ENGLISH CURRICULUM PLAN

KEY STAGE 3

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 1  Scheme of Work | Novel – Reading and understanding  ‘The Boy in the Dress’ by David Walliams | Novel – reading, understanding and reading for pleaure  ‘Gangsta Granny’ by David Walliams | Non-Fiction and Media Texts | Descriptive / Narrative writing | Introduction to Shakespeare | Poetry – Reading and Writing |
| Example of Tasks | To infer characters feelings thoughts and motives, based on their actions  To be able to explain the features of report writing  To explore the character of Raj  Using and understandings synonyms and antonyms  Explore how the author’s use of language can affect the reader  To be able to discuss how characters are presented  Examining the dramatic technique of hotseating  Exploring the skill of diary writing  To be able to use to internet to research a famous figure  To be able to read for pleasure  To be make predictions based on details stated and implied  To be able to use adverbial phrases effectively  Using expanded noun phrases  Recognising word families | Pupils will read ‘Gangsta Granny’ as a class read and guided read  To encourage group discussions discussing characters, theme, plot and relationships  Analysis of language and how the author uses this  Exploring the use of nouns and pronouns  Examining inference and deduction  To be able to draw on evidence from across the text  Show awareness of a writer’s use of language  Create a recount of Grannies escape using knowledge of the text.  Pupils will complete various written and spoken tasks including using drama.  Introducing the text understanding terminology.  Watch key scenes from movie adaptation to compare. | Consider the different types of media and identify some of the differences between the different types.  Consider features of newspapers.  Identify the similarities and differences between tabloids and broadsheets.  Identify some of the key features of magazines.  Difference between fact and opinion  Understanding the importance of audience when reading and writing  To learn how purpose affects layout and language of a text  Identifying multi-purpose texts  Using bias, exaggeration and rhetoric  Examining the features of argumentative writing  Develop own newspaper/magazine articles utilising a range of language techniques to entertain. | Introducing creative writing and skills needed to write creatively.   Pupils will have an understanding of:  -type of story (genre)  -how to develop characters  - how to set mood  - developing a plot (Opening development, complication, crisis, resolution)  - why pace is important  - the use of verbs (and other language)  -using paragraphs  Exploring how to develop character  Examining metaphor, simile and personification.  Understanding and using pathetic fallacy  Pupils will read other examples of short stories and write their own.  Exploring narratives from different genres/eras  Using the 5 senses in writing | Romeo & Juliet, Macbeth, &  The Tempest  Gain insight into the characters.  Try and relate to modern day life.  What’s in a name – exercise in understanding some of Shakespeare’s more famous characters  To make predictions about plays based on their beginnings  To consider the importance of staging and effect  Consider what Shakespeare was trying to tell us.  Create their own recipe for their own witches brew  Use of films to bring the stories to life.  Drama to re-enact parts of the plays.  Pupils to write a modern day version of one of the selected plays. | Introducing a variety of poem styles.   Pupils will have an understanding of the features of:  -a haiku, limerick and sonnet  - what are syllables and how can they be used in poetry  - what is rhythm and how is it used in poetry?  Pupils will recognise key poetic devices  Pupils will develop personal responses to poetry  To make links between a poet and their work  Exploring socio-historical context  To be able to link poems based on theme  Exploring how language is used within a poem  Pupils will explore war poetry and examine some of the most famous poems of World War 1 e.g. ‘Dulce et Decorum est’ |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 2  Scheme of Work | Novel – Reading and understanding  ‘Gangsta Granny’ by David Walliams | Novel – Reading and understanding  ‘The Boy in the Dress’ by David Walliams | Non-Fiction and Media Texts | Descriptive / Narrative writing | Introduction to Shakespeare | Poetry – Reading and Writing |
| Example of Tasks  (Opportunities for spoken language to be explored throughout) | Pupils will read ‘Gangsta Granny’ as a class read and guided read  To encourage group discussions discussing characters, theme, plot and relationships  Analysis of language and how the author uses this  Exploring the use of nouns and pronouns  Examining inference and deduction  To be able to draw on evidence from across the text  Show awareness of a writer’s use of language  Create a recount of Grannies escape using knowledge of the text.  Pupils will complete various written and spoken tasks including using drama.  Introducing the text understanding terminology.  Watch key scenes from movie adaptation to compare. | To infer characters feelings thoughts and motives, based on their actions  To be able to explain the features of report writing  To explore the character of Raj  Using and understandings synonyms and antonyms  Explore how the author’s use of language can affect the reader  To be able to discuss how characters are presented  Examining the dramatic technique of hotseating  Exploring the skill of diary writing  To be able to use to internet to research a famous figure  To be able to read for pleasure  To be make predictions based on details stated and implied  To be able to use adverbial phrases effectively  Using expanded noun phrases  Recognising word families | Consider the different types of media and identify some of the differences between the different types.  