

KS3 Curriculum Information (Years 7 and 8)

Students cover and repeat key English skills through increasing levels of difficulty from Year 7-8. All classes cover a novel, writing and reading skills, poetry, the media and a Shakespeare play.

All Key Stage 3 schemes of work are specifically planned to prepare students for GCSE study.

KS4 Curriculum Information (Years 9, 10 and 11)

The Key Stage 4 GCSE curriculum prepares students for higher education and the world of work through learning about written communication and spoken communication.

English also exercises and develops critical and lateral thinking skills, leading to students becoming good problem solvers. Students will follow two courses:

- AQA English Language
- AQA English Literature

Extra-Curricular Opportunities

Students are offered extra-curricular clubs, including creative writing clubs and reading clubs for all years at lunch times and after school.

Additional revision classes are arranged for students studying at GCSE level throughout the week.

Ways Families can Help Support

Parents can support in a number of different ways. In particular the following will really support your child in their learning:

- Reading at home daily
- Ensuring homework is completed
- Practising set spelling tests with your son/daughter

Year 7 - English Curriculum Plan

AUTUMN 1	Modern Novel
	<p>Class Assessments:</p> <ol style="list-style-type: none"> 1. Explore how the writer creates suspense, drama and/or action in an extract - Skills Focus: Language Paper 1 Q2 (effect of the writer's use of language) & Q3(effect of the writer's use of structure) 2. To what extent do you agree? - statement/opinion on the novel to be given by the teacher which should be based on the extract used for task 1 - Skills Focus: Language Paper 1 Q4 3. Descriptive writing based on a picture taken from a scene from the novel - Skills Focus: Language Paper 1 Q5 <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>Assessment week: Summative Assessment - Language Paper 1</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: synonyms, antonyms. prefixes & suffixes • Punctuation: full-stops, commas & capital letters • Grammar: parts of speech, verbs, adjectives, adverbs, sentence length effect & paragraphing & conjunctions
AUTUMN 2	Introduction to 19th Century Novel
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Summarise your understanding of one of the 19th century extracts - Skills Focus: Language Paper 2 Q2

2. Write and perform a speech that compares and argues the advantages and disadvantages of the modern world entitled: 'is the modern world really a better place to live?' - [Skills Focus: Language Paper 2 Q2, Q4 & Q5](#)
3. How does Dickens use language to present the character of Scrooge in the extract? - [Skills Focus: Language Paper 2 Q3](#)

All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.

Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) & AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three)

[Assessment week: Summative Assessment - Language Paper 2](#)

Skills: writing to argue/persuade AND letter formats, formal/informal language, tone, tense, audience, attitude, bias (PAFTA)

SPAG:

- Spelling: synonyms & plurals
- Punctuation: apostrophes & quotation marks
- Grammar: (PAFTA) purpose, audience, form, tone & attitude. Parts of speech, verbs, adjectives, adverbs, nouns, pronouns, prepositions & conjunctions

SPRING 1

Poetry: Seen & Unseen

Assessments:

1. Seen: Explore how the poet presents their own or the speaker's thoughts/feelings in their poem - [Skills Focus: Literature Paper 2 Section B](#)
2. Unseen: Compare how poets present feelings of _____ in _____ and _____. - [Skills Focus: Literature Paper 2 Section C](#)

All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions

	<p>depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SMILE (structure, meaning, imagery, language & effect), SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>Assessment week: Summative Assessment - Literature Paper 2</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: subject specific vocabulary ● Punctuation: colons & semi-colons, quotation marks ● Grammar: parts of speech, verbs, adjectives, adverbs, tenses & conjunctions
SPRING 2	Narrative and Descriptive Writing
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Write a story based on a picture that uses structure and SHAMPOO techniques to interest your reader - Skills Focus: Language Paper 1 Q5 <p>Assessment week: Summative Assessment - Language Paper 1: Section B - formative assessment - (45mins) - write a description suggested by a given picture OR write the opening of a story that uses the line 'they had almost made it'</p> <p>Techniques: SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms ● Punctuation: paragraphing ● Grammar: parts of speech, verbs, adjectives, adverbs, tenses, (SHAMPOO) similes, & sentence lengths for effect, hyperbole, metaphors, personification, onomatopoeia & oxymoron
SUMMER 1	Introduction to Shakespeare

