



Hailsham Community College - Secondary

English Curriculum

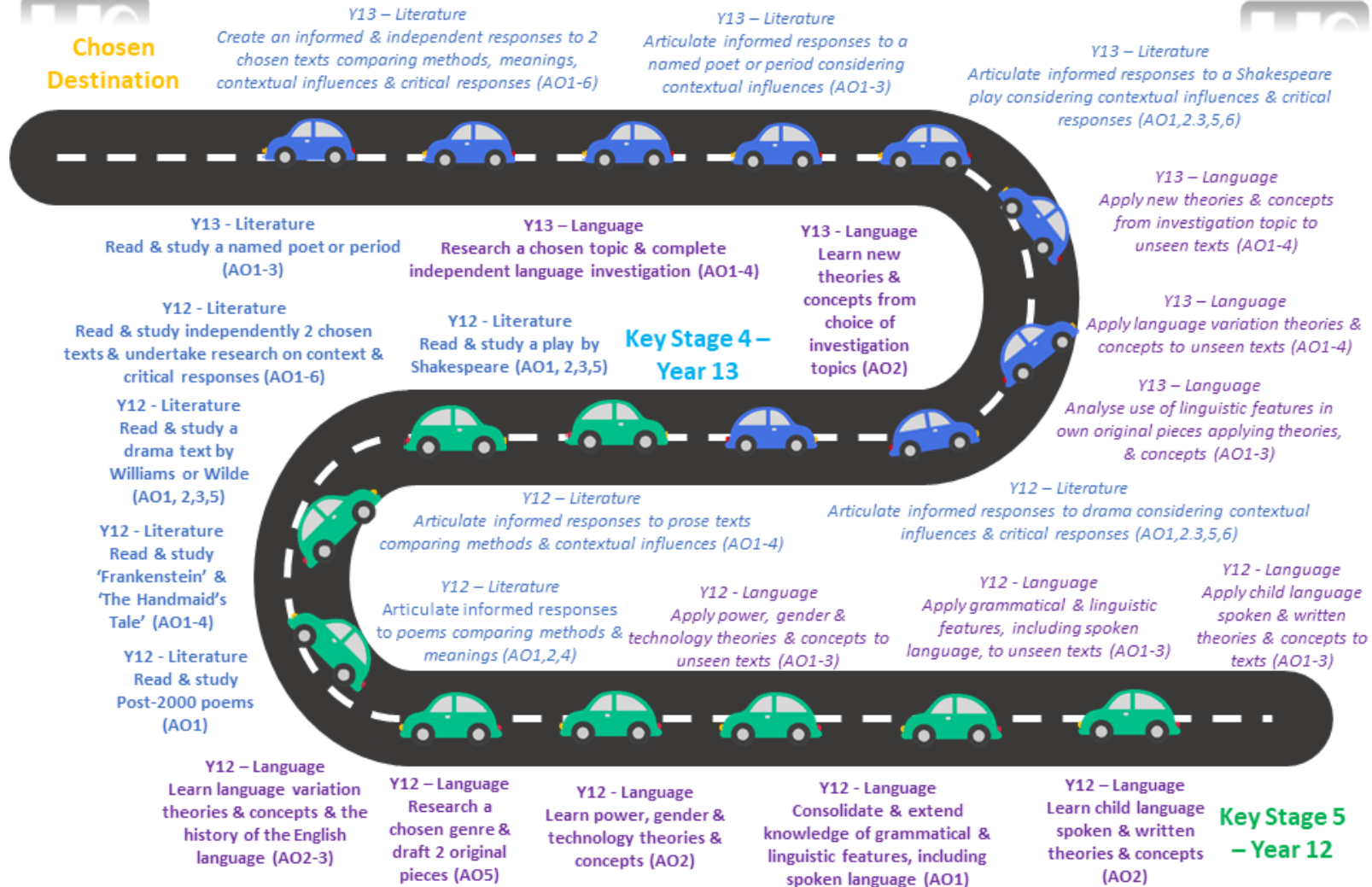




English Curriculum Roadmap

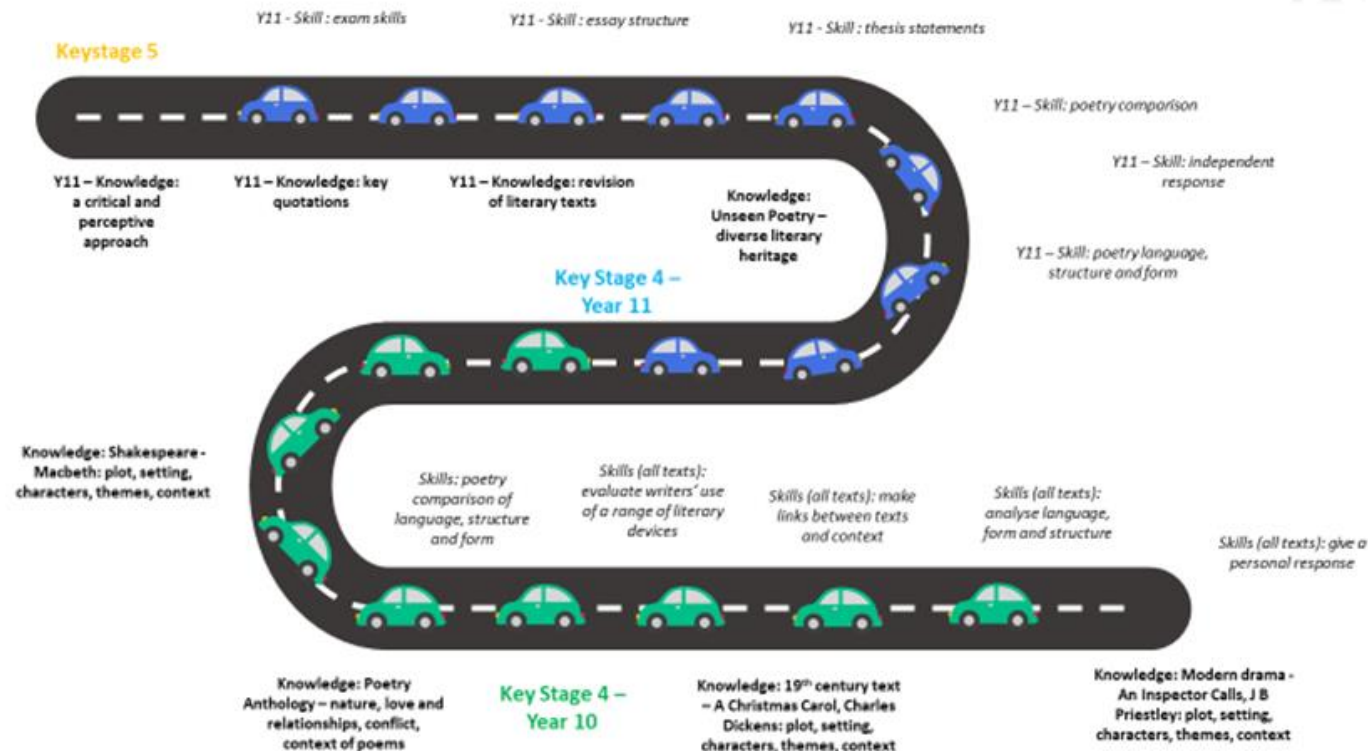


Chosen Destination



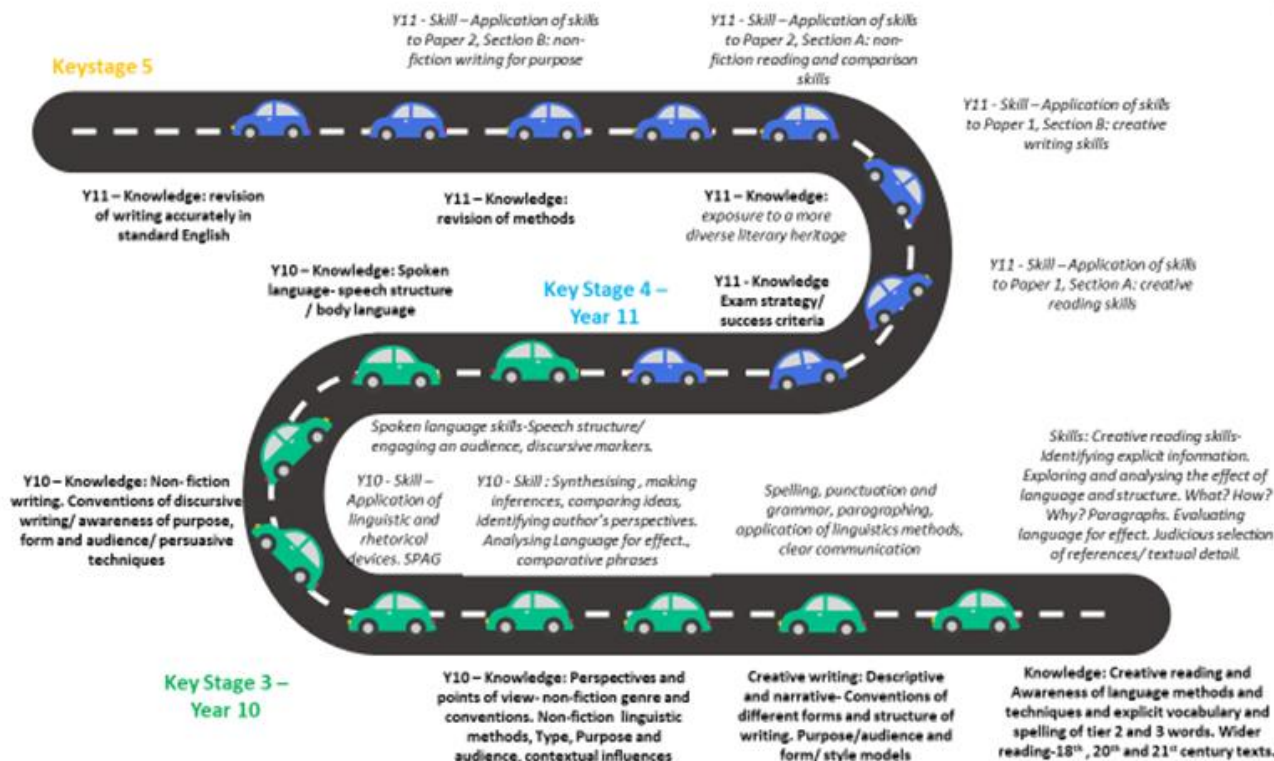


English Literature Curriculum Roadmap





English Language Curriculum Roadmap





English Curriculum Roadmap



Key Stage 4

*Critical analysis
of textual detail*

*Evaluating
presentation
theme and
character*

*Communicating
eloquently*

*Applying advanced
examination of
poets' intent*

*Develop analysis of authors'
language and methods*

*To evaluate didactic purpose of
roles and critically respond to them*

19th Century
Text:
Contextual
influences

Shakespeare:
Exploring
concepts of family
and honour

Oracy:
Understanding
Oracy framework

Poetry – Love &
Relationships:
Emotion and
connection in poetry

Dystopian:
Examination of
Oppression

Heroes & Villains:
Traditional Vs. Modern

Shakespeare:
Appreciation
of whole play
development

Poetry – Identity
& Place: Poetry as
a political voice

Gothic: Themes
and Context of
Gothic Genre

Challenging Inequality:
Exploration of Social
Injustices in texts

Apocalypse:
Exposure to a variety
of disaster texts

Detective Fiction:
Enduring appeal of
Detective Genre

Keystage 3 – Year 8

Poetry from
Different Cultures:
Poetry Forms and
their cultural
influences

*Deconstructing
Detective Plot*

*Identification and
application of
descriptive techniques*

*Making comparisons
and links between
poems*

*Thematic
Writing*

*Critically examining
ideas and expressing
personal opinion*

*Poetry