Consider features of newspapers.  Identify the similarities and differences between tabloids and broadsheets.  Identify some of the key features of magazines.  Difference between fact and opinion  Understanding the importance of audience when reading and writing  To learn how purpose affects layout and language of a text  Identifying multi-purpose texts  Using bias, exaggeration and rhetoric  Examining the features of argumentative writing  Develop own newspaper/magazine articles utilising a range of language techniques to entertain. | Introducing creative writing and skills needed to write creatively.   Pupils will have an understanding of:  -type of story (genre)  -how to develop characters  - how to set mood  - developing a plot (Opening development, complication, crisis, resolution)  - why pace is important  - the use of verbs (and other language)  -using paragraphs  Exploring how to develop character  Examining metaphor, simile and personification.  Understanding and using pathetic fallacy  Pupils will read other examples of short stories and write their own.  Exploring narratives from different genres/eras  Using the 5 senses in writing | Romeo & Juliet, Macbeth, &  The Tempest  Gain insight into the characters.  Try and relate to modern day life.  What’s in a name – exercise in understanding some of Shakespeare’s more famous characters  To make predictions about plays based on their beginnings  To consider the importance of staging and effect  Consider what Shakespeare was trying to tell us.  Create their own recipe for their own witches brew  Use of films to bring the stories to life.  Drama to re-enact parts of the plays.  Pupils to write a modern day version of one of the selected plays. | Introducing a variety of poem styles.   Pupils will have an understanding of the features of:  -a haiku, limerick and sonnet  - what are syllables and how can they be used in poetry  - what is rhythm and how is it used in poetry?  Pupils will recognise key poetic devices  Pupils will develop personal responses to poetry  To make links between a poet and their work  Exploring socio-historical context  To be able to link poems based on theme  Exploring how language is used within a poem  Pupils will explore war poetry and examine some of the most famous poems of World War 1 e.g. ‘Dulce et Decorum est’ |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 3  Scheme of Work | Novel – Reading and understanding  ‘Holes’ by Louis Sachar | Discursive Writing | Poetry: Childhood, including creative writing | Understanding Non-Fiction | Crime Fiction / narrative writing | Other Cultures: Poverty |
| Example of Tasks  (Opportunities for spoken language to be explored throughout) | To make predictions about the text using key features e.g. blurb, front cover  Explore how language is used to develop setting  To understand how writers use specific devices to engage readers  To explore the theme of destiny within the book  To examine how Sachar builds tension  To learn how Sachar uses dialogue, description and action to create characters  To be able to contrast the characters of Mr Sir and Mr Pendanski  Using P.E.E when writing about Holes  To consolidate knowledge of the subplot  Exploring how authors use description to place a create in the reader’s mind  To examine how Stanley’s character begins to change  To examine themes within the novel  To be able to infer and deduce information from the text  To explore how Sachar presents the characters of Kate Barlow and Sam  Watch key scenes from movie adaptation to compare. | To develop an understanding of what discursive writing is.  To be able to select information and take notes from reliable sources.  To write an effective introduction  To be able to independently research a topic  To discuss the structure of a discursive essay  To understand the importance of stating a clear position when writing discursively  To examine various types of discursive texts  To explore the use of linguistics when writing discursively  To be able to plan and produce a piece of discursive essay  Explore opportunities throughout for drama and spoken language activities e.g. bringing back the death penalty, Is there life on other planets?, and/or What makes us British? | Exploring poems about childhood  To discuss and examine first impressions of poetry, prior to delving deeper into language and poetic techniques  Explore poets’ meanings and purposes  To be able to develop and consolidate a basic understanding of poems  Examine the structure and organisation of poems, and how this impacts on meaning/impact  Pupils to complete differentiated written work on various poems/texts presenting/dealing with childhood  Identify similarities and differences between texts  Be able to make evaluative comments regarding texts  Identify writer’s ideas and attitudes within a text  Identify different types/styles of poetry  Examine various techniques used by authors to engage and entertain the reader.  Select more ambitious words and phrases to describe and evaluate poetry  Offer examples from the text to justify their views | Introducing a variety of non-fiction text types (Newspapers, articles, leaflets etc.)  