 3</p> <p>2. I can comment on the effects of the writer’s language/structural choices 3. I can comment on the writer’s intentions</p> <p>WRITING: 1, 2 & 3</p> <p>1. I can organise my writing using structural devices 2. I can use appropriate vocabulary and language devices within my writing 3. I can punctuate sentences accurately</p>	<p>WRITING: 1, 2, 3 & 4</p> <p>1. I can organise my writing using structural devices 2. I can use appropriate vocabulary and language devices within my writing 3. I can punctuate sentences accurately 4. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2, 3 & 4</p> <p>1. I can use relevant quotations to support my ideas 2. I can comment on the effects of the writer’s language/structural choices 3. I can comment on the writer’s intentions 4. I can use literary terms accurately in my analysis</p> <p>WRITING: 1, 2, 3 & 4</p> <p>1. I can organise my writing using structural devices 2. I can use appropriate vocabulary and language devices within my writing 3. I can punctuate sentences accurately 4. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2 & 3</p> <p>1. I can use relevant quotations to support my ideas 2. I can comment on the effects of the writer’s language/structural choices 3. I can comment on the writer’s intentions</p> <p>ORACY: 1 & 2</p> <p>1. I can express myself clearly 2. I can confidently communicate with my teacher and classmates</p>	<p>READING: 1 & 4</p> <p>1. I can use relevant quotations to support my ideas 4. I can use literary terms accurately in my analysis</p> <p>ORACY: 1 & 2</p> <p>1. I can express myself clearly 2. I can confidently communicate with my teacher and classmates</p>







YEAR 8	Autumn HT 1	Autumn HT 2	Spring HTs 1/2	Summer HT 1	Summer HT 2
	<p>Greek Myths Reading and writing</p> <p>Writing forms: creative writing from an image, eyewitness account. Writing focus: semi colons, colons, dashes. epistrophe.</p> 	<p>Poetry Around the World with Seminal World Literature</p> 	<p>NOVEL:</p> <ul style="list-style-type: none">• The Book Thief• The Secret Garden• Goodnight Mr Tom• A Wizard of Earth Sea• Coraline• Uncle Montague’s Tales of Terror <p>Writing forms: diary entry, creative writing. Writing focus: ambitious adjectives, tone, colons, complex sentences</p> 	<p>Pre-1914 Gothic Horror: The Fall of the House of Usher, Edgar Allen Poe Reading and writing</p> <p>Writing forms: creative writing Writing focus: semi-colons, personification, foreshadowing, metaphors</p> 	<p>Hamlet – pupils study Shakespeare’s use of language, plot, historical context, and characterisation</p> 
ASSESSMENT	<p>READING: 2 & 3</p> <p>2. I can confidently comment on the effects of the writer’s language/structural choices 3. I can confidently comment on the writer’s intentions referring to audience and purpose</p> <p>WRITING: 2 & 3</p> <p>2. I can use relevant vocabulary and language devices confidently within my writing 3. I can use punctuation and a range of sentence types effectively</p>	<p>READING 1 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 4. I can use literary terms effectively in my analysis</p> <p>ORACY: 1 & 2</p> <p>1. I can express myself clearly 2. I can confidently communicate with my teacher and classmates</p>	<p>READING: 1, 2, 3 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer’s language/structural choices 3. I can confidently comment on the writer’s intentions referring to audience and purpose 4. I can use literary terms effectively in my analysis</p> <p>WRITING: 1, 2, 3 & 4</p> <p>1. I can effectively organise my writing using structural devices 2. I can use relevant vocabulary and language devices confidently within my writing 3. I can use punctuation and a range of sentence types effectively 4. My writing is grammatically correct and I use accurate spelling</p>	<p>WRITING: 1, 2, 3 & 4</p> <p>1. I can effectively organise my writing using structural devices 2. I can use relevant vocabulary and language devices confidently within my writing 3. I can use punctuation and a range of sentence types effectively 4. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer’s language/structural choices 4. I can use literary terms effectively in my analysis</p>





