ENGLISH CURRICULUM PLAN

KEY STAGE 3

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1  | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 1Scheme 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 actionsTo be able to explain the features of report writingTo explore the character of RajUsing and understandings synonyms and antonymsExplore how the author’s use of language can affect the readerTo be able to discuss how characters are presentedExamining the dramatic technique of hotseatingExploring the skill of diary writingTo be able to use to internet to research a famous figureTo be able to read for pleasureTo be make predictions based on details stated and impliedTo be able to use adverbial phrases effectivelyUsing expanded noun phrasesRecognising word families | Pupils will read ‘Gangsta Granny’ as a class read and guided readTo encourage group discussions discussing characters, theme, plot and relationshipsAnalysis of language and how the author uses thisExploring the use of nouns and pronounsExamining inference and deductionTo be able to draw on evidence from across the textShow awareness of a writer’s use of languageCreate 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 opinionUnderstanding the importance of audience when reading and writingTo learn how purpose affects layout and language of a textIdentifying multi-purpose textsUsing bias, exaggeration and rhetoricExamining the features of argumentative writingDevelop 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 paragraphsExploring how to develop characterExamining 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/erasUsing the 5 senses in writing | Romeo & Juliet, Macbeth, &The TempestGain 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 charactersTo make predictions about plays based on their beginnings To consider the importance of staging and effectConsider what Shakespeare was trying to tell us.Create their own recipe for their own witches brewUse 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 devicesPupils will develop personal responses to poetryTo make links between a poet and their workExploring socio-historical contextTo be able to link poems based on themeExploring how language is used within a poemPupils 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 2Scheme 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 readTo encourage group discussions discussing characters, theme, plot and relationshipsAnalysis of language and how the author uses thisExploring the use of nouns and pronounsExamining inference and deductionTo be able to draw on evidence from across the textShow awareness of a writer’s use of languageCreate 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 actionsTo be able to explain the features of report writingTo explore the character of RajUsing and understandings synonyms and antonymsExplore how the author’s use of language can affect the readerTo be able to discuss how characters are presentedExamining the dramatic technique of hotseatingExploring the skill of diary writingTo be able to use to internet to research a famous figureTo be able to read for pleasureTo be make predictions based on details stated and impliedTo be able to use adverbial phrases effectivelyUsing expanded noun phrasesRecognising 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 opinionUnderstanding the importance of audience when reading and writingTo learn how purpose affects layout and language of a textIdentifying multi-purpose textsUsing bias, exaggeration and rhetoricExamining the features of argumentative writingDevelop 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 paragraphsExploring how to develop characterExamining 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/erasUsing the 5 senses in writing | Romeo & Juliet, Macbeth, &The TempestGain 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 charactersTo make predictions about plays based on their beginnings To consider the importance of staging and effectConsider what Shakespeare was trying to tell us.Create their own recipe for their own witches brewUse 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 devicesPupils will develop personal responses to poetryTo make links between a poet and their workExploring socio-historical contextTo be able to link poems based on themeExploring how language is used within a poemPupils 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 3Scheme 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 coverExplore how language is used to develop settingTo understand how writers use specific devices to engage readersTo explore the theme of destiny within the bookTo examine how Sachar builds tensionTo learn how Sachar uses dialogue, description and action to create charactersTo be able to contrast the characters of Mr Sir and Mr PendanskiUsing P.E.E when writing about HolesTo consolidate knowledge of the subplotExploring how authors use description to place a create in the reader’s mindTo examine how Stanley’s character begins to changeTo examine themes within the novelTo be able to infer and deduce information from the textTo explore how Sachar presents the characters of Kate Barlow and SamWatch 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 introductionTo be able to independently research a topicTo discuss the structure of a discursive essayTo understand the importance of stating a clear position when writing discursivelyTo examine various types of discursive texts To explore the use of linguistics when writing discursivelyTo