Analysis*

*Deconstructing
Characters*

*Applying context
to Reading
Analysis*

*Narrative
Writing*

*Conventions of
Travel Writing*

*Linking
Shakespeare
extracts to context*

Modern Prose:
Presentation of
identity and its social
influences

19th Century: Context of
Victorian Era and
influence of Industrial
Revolution

500 Word Story:
Exposure to a
wide range of
narrative genres

Around the World:
Exploring diversity of
culture, beliefs and
religion globally

Introduction to
Shakespeare:
Context of 16th
Century London

Key Stage 3 – Year 7



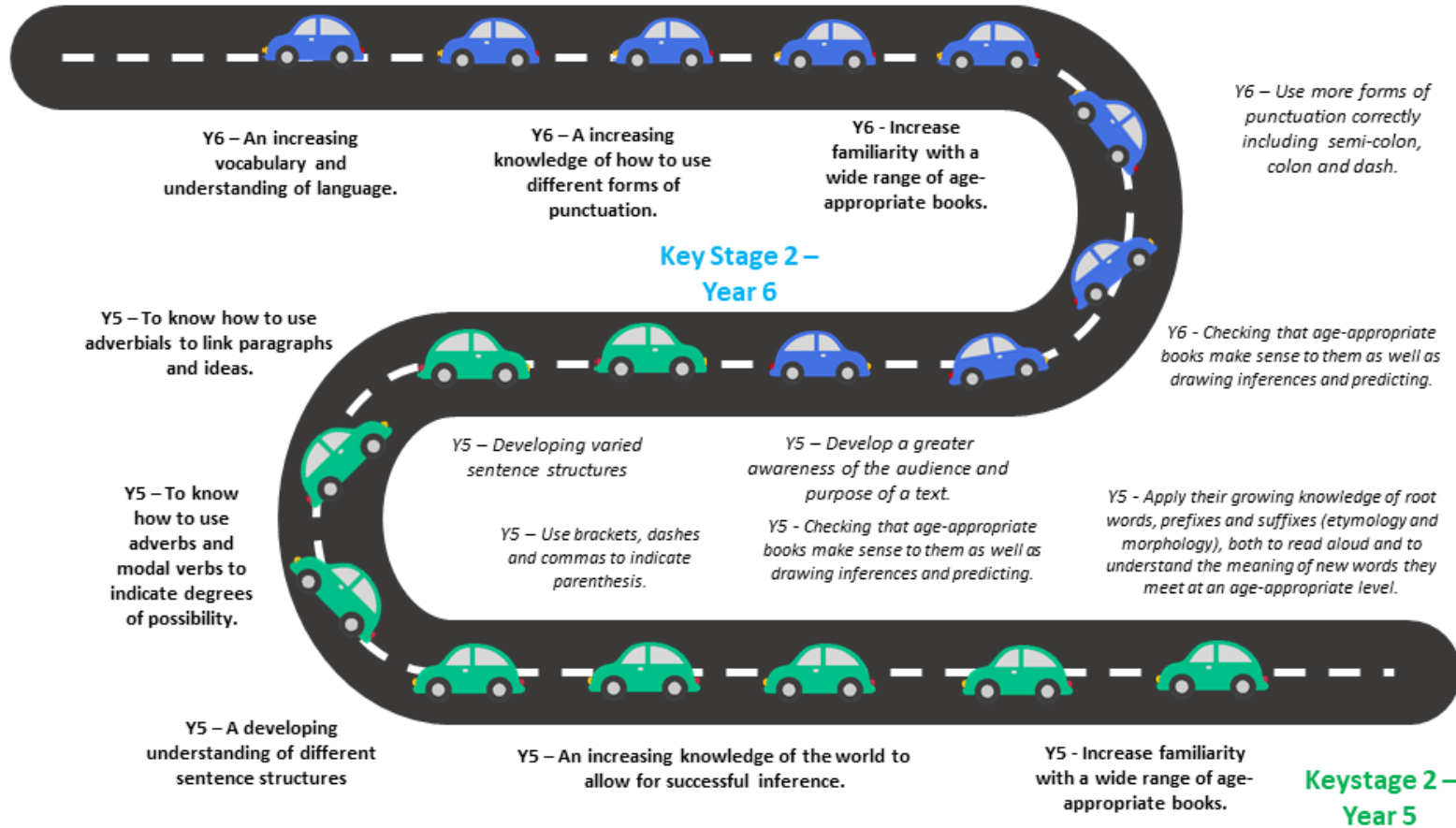
English Curriculum Roadmap



Y6 – Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.

Y6 – Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet at an age-appropriate level.

Key Stage 3





English Curriculum Roadmap



Upper Key Stage 2

Y4 - Checking that age-appropriate books make sense to them as well as drawing inferences and predicting.

Y4 - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet at an age-appropriate level.

Y4 - Use dictionaries to check the meaning of the words they have read.

Y4 - To know how to use different forms of punctuation correctly (including apostrophes).

Y4 - To know how to write effectively.

Y4 - To know how different texts are structured.

Y4 - Increase familiarity with a wide range of age-appropriate books.

Key Stage 2 – Year 4

Y3 - A knowledge of prefixes and suffixes.

Y3 - A knowledge of root words.



Y3 - Begins to join letters.

Y3 - Writes sentences using conjunctions, adverbs and prepositions.