Pupils will have an awareness of:  - Audience  - Purpose  - the use of persuasive techniques  - how to form an argument  - Content, Audience, Purpose, Effect, Language, Organisation (CAPELO)  Recognising multi-purpose texts  Awareness of fact and opinion, including when opinion is represented as fact, and ‘fake news’  (Possible links to British Values)  To be able to follow an argument  To be able to spot exaggeration and generalisations  Understanding the importance of counter-argument  Exploring presentational devices  Examining how language devices are used to influence the reader  To be able to compare media texts  Pupils will read, and write their own examples of non-fiction texts | Be able to describe and summarise texts with some accuracy and understanding  Identify basic language techniques and make simple comments  Use textual reference to support their statements  Be able to make straightforward links between texts  Be able to give straightforward views about texts with some justification through quotation  Show familiarity with a writer’s ideas and text in context  To explore the socio-historical context of a text  Communicate and match tone and style to audience and purpose when writing  Organise whole texts with some sequencing of ideas  To be able to structure details using paragraphs  Control spelling, punctuation and grammar in phrases, clauses and sentences  Make apt word choices  Employ a controlled use of simple, compound and complex sentences | Exploring culture – what is it?  To examine why language is important in/to different cultures  To examine short stories from different cultures  To examine our own culture and link to British Values  Exploring poverty across various cultures. Compare poverty in south-east Asian with poverty in the UK (use extracts e.g. from Stone Cold).  To be able to select and retrieve information from texts  To be able to use quotation and reference in relation to texts from other cultures  Drama activities based around homelessness: exploring dramatic techniques such as hot-seating,  Read extracts from war-torn countries e.g. ‘The Breadwinner’, ‘Mud City’ and produce an empathetic response  Examine charity leaflets/adverts. Look at the language of persuasion and create a charity leaflet of their own.  To be able to skim and scan texts  To be able to empathise with characters and their situations |

English CURRICULUM PLAN

KEY STAGE 4

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 4  Scheme of Work | Discursive Writing | Media | War and Conflict | Creative writing | Of Mice and Men | Novel – Reading and understanding  ‘Holes’ by Louis Sachar |
| Example of Tasks  (Opportunities for spoken language to be explored throughout AO7, AO8, AO9) | To develop an understanding of what discursive writing is.  To be able to select information and take notes from reliable sources.  To write an effective introduction  To be able to independently research a topic  To discuss the structure of a discursive essay  To understand the importance of stating a clear position when writing discursively  To examine various types of discursive texts  To explore the use of linguistics when writing discursively  To be able to plan and produce a piece of discursive essay  Explore opportunities throughout for drama and spoken language activities e.g. bringing back the death penalty, Is there life on other planets?, and/or What makes us British? | Consider the different types of media and identify some of the differences between the different types.  Consider features of newspapers.  Identify the similarities and differences between tabloids and broadsheets.  Identify some of the key features of magazines.  Develop own newspaper/magazine utilising a range of language techniques to entertain.  To be able to follow an argument commenting on the writer’s technique  To understand and be able to use exaggeration and generalisations  Understanding the importance of counter-argument  Exploring and using presentational devices  Examining how language devices affect the reader  To be able to compare media texts  Pupils will read, and write their own examples of non-fiction texts | Exploring short stories and poetry that deal with the theme, concept or idea of conflict.  Show an understanding of, and be able to comment on, how poets use literary devices to create images in the reader’s mind  Describe and summarise a range of texts with increasing accuracy and understanding  Show an understanding of how a poem can tell a story.  Attempt inference from the text offering examples of some relevant quotation  Explain the effects of a writer’s structural choices  Examine conditions of WW1 versus propaganda.  Pupils to complete differentiated written work on various poems/texts presenting/dealing with conflict.  Identify different types/styles of poetry  Examine various techniques used by authors to engage and entertain the reader. | Introduce idea of genre – teacher led discussion as to what pupils think this means.  Pupils to complete differentiated written work on grammar (spot the verb, underline the adjectives, fill in the missing adjectives etc)  What is a plot, character, setting, mood and genre.  Create short stories/diary entries Structure & planning.  Encouraging students to develop stories with descriptive writing.  