YEAR 9	Autumn HT 1	Autumn HT 2 Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	<p>PLAY:</p> <ul style="list-style-type: none"> • A Streetcar Named Desire • Noughts and Crosses • A View from the Bridge • A Monster Calls • Blood Brothers 	<p>NOVEL:</p> <ul style="list-style-type: none"> • Punching the Air • I Am Not a Number • The Graveyard Book • Roll of Thunder, Hear My Cry • Refugee Boy <p>Writing forms: creative writing, diary entry, speech Writing focus: anaphora, epistrophe, anadiplosis, triplets, metaphors</p> 	<p>ADVENTURE:</p> <p>Non-fiction reading and writing based on travel exerts</p> <p>Writing focus: sensory imagery, tone, chronological order, varied sentence openers</p> 	<p>TIME:</p> <p>Dystopian Literature</p> 	<p>TIME:</p> <p>Shakespeare's World Victorian London Edwardian England</p> <p>Contextual links to GCSE</p> 
ASSESSMENT	<p>READING: 1, 2, 3 & 4</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context 4. I can use literary terms thoughtfully in my analysis 	<p>READING: 1, 2, 3 & 4</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context 4. I can use literary terms thoughtfully in my analysis <p>WRITING: 1, 2, 3 & 4</p> <ol style="list-style-type: none"> 1. I can make deliberate structural choices to organise my writing effectively 2. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 3. I can punctuate sentences thoughtfully and employ a wide range of sentence structures 4. My writing is grammatically correct and I use accurate spelling 	<p>READING: 2 & 3</p> <ol style="list-style-type: none"> 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context <p>WRITING: 2</p> <ol style="list-style-type: none"> 2. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 	<p>READING: 1 & 2</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices <p>WRITING: 1 & 2</p> <ol style="list-style-type: none"> 1. I can make deliberate structural choices to organise my writing effectively 2. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 	<p>ORACY: 1 & 2</p> <ol style="list-style-type: none"> 1. I can express myself clearly 2. I can confidently communicate with my teacher and classmates

English Key Stage 4 Curriculum Overview 2023 2024

YEAR 10 LANGUAGE	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT2
	NOVEL - FICTION <ul style="list-style-type: none"> The Great Gatsby Fahrenheit 451 Animal Farm 	NON-FICTION <p>Writing is Fighting; origins of rhetoric with focus on writer's viewpoints and perspectives</p> 	FICTION <p>Exploration and analysis of fiction using Stoner by John Williams</p> 	NON-FICTION <p>Writing to present a viewpoint. Using language to argue/persuade/inform/advise</p> 	SPOKEN LANGUAGE: <p>Write and deliver a speech as part of the NEA (Non-exam assessment)</p> 

YEAR 10 LITERATURE	Autumn HTs 1/2	Spring HTs 1/2	Summer HTs 1/2
	A CHRISTMAS CAROL <ul style="list-style-type: none"> Characters Themes Plot Language/Structure/Form Contextual Information 	MACBETH <ul style="list-style-type: none"> Characters Themes Plot Language/Structure/Form Contextual Information 	CONFLICT ANTHOLOGY POETRY <ul style="list-style-type: none"> Analyse Language/Structure/Form Contextual Background Information Linking poems by theme How to compare poems 

YEAR 11 LANGUAGE	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1
	LANGUAGE PAPER 1: Explorations in Creative Reading and Writing Reading Questions 1, 2, 3, 4 	LANGUAGE PAPER 1: Explorations in Creative Reading and Writing Writing Question 5 	LANGUAGE PAPER 2: Writer's Viewpoints and Perspectives Reading Questions 1, 2, 3, 4 	LANGUAGE PAPER 2: Writer's Viewpoints and Persepctives Writing Question 5 	Bespoke revision to close knowledge gaps: Language Analysis Critical Evaluation Comparing Viewpoints Writing Creatively 

YEAR 11 LITERATURE	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1
	AN INSPECTOR CALLS <ul style="list-style-type: none"> • Characters • Themes • Plot • Language/Structure/Form • Contextual Information 	MACBETH/UNSEEN POETRY <ul style="list-style-type: none"> • Analyse Language/Structure/Form • Contextual Background Information • Linking poems by theme • How to compare poems • How to analyse an unseen poem 	A CHRISTMAS CAROL/AN INSPECTOR CALLS REVISION <ul style="list-style-type: none"> • Characters • Themes • Plot • Language/Structure/Form • Contextual Information 	Bespoke revision to close knowledge gaps: A Christmas Carol Macebth An Inspector Calls Poetry 