Y3 - Checking that age-appropriate books make sense to them as well as drawing inferences and predicting.

Y3 - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet at an age-appropriate level.

Y4 - Uses fronted adverbials and writes in paragraphs to organise their ideas.

Y4 - Prepare and perform a wide range of poem and play scripts.

Y4 - Assess the effectiveness of their own and others' writing and suggest improvements..

Y3 - To understand the way that language is used for effect.

Y3 - Increase familiarity with a wide range of age-appropriate books.

Keystage 2 – Year 3



English Curriculum Roadmap



Lower Key Stage 2

Y2 – Makes inferences.

Y2 – Checks that a text makes sense to them as they read, corrects inaccurate reading.

Y2 – Discusses events and information from a text.

Y2 – Reads fluently.

Y2 – Spells many words correctly, including common exception words, and makes phonetically plausible attempts at others.

Y2 – have the background information and vocabulary to enable understanding.

Y2 – Knowledge of different genres.

Y2 – Knowledge of the Grammar expectations.

Y2 – Forms letters correctly.

Y2 – Uses expanded noun phrases.

Y2 – Use present and past tenses consistently.

Y1 – To have a growing bank of familiar stories and poems.

Key Stage 1 – Year 2

Y2 – Know different text structures.

Y2 – Writes for different purposes.

Y1 – To have a growing knowledge of the alphabetic code.

Y1 – Develop comprehension skills through discussion of known texts.

Y1 – Develop a pleasure in reading and motivation to read.

Y2 – Demarcate most sentences with the correct punctuation.