To be able to create imaginative and entertaining scenarios  To be able vary tone, style and register for different purposes and audiences  To be able to organise information in an effective manner  Examine how structure and grammatical features can impact on a text’s effectiveness  To be able to employ a range of sentence structures for clarity  To be able to select and use a more ambitious range of vocabulary  To be accurate with punctuation and spelling | Exploring the social/historical context of the novel (Wall St crash / Dust Bowl / Great Depression / Racism)  Examine Steinbeck’s background and why it is important to the novel.  Examine how Steinbeck presents George and Lennie  Students will develop an understanding of the main characters.  Students will explore the relationship between George and Lennie, discussing who is in charge and who needs whom most  To be able to infer and deduce information from the text  To examine the idea of ‘The American Dream’  To consolidate knowledge of the plot  To explore the themes presented within the novel  To be aware of Steinbeck’s reasons for writing the novel  To develop an  understanding of key  characters  Be able to write about key characters using P.E.E  Explore the writer’s craft in creating tension and suspense | To make predictions about the text using key features e.g. blurb, front cover  Explore how language is used to develop setting  To understand how writers use specific devices to engage readers  To explore the theme of destiny within the book  To examine how Sachar builds tension  To learn how Sachar uses dialogue, description and action to create characters  To be able to contrast the characters of Mr Sir and Mr Pendanski  Using P.E.E when writing about Holes  To consolidate knowledge of the subplot  Exploring how authors use description to place a create in the reader’s mind  To examine how Stanley’s character begins to change  To examine themes within the novel  To be able to infer and deduce information from the text  To explore how Sachar presents the characters of Kate Barlow and Sam  To examine socio-historical elements of the book  Watch key scenes from movie adaptation to compare. |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 5  Scheme of Work | Discursive Writing | Media | War and Conflict | Creative writing | Of Mice and Men | Novel – Reading and understanding  ‘Holes’ by Louis Sachar |
| Example of Tasks  (Opportunities for spoken language to be explored throughout AO7, AO8, AO9) | To develop an understanding of what discursive writing is.  To be able to select information and take notes from reliable sources.  To write an effective introduction  To be able to independently research a topic  To discuss the structure of a discursive essay  To understand the importance of stating a clear position when writing discursively  To examine various types of discursive texts  To explore the use of linguistics when writing discursively  To be able to plan and produce a piece of discursive essay  Explore opportunities throughout for drama and spoken language activities e.g. bringing back the death penalty, Is there life on other planets?, and/or What makes us British? | Consider the different types of media and identify some of the differences between the different types.  Consider features of newspapers.  Identify the similarities and differences between tabloids and broadsheets.  Identify some of the key features of magazines.  Develop own newspaper/magazine utilising a range of language techniques to entertain.  To be able to follow an argument commenting on the writer’s technique  To understand and be able to use exaggeration and generalisations  Understanding the importance of counter-argument  Exploring and using presentational devices  Examining how language devices affect the reader  To be able to compare media texts  Pupils will read, and write their own examples of non-fiction texts | Exploring short stories and poetry that deal with the theme, concept or idea of conflict.  Show an understanding of, and be able to comment on, how poets use literary devices to create images in the reader’s mind  Describe and summarise a range of texts with increasing accuracy and understanding  Show an understanding of how a poem can tell a story.  Attempt inference from the text offering examples of some relevant quotation  Explain the effects of a writer’s structural choices  Examine conditions of WW1 versus propaganda.  Pupils to complete differentiated written work on various poems/texts presenting/dealing with conflict.  Identify different types/styles of poetry  Examine various techniques used by authors to engage and entertain the reader. | Introduce idea of genre – teacher led discussion as to what pupils think this means.  Pupils to complete differentiated written work on grammar (spot the verb, underline the adjectives, fill in the missing adjectives etc)  What is a plot, character, setting, mood and genre.  Create short stories/diary entries Structure & planning.  Encouraging students to develop stories with descriptive writing.  To be able to create imaginative and entertaining scenarios  To be able vary tone, style and register for different purposes and audiences  To be able to organise information in an effective manner  Examine how structure and grammatical features can impact on a text’s effectiveness  To be able to employ a range of sentence structures for clarity  To be able to select and use a more ambitious range of vocabulary  To be accurate with punctuation and spelling | Exploring the social/historical context of the novel (Wall St crash / Dust Bowl / Great Depression / Racism)  Examine Steinbeck’s background and why it is important to the novel.  Examine how Steinbeck presents George and Lennie  Students will develop an understanding of the main characters.  