**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** | **Descriptive / Narrative writing** | **Novel – reading, understanding and reading for pleasure** | **Non-Fiction and Media Texts**  | **Play text - Reading and understanding****‘Frankenstein’**  | **Introduction to Shakespeare** | **Poetry – Reading and Writing** |
| **Example of Tasks** | 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 | Pupils will read a KS3 novel as a class reader 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 of certain sections of using knowledge of the text.Pupils will complete various written and spoken tasks including using drama.Be able to understand key 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 writingExamining the features persuasive writingDevelop own newspaper/magazine articles utilising a range of language techniques to entertain.  | Learn the conventions of horrorUnderstanding stage directionsExploring set design and its impactExamine a character’s perspective – writing in roleExamine how characters develop throughout a textProduce an interpretation of a character from the play (performing)Recap other forms of writing e.g. media texts through a journalistic piece on the monster/experimentExplore the language of the text – examine the emotive language and how this helps develop the reader’s viewpointExamine the features of persuasive writing – produce a short speech arguing for or against the monster being a humanDebate: Students engage in a debate as to whether the monster is a humanFrankenstein’s trail: students engage in a mock trail of FrankensteinExplore the idea of themes and symbolism within the text | Explore plays e.g. 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. Examine themes and how they are still relevant todayCreate 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 could write a modern day version of one of the selected plays/scenes. | 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’ |
| **Possible Spoken Language Opportunities** | Produce a powerpoint based on a theme of the teacher’s choosing | Character ‘Hot-Seating’ | Produce a news report on a significant event | Debating skills: is the monster really a human? | Drama based activities – performing | Produce a formal speech about whether Britain was right to go to war in 1914 |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 2&3****Scheme of Work** | **Novel – Reading and understanding****and reading for pleasure** | **Discursive Writing** | **Poetry: Childhood, including creative writing** | **Understanding Non-Fiction** | **Crime Fiction / narrative writing** | **Step-Up to English Component 1**  |
| **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 an author builds tensionTo learn how the author uses dialogue, description and action to create charactersTo be able to compare and contrast charactersTo develop techniques for writing about textsTo consolidate knowledge of subplots, themes and symbolismExploring how authors use description to place a create in the reader’s mindTo examine how Stanley’s character begins to changeTo be able to infer and deduce information from the textWatch 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 | Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Demonstrate presentation skillsListen and respond appropriately to spoken language, including to questions and feedback on presentations |
| **Possible Spoken Language Opportunities** | Produce a news broadcast about the incident at Camp Green Lake | Debate: What should we do with young offenders? | Reading out of own compositions | Produce an advert for a theme park / zoo / leisure facility (use ipad movie maker). | Drama based activities – performing | Formal discussions based around key topics from a specific module |

**English CURRICULUM PLAN**

**KEY STAGE 4**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 4&5****Scheme of Work** | **Step-Up to English Component 2** **(Sport) & Component 1 (Fashion)** | **Step-Up to English Component 1 (Detectives) & Component 2 (Adventure)** | **Step-Up to English Component 1 (Leisure) & Component 2 (Gothic Horror)**  | **Step-Up to English Component 1 (Music) & Component 2 (Exploring)** | **Of Mice and Men** | **Novel – Reading and understanding** |
| **Example of Tasks**(Opportunities for spoken language to be explored throughout AO7, AO8, AO9) | Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Compare writers’ ideas and perspectivesExplain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.Use vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Demonstrate presentation skillsListen and respond appropriately to spoken language, including to questions and feedback on presentations.  | Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Demonstrate presentation skillsListen and respond appropriately to spoken language, including to questions and feedback on presentations. Use vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation. | Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Compare writers’ ideas and perspectives.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.To examine various types of texts 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? | 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 themes within the bookTo examine how the author builds tensionTo learn how the author uses dialogue, description and action to create charactersTo be able to explore characters Using P.E.E when writing about the novelTo consolidate knowledge of the plot/subplotExploring how authors use description to place a create in the reader’s mindTo examine how characters begin to change/developTo examine themes within the novelTo be able to infer and deduce information from the textTo explore how the author presents charactersTo examine socio-historical elements of the bookWatch key scenes from movie adaptation to compare. |