Y1 – Read Tricky Words from sight.

Y1 – Apply phonic knowledge to spell.

Y1 – Apply phonic knowledge to decode unfamiliar words.

Y1 – Leave spaces between words and begin to form letters correctly.

Y1 – Writes sentences beginning to use capital letters and full stops.

Y1 – To know Phase 2 -5 Tricky words from sight.

Y1 – Correct letter formation.

Y1 – To understand the structure of a sentence.

Keystage 1 – Year 1



English Curriculum Roadmap



Key Stage 1

Rec - ELG
Say a sound for each letter, including 10 digraphs and read aloud simple sentences.

Rec - ELG
Uses recognisable letters to write simple sentences that can be read by others.

Rec - Links letter sounds to graphemes and puts them in the correct sequence.

Rec - Begins to read some tricky words.

Rec - Begins to segment words into simple sounds and blend them together.

Rec - Recalls settings, event and characters from stories with increasing detail.

Rec - Uses vocabulary and form of speech that are increasing influenced by their experience of reading.

Rec - To know how to form letters correctly.

Rec - Knowledge of rhyming and alliteration.

Rec - Develops a phonological awareness.

Rec - Knows information can be retrieved from books and devices.

Rec - Have an increasing bank of familiar stories.

3/4 - To know that we work left to right.

3/4 - Develop story language.

3/4 - To know that marks have meaning.

3/4 - Recognising initial sounds in familiar words when spoken.

3/4 - Begins to be aware of the way stories are structured.

EYFS - Reception

3/4 - Begins to make letter shapes to represent initial spoken sounds.

3/4 - Imitates adults writing by making marks from left to right.

EYFS - Three to Four

3/4 - Listening to and joins with stories and poems.

3/4 - Recalls events and characters in stories.

3/4 - Invents stories.

3/4 - Sometimes gives meaning to drawings and paintings.

3/4 - Attempts to write familiar words.

2/3 - Enjoys drawing and writing.

2/3 - Distinguishes between the different marks they make.

2/3 Begins to recognise familiar logos.

2/3 - Repeats and uses actions, words or phrases from familiar stories

2/3 - Shows and increased range of control in holding, using and manipulating tools.

2/3 - Holds mark making tools with a thumb and all fingers.

2/3 - Knows traditional tales.

2/3 - Knows nursery rhymes.

EYFS - Two to Three

Year 12 and 13 English Literature

Curriculum Intent: *To develop an interest in and enjoyment of English Literature, through reading widely, critically, and independently. Students will be introduced to the traditions of English Literature as well as exploring modern texts. The course seeks to highlight the way meanings are made and how they are received in relation to personal and public ideologies, social contexts and individual experience.*

Term	Topic	Content	Areas explored and skills developed
1	Prose: Science & Society Post 2000 Poetry	'The Handmaid's Tale' 6 poems from the Poems of the Decade Anthology	Contextual influences on the text – biographical, political, historical and religious – past and present. Analysis of writers' form, structure and language, with introduction/revision/extension of the appropriate terminology, and how these methods are used to shape meaning.
2	Prose: Science & Society Drama	'The Handmaid's Tale' 'A Streetcar Named Desire' or 'The Importance of Being Earnest'	Introduction to critical theories and readings of texts with application to the plays we study.
3	Prose: Science & Society Drama	'Frankenstein' 'A Streetcar Named Desire' or 'The Importance of Being Earnest'	Exploring connections between texts and how these can illuminate our interpretations through exploring the significance of contextual or thematic links.
4	Prose: Science & Society Named poet or period	'Frankenstein' Metaphysical poetry or Christina Rossetti	Extending students' understanding through visits to texts in performance or evaluating directorial interpretations of recorded adaptations.
5	Coursework Post 2000 Poetry Named poet or period	Student's choice of 2 texts 6 anthology poems Metaphysical poetry or Christina Rossetti	Developing students' independent research skills through visits to university libraries and guiding them through evaluating the suitability of online research and literary criticism.
6	Coursework Post 2000 Poetry Named poet or period	Student's choice of 2 texts 4 anthology poems Metaphysical poetry or Christina Rossetti Mock exams: prose, drama, post 2000 poetry	Encouraging students to read around the texts they study by guiding them to explore similar authors, genres and relevant/significant texts from the literary canon.
1	Coursework Post 2000 Poetry Shakespeare	Student's choice of 2 texts 4 anthology poems 'Hamlet' or 'Measure for Measure'	Extending students' understanding of critical approaches through introducing them to a wide range of critics from those suggested by the exam board in the anthology and beyond through our own research.
2	Unseen poetry Shakespeare	Post 2000 unseen poetry 'Hamlet' or 'Measure for Measure'	Developing independent responses to unseen texts through close analysis of language, form and structure and reaching informed comparative interpretations.

3	Unseen poetry Shakespeare	Post 2000 unseen poetry 'Hamlet' or 'Measure for Measure' Mocks: Shakespeare, named poet/period, unseen & post 2000 poetry	Devising effective revision strategies to ensure exam success.
4	Revision	All units	
5	Revision/exams	All units	
6	Exams	Revision	

Year 12 and 13 English Language

Curriculum Intent: *To develop an interest in and enjoyment of the English language through analysing how spoken and written language are used, the way that language is learnt by children, and how it has evolved over time. Students will explore how cultural and social shifts in gender, power and technology have influenced and altered the way we communicate and the way a text's purpose, context and intended audience impacts upon the language of text types, as well as developing and analysing their own writing style.*