Students will explore the relationship between George and Lennie, discussing who is in charge and who needs whom most  To be able to infer and deduce information from the text  To examine the idea of ‘The American Dream’  To consolidate knowledge of the plot  To explore the themes presented within the novel  To be aware of Steinbeck’s reasons for writing the novel  To develop an  understanding of key  characters  Be able to write about key characters using P.E.E  Explore the writer’s craft in creating tension and suspense | To make predictions about the text using key features e.g. blurb, front cover  Explore how language is used to develop setting  To understand how writers use specific devices to engage readers  To explore the theme of destiny within the book  To examine how Sachar builds tension  To learn how Sachar uses dialogue, description and action to create characters  To be able to contrast the characters of Mr Sir and Mr Pendanski  Using P.E.E when writing about Holes  To consolidate knowledge of the subplot  Exploring how authors use description to place a create in the reader’s mind  To examine how Stanley’s character begins to change  To examine themes within the novel  To be able to infer and deduce information from the text  To explore how Sachar presents the characters of Kate Barlow and Sam  To examine socio-historical elements of the book  Watch key scenes from movie adaptation to compare. |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 6  Scheme of Work | Transactional/Persuasive Writing (Component 2, Section B) | Creative Prose Writing (Component 1 Section B) | 19th Century Texts (component 2, Section A) | 20th/21st Century Reading (Component 1 Section A & Component 2 Section A) | GCSE Revision reading and  writing revision | Intervention  To complete any previous material not covered, or focus on additional exam material. |

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| Example of Tasks  (Opportunities for spoken language to be explored throughout AO7, AO8, AO9) | Introducing transactional writing – what is it?  Examining the importance of purpose and audience  Examining writing to argue  Exploring non-fiction writing: Biographies  Using alliteration and rhetorical devices  Understanding fact versus opinion  Examining repetition, triples and using statistics to affect the reader  Exploring Structure, paragraphing and use of connectives  Analysing the impact of language and paralinguistic devices on a target audience  Looking at where we use transactional writing – what is a transaction?  Writing to argue exercises – what does a good argument look like?  Speeches and paralinguistics. Watch video clips and discuss body language – would the meaning be the same without body language?  - Rhetorical devices – explore the impact of these. Examine famous speeches (Churchill / Luther-King / Trump?) | Discuss what makes a good piece of descriptive writing  Understand the importance of the five senses for description  Understanding imagery  Synthesise key creative writing techniques  Examining the importance of sentence variety  Using dynamic verbs and adverbs  Exploring the importance of vocabulary  To be able to produce a short story including the key features learned over the half-term  Watch video clip from Castaway (or similar) and ask students to use the senses template to record senses  - Comparing descriptive extracts – which is better and why?  Dynamic verb exercise – students act out boring versus dynamic verbs  Vocabulary flex exercise – students compete to compile the most adventurous/most unusual list of adjectives.  Produce short story/creative piece based on knowledge developed | Explore Socio-historic setting of the extracts e.g. family life / workhouses etc  Examine Victorian people, values and times.  Discuss the Gothic subculture Examine film clips with gothic theme - Modern comparison gothic stories.  Discuss the character of Scrooge and analyse how he changes throughout the novel. Explore how he develops through each stave.  Past papers Exemplar material  Explore types of questions that may be asked about a text  Examine difference between explicit and implicit information  Explore inference and deduction. Focus on authorial technique and intent  Attempt exam style questions, using PEA format.  Include opportunities for Component 3 coverage   Exam preparation | Discussing how all writing is adapted to a target audience  Explore how the purpose of a text will affect the language used within it  Examining how to identify different types of texts  To be able to recognise multi-purpose texts  Investigate how writers use key techniques to present an argument  Examining bias, rhetoric and exaggeration – identifying them, and how they are used to influence opinions  To be able to recognise generalisations and how to put forward a counter-argument  Discuss how devices are used within non-fiction texts to affect the reader  Pupils will be asked to read a variety of non-fiction texts from the 20th and 21st century  Students to examine various media extracts, understanding purpose and audience  Examine writers’ viewpoint and look at bias  Include opportunities for Component 3 coverage  Practice exam questions | - Essay writing skills – planning, structure and style.  - Revision, exam practice, target setting.  - Exam practice and target setting.  Students will have an understanding of:  - Past exam practice papers for prose and poetry questions.  - How to evaluate their work against the marking criteria.  Students will understand the themes, plot and characters in plays & novels studied. | Content dependent on student progress up to the end of Spring term. |