| **Possible Spoken Language Opportunities** | Spoken language task within Step-up component | Spoken language task within Step-up component | Spoken language task within Step-up component | Spoken language task within Step-up component | Debate: is Lennie a bad guy? | Drama and performing exercise |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1**  | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 6****Scheme of Work** | **Functional Skills English / Step up to English** | **Functional Skills English /Step up to English / A Christmas Carol** | **20th/21st Century Reading (Component 1 Section A & Component 2 Section A)**  | **Creative / Narrative Writing (Component 1, Section B)** | **19th Century Reading (Component 2, Section B)** | **Transactional/Persuasive Writing (Component 2, Section B)** |
| **Example of Tasks**(Opportunities for spoken language to be explored throughout AO7, AO8, AO9) | Identify the main points of short explanations and instructionsMake appropriate contributions that are clearly understood Understand the main events in chronological textsRead and understand simple instructions and directionsUse knowledge of alphabetical order to locate information Use written words and phrases to record and present informationConstruct compound sentences using common conjunctions Punctuate correctly, using upper and lower case, full stops and question marksCommunicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Demonstrate presentation skillsListen and respond appropriately to spoken language, including to questions and feedback on presentations.  | Understand the main points of texts Obtain specific information through detailed reading Use organisational features to locate informationRead / understand texts in different formats using strategies / techniques appropriate to task Plan, draft and organise writing Sequence writing logically and clearly Use basic grammar including appropriate verb-tense and subject-verb agreement Check work for accuracy, including spelling Follow the main points of discussions Use appropriate language in formal discussions/exchangesDiscuss the character of Scrooge and analyse how he changes throughout the novel.  | 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 readerExamine how language and structure of a piece affects and influences 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 | Explore Socio-historic setting of the novel/extracts e.g. family life / workhouses etc Build on / recap understanding from ‘A Christmas Carol’Examine attitudes in Victorian times. Discuss the Gothic subcultureExamine film clips with gothic theme - Modern comparison gothic stories.Analyse a series of texts from the Victorian period e.g. ‘The Signalman,’ ‘The Phantom Coach’ etcExamine genre and explore how context shapes writing Discuss writers’ techniques and use of languageAssess impact of style, content and organisation on the reader’s attitudeConsider the importance of following an argument throughout a textExplore how a writer’s attitude might change throughout a specific piece of writingAttempt exam style questions, using PEA format. - Include opportunities for Component 3 coverage | 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?) |
| **Possible Spoken Language Opportunities** | Presentation on Senior Fitizens | Drama and performing: Exploring characters through drama | Debating: Should National Service be reintroduced? | Reading with clarity and intonation – students read out loud a piece of their own composition | Formal discussion based around an aspect of Victorian Britain | Standard English: produce and deliver a speech to a group/class |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 7****Scheme of Work** | **19th/20th/21st Century Reading** | **Analysing Texts** **(All components / sections)** | **Creative Prose Writing (Component 1 Section B)** | **Analysing texts** **All components / sections** | **GCSE reading and****writing 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) | 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 textsExamine Victorian people, values and times.Discuss character/analyse changes throughout extracts. Past papersExemplar materialExplore types of questions that may be asked about a textExamine difference between explicit and implicit informationAttempt exam style questions, using PEA format.Include opportunities for Component 3 coverageInvestigate 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 Practice exam questions | Discuss Socio-historic setting of the extracts e.g. family life / workhouses etc in Victorian society Examine Victorian people, values and times.Discuss the Gothic subcultureExamine film clips with gothic theme - Modern comparison gothic stories.Examine extracts from novels eg Scrooge and analyse use of languagePast 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 | Explore 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 | 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. | Content dependent on student progress up to the end of Spring term.  |
| **Possible Spoken Language Opportunities** | Presenting: Students to produce a powerpoint based on a travel destination of their choice | Debating: Should benefits be scrapped and workhouses reintroduced? | Presenting: My Favourite Game. | Presenting: My Ambition. |  |  |