Term	Topic	Content	Areas explored and skills developed
1	Context & Identity Child Language	Introduction to linguistic terminology Children's Spoken Acquisition	Developing confidence in applying new and more specific vocabulary to a range of texts. Introducing the four main theories of child language acquisition and developing understanding of phonology and lexis.
2	Context & Identity Child Language	Spoken Language & Power Children's Spoken Acquisition	Applying linguistic theory to spoken and written texts and continuing to extend understanding of a range of concepts and terms. Developing detailed analysis of children's syntax, morphology and discourse.
3	Context & Identity Child Language	Gender & Technology Children's Written Acquisition	Exploring how linguistic theory and research is constantly evolving and how it is imperative to adapt develop research to reflect social and technological change. Introducing and applying theories on orthography, graphology, morphology, syntax, lexis and discourse to children's writing. Visiting our affiliated primary site to extend understanding of children's spoken and written acquisition and attend phonics lesson
4	Crafting Language Coursework Individual Variation	Introduction to rhetorical skills, study of different genres, style models Comparing texts	Introducing a wider range of more critical rhetorical terms for use with own writing and analysis. Supporting extended linguistic comparative analysis of how language presents personal and social identity.
5	Crafting Language Coursework Language Change	Devising own texts Development of English Language from 1550 – lexis, orthography, graphology	Developing a more reflective drafting process within own creative writing that considers audience, field, mode and function. Providing historical overview of the development of the English Language from Old English to Late Modern English and introducing a wide range of linguistic terms to apply to texts.
6	Crafting Language Coursework Language Change	Devising texts and writing commentaries Development of English Language from 1550 – phonology, syntax, pragmatics	Analysing and evaluating own writing process and the influences of genre conventions and style models and applying appropriate linguistic concepts. Exploring cultural, historical, social and technological influences on how language evolves over time.
1	Crafting Language Coursework	Completing coursework Revision and comparing transcripts	Devising successful revision strategies and securing knowledge and exam response techniques.

	Language Identity Language Change	Language change – gender, power, technology, spoken language	
2	Language Identity Language Change Language investigation	Revision and comparing transcripts Language change – attitudes & comparing texts Introduction & allocation of topics	Supporting extended research of chosen sub-topic – accessing and understanding additional academic research and applying it to texts and transcripts.
3	Language investigation Child Language	Completing investigation & preparing for section A responses Revision of spoken & written units	Developing independent research strategies including collecting and analysing data and issues of consent where appropriate.
4	Language investigation Revision	Writing up findings of investigation All units	Applying own research data to potential hypotheses to reach informed interpretations of sub-topic.
5	Revision/exams	All units	
6	Exams	Revision	

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Introduction to Shakespeare	Around the World	500 Words	19 th Century	Modern Prose	Poetry: Different Cultures
Knowledge	Witches and superstitions England's C16th society, culture and beliefs Shakespeare's London Gender roles in C16th The Globe theatre	Myths and Legends Global impact of Climate Change Diversity of cultural beliefs and religions Morals Different forms of Travel Writing	C19/C20th/C21st short story exemplars Genres Characters Narrators Story structures Story conflicts	C19th Science v Religion Gender roles in C16th Children and Poverty Victorian morality Gothic writing Victorian Christmas	<i>Private Peaceful/ A Monster Calls</i> Explorations in equality Impact of British class system Influences on identity Family and how it impacts the individual War, Conflict and Death Mental Health	Sonnets Ballads and their enduring influence C16th Love Poetry Romanticism and its influence on the arts Poet Laureate: role and purpose
Skills	Making links between contexts and texts Close analysis of writer's language choices Language patterns in verse Structure of Shakespeare's plays Using quotes in analysis Applying Tier 3 vocabulary to analysis Leaflet writing	Negative and positive language Inference and interpretation Fact and Opinion Persuasive Devices Varied sentence forms Applying descriptive writing techniques Conventions of travel writing Descriptive Writing	Freytag's pyramid 1 st /3 rd person narratives Writing dialogue Creating atmosphere Semantic fields Crafting openings and endings Constructing convincing characters Protagonist/Antagonist	Fiction and Non-fiction writing Implicit and explicit information Reading for meaning Summarising Effects of language choices: tone Comparing C19th/C21st texts Informal letter	Tracking character development Pros/cons of narrative perspective Significance of symbolism Analysing structural techniques Mapping themes Deconstructing characters 'I am...' poem/	Deduction and inference Poetic devices and their intentional effect Different forms of poetry Connotations of language choices Narrator 'v' poet Applying context to interpretation
Assessment	Reading Assessment <i>Macbeth</i> extract	Writing Assessment Travel Article	Writing Assessment Narrative Writing	Reading Assessment <i>Oliver Twist</i> extract	Reading Assessment Character extract	

	<i>'How does Shakespeare present the witches as fearful, mystical characters?'</i>	<i>'Write an article about either a place you have visited (or where you live), or somewhere you would like to visit and know a lot about.'</i>	<i>'Write a short narrative story (500 words)'</i>	<i>'How does Dickens portray poverty of the 19th century in the extract?'</i>	Either: <i>'How does Morpurgo present the character Charlie in the extract?'</i> or <i>'How does Ness present the monster in the extract?'</i>	
Progress Test		Forms Knowledge Quiz [Terms 1&2]		Forms Knowledge Quiz [Terms 3&4]		Forms Knowledge Quiz [End of Year]
Teacher 2	Shakespeare extracts	Myths and Legends Descriptive writing	Short Stories	Liaise with Teacher 1 to split SoW	Extracts from alternative text to Teacher 1: either PP/AMC	Liaise with Teacher 1 to split SoW
Home Learning	<p>Each term all students will be given a Knowledge Organiser for each topic.</p> <ul style="list-style-type: none"> Week 1: Baseline spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> Forms quiz : KO overview Week 2: Tier 3 definitions (either Forms or paper submission) Week 3: Tier 3 spelling test (either Forms or in class) Week 4: Tier 2 mix and match (Forms quiz) Week 5: Tier 2 spelling test (either Forms or in class) Week 6: Spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> Forms quiz: KO content <p>* teachers may choose to set <i>additional</i> Home Learning to suit their individual classes</p>					

	Assessment Map
How (type of assessment) ?	Termly formal assessments (Reading or Writing dependent on topic & skills being tested) Weekly home learning linked to Topic Knowledge Organiser (Spelling tests, Vocabulary definitions) Peer & Self-Assessments carried out during the term
When?	Weekly and termly.
What feedback is given?	Formal written feedback given individually. Overall group feedback for noticeable areas of required improvement. Verbal feedback for home learning (spelling test, vocabulary definitions) Written feedback on Firefly for home learning online feedback direct to individual. Students follow WWW and EBI when self or peer assessing (minimum once or twice a term)
What actions must take place for teachers?	Repeated spelling checks throughout the term – tier 2 and tier 3 vocabulary from Knowledge Organiser Knowledge gaps checked through 'Do Now tasks', missed knowledge added to lessons and re-tested
What actions must take place for students ?	Students take ownership of their learning through Knowledge Organisers, weekly set home learning, spelling tests and termly assessments. Knowledge Organisers are set up with tier 2 and tier 3 vocabulary, themes and intent of topic, areas covered for the term and important information students will need for the term.
When is this revisited?	Knowledge and Skills are checked weekly through 'Do Now tasks'. Home learning set each week and checked for completion.