be able to plan and produce a piece of discursive essayExplore 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 childhoodTo discuss and examine first impressions of poetry, prior to delving deeper into language and poetic techniquesExplore poets’ meanings and purposesTo be able to develop and consolidate a basic understanding of poemsExamine the structure and organisation of poems, and how this impacts on meaning/impactPupils to complete differentiated written work on various poems/texts presenting/dealing with childhoodIdentify similarities and differences between textsBe able to make evaluative comments regarding textsIdentify writer’s ideas and attitudes within a textIdentify different types/styles of poetryExamine various techniques used by authors to engage and entertain the reader.Select more ambitious words and phrases to describe and evaluate poetryOffer 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 textsAwareness 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 argumentTo be able to spot exaggeration and generalisationsUnderstanding the importance of counter-argumentExploring presentational devicesExamining how language devices are used to influence the readerTo be able to compare media textsPupils will read, and write their own examples of non-fiction texts  | Be able to describe and summarise texts with some accuracy and understandingIdentify basic language techniques and make simple commentsUse textual reference to support their statementsBe able to make straightforward links between textsBe able to give straightforward views about texts with some justification through quotationShow familiarity with a writer’s ideas and text in contextTo explore the socio-historical context of a textCommunicate and match tone and style to audience and purpose when writingOrganise whole texts with some sequencing of ideas To be able to structure details using paragraphsControl spelling, punctuation and grammar in phrases, clauses and sentencesMake apt word choicesEmploy a controlled use of simple, compound and complex sentences | Exploring culture – what is it? To examine why language is important in/to different culturesTo examine short stories from different culturesTo examine our own culture and link to British ValuesExploring 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 culturesDrama 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 responseExamine charity leaflets/adverts. Look at the language of persuasion and create a charity leaflet of their own.To be able to skim and scan textsTo 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 4Scheme 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 introductionTo be able to independently research a topicTo discuss the structure of a discursive essayTo understand the importance of stating a clear position when writing discursivelyTo examine various types of discursive texts To explore the use of linguistics when writing discursivelyTo be able to plan and produce a piece of discursive essayExplore 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 techniqueTo understand and be able to use exaggeration and generalisationsUnderstanding the importance of counter-argumentExploring and using presentational devicesExamining how language devices affect the readerTo be able to compare media textsPupils 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 mindDescribe and summarise a range of texts with increasing accuracy and understandingShow an understanding of how a poem can tell a story.Attempt inference from the text offering examples of some relevant quotationExplain the effects of a writer’s structural choicesExamine conditions of WW1 versus propaganda.Pupils to complete differentiated written work on various poems/texts presenting/dealing with conflict.Identify different types/styles of poetryExamine 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 entriesStructure & 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 audiencesTo be able to organise information in an effective mannerExamine how structure and grammatical features can impact on a text’s effectivenessTo be able to employ a range of sentence structures for clarityTo be able to select and use a more ambitious range of vocabularyTo 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 LennieStudents 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 mostTo be able to infer and deduce information from the textTo examine the idea of ‘The American Dream’To consolidate knowledge of the plotTo explore the themes presented within the novelTo be aware of Steinbeck’s reasons for writing the novel To develop anunderstanding of key charactersBe able to write about key characters using P.E.EExplore the writer’s craft in creating tension and suspense | To make predictions about the text using key features e.g. blurb, front coverExplore how language is used to develop settingTo understand how writers use specific devices to engage readersTo explore the theme of destiny within the bookTo examine how Sachar builds tensionTo learn how Sachar uses dialogue, description and action to create charactersTo be able to contrast the characters of Mr Sir and Mr PendanskiUsing P.E.E when writing about HolesTo consolidate knowledge of the subplotExploring how authors use description to place a create in the reader’s mindTo examine how Stanley’s character begins to changeTo examine themes within the novelTo be able to infer and deduce information from the textTo explore how Sachar presents the characters of Kate Barlow