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Detective Fiction	Apocalypse	Poetry: Identity and Place	Gothic	Challenging Inequality	Shakespeare
Knowledge	<i>The Speckled Band</i> Police and Crime in Victorian England Jack the Ripper Enduring appeal of Detective Fiction Religion v Science Gender roles in C19th Fake news	Natural Disasters Climate Change Man-made Disasters Science-Fiction and UFOs Fears and Beliefs The Supernatural Stories of Survival	Art as a political voice Nature 'v' Nurture Perceived identity and stereotypes Role of individual in society Private/Public identity Slavery, Civil Rights and BLM Greek Myths	<i>Frankenstein (play)</i> Romanticism in literature Morals of C19th Scientific development Outsiders and Loneliness What it means to be human Journeys: physical and psychological Social Responsibility	<i>Noughts and Crosses/Our Day Out</i> Diversity and Identity Racism and Discrimination Friendships, love and Relationships Politics and Conflict Civil Rights and BLM	<i>A Midsummer Night's Dream/The Tempest</i> Cultural festivals and beliefs Fairies and Magic Gender roles Class divisions Love and Conflict Personal choice Concepts of comedy
Skills	Deconstructing Detective plot structure Tracking foreshadowing Analysing and crafting tension Protagonist/Antagonist Exploring role of secondary characters Exploring layers of meaning Writing a Formal Letter	Sensory description in Descriptive Writing Fact and Opinion Persuasive Writing 1 st Person narratives Comparing non-fiction texts Inference and summarising Using quotations from multiple texts Comparing [Bears] texts	Exploring how different contexts affect reception Developing ideas on writer's intent and purpose Separating narrative voice and poet Effects of extended metaphors Making comparisons and links between poems	Comparing prose to performance Crafting of atmosphere through setting Function of foils in a narrative Comparing Gothic characters Analysing presentation of theme Evaluate effects of writer's methods Exploring function of allusion	Implicit meanings in language Identifying historical influence on narrative Evaluating effects of writer's methods and intents Examining structure of a tragedy play Exploring character motivation and development Speech writing	Understanding metanarratives Meaning through spoken delivery and performance Tracking character motivation Linking characters to social and historical context Character mirroring Purpose of cyclical narratives Comedic effects of dramatic irony

ASSESSMENT MAP						
Assessment	Reading Assessment <i>Speckled Band</i> extract <i>"How does Conan Doyle present Dr Roylott as a threatening and dangerous man?"</i>	Writing Assessment Descriptive writing <i>"Write a description of an alien exploring planet Earth, as suggested by the picture"</i>	Reading Assessment Poetry analysis "In the poem ____ how doe the poet present ideas about identity? Now compare how _(poet)_ presents ideas about identity in their poem ____"	Writing Assessment Narrative writing <i>"Write a short Gothic narrative story titled 'The Door'"</i>	Writing Assessment Speech <i>"Write a speech to encourage equality and diversity in education and wider society"</i>	
Assessment criteria	RT1, RT2, RT4	WT5a, WT5b, WT6a, WT6b, WT6c	RT1, RT2, RT3, RT4	WT5a, WT5b, WT6a, WT6b, WT6c	WT5a, WT5b, WT6a, WT6b, WT6c	

Progress Test		Forms Knowledge Quiz [Terms 1&2]		Forms Knowledge Quiz [Terms 3&4]		Forms Knowledge Quiz [End of Year]
Mid-unit or formative assessment	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>	<p>Each lesson starts with a retrieval task appropriate to the group's needs.</p> <p>Low stakes quizzes across term based on knowledge organisers – self-assessed, including spelling tests.</p>
Feedback	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>	<p>Retrieval tasks – self-marked</p> <p>Low stakes quizzes – self-marked</p> <p>End of unit assessment – written feedback and whole class feedback</p> <p>As appropriate to the group's needs, verbal feedback also given throughout term</p> <p>Progress test – automatically marked</p>

	teacher of collective knowledge	teacher of collective knowledge	teacher of collective knowledge	teacher of collective knowledge	teacher of collective knowledge	teacher of collective knowledge
Actions by students	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>	<p>Students engage with the learning in the lesson.</p> <p>They must complete home learning tasks to support gap filling.</p> <p>They must self-assess their work and respond to feedback.</p>
Revisited content	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p>	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p>	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p>	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p> <p>Knowledge of the 'Gothic' unit is used in KS4 English Literature texts.</p>	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p>	<p>Reading and writing skills are built on year by year and unit by unit in a spiral curriculum. Knowledge such as recognition, analysis and use of (for example) 'metaphor' or 'emotive language' is returned to throughout year.</p> <p>Knowledge gain during the 'Shakespeare' unit is carried over to KS4 English Literature Shakespeare text.</p>

2nd Teacher	Non-Fiction crime in Victorian England Jack the Ripper Fake news	Science-Fiction extracts UFOs	Liaise with Teacher 1 to split SoW	Gothic narrative writing	Non-fiction political speeches; equality, BLM, discrimination	Extracts from alternative play: <i>AMSND/Tempest</i>
Home Learning	<p>Each term all students will be given a Knowledge Organiser for each topic.</p> <ul style="list-style-type: none"> • Week 1: Baseline spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> ○ Forms quiz : KO overview • Week 2: Tier 3 definitions (either Forms or paper submission) • Week 3: Tier 3 spelling test (either Forms or in class) • Week 4: Tier 2 mix and match (Forms quiz) • Week 5: Tier 2 spelling test (either Forms or in class) • Week 6: Spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> ○ Forms quiz: KO content <p>* teachers may choose to set <i>additional</i> Home Learning to suit their individual classes</p>					

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Heroes and Villains	Dystopian	One World	Poetry	Shakespeare	19 th Century Text
Knowledge	Mythical heroes and villains Heroes and villains in literature Real-life heroes and villains Modern heroes: 9/11; NHS Heroes and villains as an industry Comic books	Dictatorship and Revolutions Freedom of Information Propaganda Human Rights Survival	<i>Diverse Shorts</i>	<i>Love and Relationships</i> Different types of love and relationships LGBTQ Pain and regret Death and loss Memory Nature Romanticism Victorian/20 th century poetry	<i>Romeo and Juliet/The Taming of the Shrew</i> Disguise and deception Feminism and Equality Coercion and control Worldwide concepts of family and honour Political correctness and freedom of expression Gender roles Arranged marriages	<i>Jekyll and Hyde</i> Public versus private personas Alter ego and dual personality Addiction and its consequences Science versus religion in the 19 th century Ethics of Science Mental Health Sensationalism
Skills	Evaluating didactic purpose of heroes and villains in literature Applying contextual factors to concepts of heroes and villains Synthesising ideas across texts Persuasive writing using a range of rhetorical devices Crafting of a convincing and creating conflict Writing a speech	Critical evaluations of effects of writer's methods and intents Developed analysis of language and technique choices Exploring reader reception across different contexts Insightful connections across texts and forms		Detailed examination of effects of language, form and structure Exploring ideas and themes across poems Developed analysis of advanced poetic methods Considering alternative interpretations/multiple meanings Detailed links to contextual factors Linking techniques to topic/theme/meaning	Investigating the effects of comedy choices Exploring alternative interpretations Close language analysis Characters as a plot device Consider how language choices convey characters and relationships Decoding implicit stage directions	Evaluating reliable narrators Linking text to external and internal contexts Analysing the effects of narrative structure Exploring the impact and importance of place Insightful analysis of effects of language choices and patterns All comments rooted in astute quotations

Assessment	Writing Assessment Speech <i>"Write a speech nominating your hero"</i>	Reading Assessment <i>Handmaid's Tale</i> extract "Explore how Atwood presents the theme of the individual and society"	Writing Assessment Article <i>"Write an article for the College Communicator about the importance of empathy when striving for equality"</i>	Reading Assessment Poetry analysis "In the poem ____ how do the poet present ideas about identity? Now compare how _(poet)_ presents ideas about identity in their poem ____"	Reading Assessment Shakespeare extract Either: <i>"To what extent does Shakespeare presents Capulet as a loving father? "</i> Or <i>"To what extent do you think Shakespeare presents Petruchio as mercenary?"</i>	
Progress Test		Forms Knowledge Quiz [Terms 1&2]		Forms Knowledge Quiz [Terms 3&4]		Forms Knowledge Quiz [End of Year]
2nd Teacher	Liaise with Teacher 1 to split SoW	Liaise with Teacher 1 to split SoW	Liaise with Teacher 1 to split SoW	Liaise with Teacher 1 to split SoW	Extracts from alternative play: <i>R&J/TOTS</i>	Non-fiction, Mental Health, Addiction, Sensationalism

Home Learning	<p>Each term all students will be given a Knowledge Organiser for each topic.</p> <ul style="list-style-type: none"> • Baseline spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> ○ Forms quiz : KO overview • Tier 3 definitions (either Forms or paper submission) • Tier 3 spelling test (either Forms or in class) • Tier 2 mix and match (Forms quiz) • Tier 2 spelling test (either Forms or in class) • Spelling test in class of the 20 tier 2 and tier 3 vocabulary words: marks recorded <ul style="list-style-type: none"> ○ Forms quiz: KO content <p>* teachers may choose to set <i>additional</i> Home Learning to suit their individual classes</p>
How (type of assessment)?	<p>Summative written assessment every term (alternating between a reading and a writing task based on GCSE exam assessment format). Question-level analysis. Regular low stakes retrieval.</p>

What feedback is given?	<p>For summative assessments, students receive a grade and whole class feedback. This may include model answers or class student responses shared with the class and evaluated.</p> <p>Students are given guidance to self- and peer-assess their work with supervision of the teacher.</p> <p>Students are given verbal feedback for retrieval tasks and/or model answers shared and evaluated.</p>
What actions must take place for teachers?	<p>Assessments are used to adapt teaching based on the class's specific skill and knowledge gaps.</p> <p>Regular "book looks" to appraise the progress of individual students and each class.</p> <p>One-to-one verbal check-ins with a variety of students each lesson.</p> <p>High quality whole class discussion, debate and questioning using randomisation/cold calling.</p> <p>Evaluation and analysis of models of excellence prior to summative assessment points.</p>
What actions must take place for students ?	<p>Writing every lesson. Reading every lesson.</p> <p>Focus throughout every lesson and develop learning skills such as independence, coping when stuck, oracy, dictionary and thesaurus skills.</p> <p>Bring reading book to every lesson.</p> <p>Complete home learning every week consolidating knowledge/skills as outlined on Knowledge Organiser.</p>

When is this revisited?	<p>Heroes & Villains knowledge revisited in Y9 Literature units (Dystopian, One World, Shakespeare & C19th) as well as creative writing and Literature units in KS4.</p>	<p>Core skills of reading analysis essays, including WHAT HOW WHY paragraph structures revisited in all remaining Y9 units and KS4 Language reading and Literature units.</p>		<p>KS4 poetry units. Ways of working with context will be revisited during every Literature unit.</p>	<p>KS4 Shakespeare unit (<i>Macbeth</i>). Evaluation ("To what extent" questions) revisited Y10/Y11 Term 1 Language unit.</p>	<p>Selection and handling of quotations will be revisited in every Language Reading and Literature unit. Authors' use of structure revisited Y10 Term 1 & Y11 Term 1 Language unit.</p>
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Year 10 (2021 – 2022)

Outline of Study

[illegible]