and SamTo examine socio-historical elements of the bookWatch key scenes from movie adaptation to compare. |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1  | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 5Scheme 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 introductionTo be able to independently research a topicTo discuss the structure of a discursive essayTo understand the importance of stating a clear position when writing discursivelyTo examine various types of discursive texts To explore the use of linguistics when writing discursivelyTo be able to plan and produce a piece of discursive essayExplore 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 techniqueTo understand and be able to use exaggeration and generalisationsUnderstanding the importance of counter-argumentExploring and using presentational devicesExamining how language devices affect the readerTo be able to compare media textsPupils 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 mindDescribe and summarise a range of texts with increasing accuracy and understandingShow an understanding of how a poem can tell a story.Attempt inference from the text offering examples of some relevant quotationExplain the effects of a writer’s structural choicesExamine conditions of WW1 versus propaganda.Pupils to complete differentiated written work on various poems/texts presenting/dealing with conflict.Identify different types/styles of poetryExamine 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 entriesStructure & 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 audiencesTo be able to organise information in an effective mannerExamine how structure and grammatical features can impact on a text’s effectivenessTo be able to employ a range of sentence structures for clarityTo be able to select and use a more ambitious range of vocabularyTo 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 LennieStudents 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 mostTo be able to infer and deduce information from the textTo examine the idea of ‘The American Dream’To consolidate knowledge of the plotTo explore the themes presented within the novelTo be aware of Steinbeck’s reasons for writing the novel To develop anunderstanding of key charactersBe able to write about key characters using P.E.EExplore the writer’s craft in creating tension and suspense | To make predictions about the text using key features e.g. blurb, front coverExplore how language is used to develop settingTo understand how writers use specific devices to engage readersTo explore the theme of destiny within the bookTo examine how Sachar builds tensionTo learn how Sachar uses dialogue, description and action to create charactersTo be able to contrast the characters of Mr Sir and Mr PendanskiUsing P.E.E when writing about HolesTo consolidate knowledge of the subplotExploring how authors use description to place a create in the reader’s mindTo examine how Stanley’s character begins to changeTo examine themes within the novelTo be able to infer and deduce information from the textTo explore how Sachar presents the characters of Kate Barlow and SamTo examine socio-historical elements of the bookWatch key scenes from movie adaptation to compare. |

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| GROUP 6Scheme 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 andwriting revision | InterventionTo 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 audienceExamining writing to argueExploring non-fiction writing: BiographiesUsing alliteration and rhetorical devices Understanding fact versus opinionExamining repetition, triples and using statistics to affect the readerExploring Structure, paragraphing and use of connectivesAnalysing the impact of language and paralinguistic devices on a target audienceLooking 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 writingUnderstand the importance of the five senses for descriptionUnderstanding imagerySynthesise key creative writing techniquesExamining the importance of sentence varietyUsing dynamic verbs and adverbsExploring the importance of vocabularyTo 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 verbsVocabulary 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 etcExamine Victorian people, values and times.Discuss the Gothic subcultureExamine 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 papersExemplar materialExplore types of questions that may be asked about a textExamine difference between explicit and implicit informationExplore inference and deduction. Focus on authorial technique and intentAttempt exam style questions, using PEA format.Include opportunities for Component 3 coverage Exam preparation | Discussing how all writing is adapted to a target audienceExplore how the purpose of a text will affect the language used within itExamining how to identify different types of textsTo be able to recognise multi-purpose textsInvestigate how writers use key techniques to present an argumentExamining bias, rhetoric and exaggeration – identifying them, and how they are used to influence opinionsTo be able to recognise generalisations and how to put forward a counter-argumentDiscuss how devices are used within non-fiction texts to affect the readerPupils will be asked to read a variety of non-fiction texts from the 20th and 21st centuryStudents to examine various media extracts, understanding purpose and audienceExamine writers’ viewpoint and look at biasInclude 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.  |