<p>English Literature Paper 2</p> <p>Read and study Modern text</p> <p><u>An Inspector Calls</u> AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><u>AO3:</u> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><u>AO4:</u> Use a range of vocabulary and sentence structures for clarity, purpose and</p>	<p>Read & study 19th Century text</p> <p><u>A Christmas Carol</u></p> <p><u>AO1:</u> Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><u>Poetry Anthology</u></p> <p>‘London’ by William Blake ‘Ozymandias’ by Percy Bysshe Shelley. ‘My Last Duchess’ by Robert Browning ‘Charge of the Light Brigade’ by Alfred Lord Tennyson ‘Remains’ by Simon Armitage</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><u>Poetry Anthology</u></p> <p>‘Exposure’ by Wilfred Owen ‘War Photographer’ by Carol Ann Duffy ‘Poppies’ by Jane Weir ‘Kamikaze’ by Beatrice Garland</p>	<p>Read & study Shakespeare English Literature Paper 1</p> <p>Macbeth (All groups)</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate</p>	<p><u>Poetry Anthology</u></p> <p>‘The Prelude’ by William Wordsworth ‘Storm on the Island’ by Seamus Heaney ‘The Emigree’ by Carol Rumens ‘Tissue’ by Imtiaz Dharker ‘Checking Out Me History’ by John Agard</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>
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effect, with accurate spelling and punctuation.				spelling and punctuation	
<u>Assessment</u> May 2017: Literature Paper 2, Section A An inspector Calls (30 + 4 marks) Marks to be added to SIMS.	<u>Assessment</u> May 2017 : Literature paper 1, section B 'A Christmas Carol' (30 marks) Marks to be added to SIMS.	<u>Assessment</u> May 2017: Literature paper 2, section B: Anthology poetry (30 marks) Marks to be added to SIMS.	<u>Assessment</u> Unseen style question based on one of the poems they have studied so far in the Anthology. (24 marks) Marks to be added to SIMS.	<u>Assessment</u> May 2017: Literature paper 1: Section A (30 + 4 marks) Marks to be added to SIMS.	
Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations Tasks set on FF	Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations • Tasks set on FF	Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations • Tasks set on FF	Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations Tasks set on FF	Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations Tasks set on FF	Home Learning • Educake tasks • Spelling quiz • Knowledge organisers • Recap and reinforcement worksheets • Contextual investigations Tasks set on FF
How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment:	How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment:	How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment:	How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment: three weekly tasks.	How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment:	How (type of assessment)? • Formative assessments: End of term. • Peer and self-assessment:

<p>three weekly tasks.</p> <ul style="list-style-type: none"> • QLA and reteaching and assessing of skills <p>Mock exams</p>	<p>three weekly tasks.</p> <ul style="list-style-type: none"> • QLA and reteaching and assessing of skills • Mock exams 	<p>three weekly tasks.</p> <ul style="list-style-type: none"> • QLA and reteaching and assessing of skills <p>Mock exams</p>	<ul style="list-style-type: none"> • QLA and reteaching and assessing of skills <p>Mock exams</p>	<p>three weekly tasks.</p> <ul style="list-style-type: none"> • QLA and reteaching and assessing of skills <p>Mock exams</p>	<p>three weekly tasks.</p> <ul style="list-style-type: none"> • QLA and reteaching and assessing of skills <p>Mock exams</p>
<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback. 	<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback. 	<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback. 	<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback. 	<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback. 	<p>What feedback is given?</p> <ul style="list-style-type: none"> • Feedback is based on QLA. • Embedded in lessons as whole class feedback. • Summative comments are added at the end of each question. • Model answers from students' responses. • Opportunity for response to feedback.
<p>What actions must take place for teachers?</p>	<p>Teachers must use the QLA to inform planning and re-teaching. Update skills and knowledge of the curriculum. Regular book looks to appraise the progress of</p>	<p>Teachers must use the QLA to inform planning and re-teaching. Update skills and knowledge of the curriculum. Regular book looks to appraise the progress of individual students</p>	<p>Teachers must use the QLA to inform planning and re-teaching. Update skills and knowledge of the curriculum. Regular book looks to appraise the progress of</p>	<p>Teachers must use the QLA to inform planning and re-teaching. Update skills and knowledge of the curriculum. Regular book looks to appraise the progress of individual students</p>	<p>Teachers must use the QLA to inform planning and re-teaching. Update skills and knowledge of the curriculum. Regular book looks to appraise the progress of</p>

	individual students and the class as a whole. Live marking 1-2-1 verbal and live feedback Targeted questioning Do Now: recall and retrieval activities.	and the class as a whole. Live marking 1-2-1 verbal and live feedback Targeted questioning Do Now: recall and retrieval activities.	individual students and the class as a whole. Live marking 1-2-1 verbal and live feedback Targeted questioning Do Now: recall and retrieval activities.	and the class as a whole. Live marking 1-2-1 verbal and live feedback Targeted questioning Do Now: recall and retrieval activities.	individual students and the class as a whole. Live marking 1-2-1 verbal and live feedback Targeted questioning Do Now: recall and retrieval activities.
What actions must take place for students ?	Reading and writing in each lesson. Improve tasks and be prepared to rewrite responses to improve levels. Remain focused in every lesson Develop independence in applying skills Develop resilience to respond to long answer questions. Complete weekly home learning tasks	Reading and writing in each lesson. Improve tasks and be prepared to rewrite responses to improve levels. Remain focused in every lesson Develop independence in applying skills Develop resilience to respond to long answer questions. Complete weekly home learning tasks	Reading and writing in each lesson. Improve tasks and be prepared to rewrite responses to improve levels. Remain focused in every lesson Develop independence in applying skills Develop resilience to respond to long answer questions. Complete weekly home learning tasks	Reading and writing in each lesson. Improve tasks and be prepared to rewrite responses to improve levels. Remain focused in every lesson Develop independence in applying skills Develop resilience to respond to long answer questions. Complete weekly home learning tasks	Reading and writing in each lesson. Improve tasks and be prepared to rewrite responses to improve levels. Remain focused in every lesson Develop independence in applying skills Develop resilience to respond to long answer questions. Complete weekly home learning tasks
When is this revisited? Language analysis and evaluation are taught throughout the academic year.	Writing skills are revisited for paper 2 section B Mock prep.	Comparative skills are also revisited for Literature paper 2	The use of Rhetorical features are used for both language and literature analysis.	At the beginning of year 11 the skills for both papers are revised and opportunities are given for exam practice.	QLA after mocks.

Home Learning

Home learning must be set at least once per week for Language and or Literature. This should be recorded on Firefly. You may use EDUCAKE or upload your own tasks to Firefly.

Lesson allocations

5 lesson week

Literature: 3 lessons per week
Language 2 lessons per week.

4 lesson week

Literature: 2 lessons
Language: 2 lessons.