	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Shakespeare present Lady Macbeth in your given extract? 2. Create an informative leaflet for an audience of your peers on an aspect of Jacobean life and/or Shakespeare's plays. Skills Focus: Language Paper 2 Q5 <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude) & AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three)</p> <p>Assessment week: Summative Assessment - Literature Paper 1</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: subject specific vocabulary ● Punctuation: quotation marks ● Grammar: (PAFTA) purpose, audience, form, tone & attitude
SUMMER 2	Novel
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Starting with this extract how does the writer present [insert character and/or theme] - Skills Focus: Literature A01, 2,3 & 4 AND Language Paper 1 Q2 (effect of the writer's use of language) & Q3(effect of the writer's use of structure) 2. Compare the attitude of the writers on a given theme - Skills Focus: Language Paper 2 Q4 3. Write a persuasive news article based on a scene from the novel - Skills Focus: Language Paper 2 Q5 <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude) & SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)</p>

Assessment week: Summative Assessment - Literature Paper 1 AND Language Paper 2

SPAG:

- Spelling: subject specific vocabulary
- Punctuation: quotation marks
- Grammar: (PAFTA) purpose, audience, form, tone & attitude

Year 8 – English Curriculum Plan

AUTUMN 1	Modern Novel
	<p>Class Assessments:</p> <ol style="list-style-type: none"> 1. Explore how the writer creates suspense, drama and/or action in an extract - Skills Focus: Language Paper 1 Q2 (effect of the writer’s use of language) & Q3(effect of the writer’s use of structure) 2. To what extent do you agree? - statement/opinion on the novel to be given by the teacher which should be based on the extract used for task 1 - Skills Focus: Language Paper 1 Q4 3. Descriptive writing based on a picture taken from a scene from the novel - Skills Focus: Language Paper 1 Q5 <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>Assessment week: Summative Assessment - Language Paper 1</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: synonyms, antonyms. prefixes & suffixes • Punctuation: full-stops, commas & capital letters • Grammar: parts of speech, verbs, adjectives, adverbs, sentence length effect & paragraphing & conjunctions
AUTUMN 2	Study of the 19th Century Novel
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Summarise the attitude of the writer in a given extract- Skills Focus: Language Paper 2 Q2

	<p>2. 'People should look back at the past and learn from it' Write and perform a speech that explains your point of view - Skills Focus: Language Paper 2 Q5</p> <p>3. Compare the attitude of two characters in the extract you are given. Examine the methods the writer has used to show the character's attitudes and use quotations to support your opinion - Skills Focus: Language Paper 2 Q4</p> <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) & AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three)</p> <p>Assessment week: Summative Assessment - Language Paper 2</p> <p>Skills: writing to argue/persuade AND letter formats, formal/informal language, tone, tense, audience, attitude, bias (PAFTA)</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms & plurals ● Punctuation: apostrophes & quotation marks ● Grammar: (PAFTA) purpose, audience, form, tone & attitude. Parts of speech, verbs, adjectives, adverbs, nouns, pronouns, prepositions & conjunctions
SPRING 1	Poetry: Seen & Unseen
	<p>Assessments:</p> <p>1. Seen: Explore how the poet presents their own or the speaker's thoughts/feelings in their poem - Skills Focus: Literature Paper 2 Section B</p> <p>2. Unseen: Compare how poets present feelings of _____ in _____ and _____. - Skills Focus: Literature Paper 2 Section C</p> <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions</p>

	<p>depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SMILE (structure, meaning, imagery, language & effect), SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>Assessment week: Summative Assessment - Literature Paper 2</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: subject specific vocabulary ● Punctuation: colons & semi-colons, quotation marks ● Grammar: parts of speech, verbs, adjectives, adverbs, tenses & conjunctions
SPRING 2	Narrative and Descriptive Writing
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Write a story based on a picture that uses structure and SHAMPOO techniques to interest your reader - Skills Focus: Language Paper 1 Q5 <p>Techniques: SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)</p> <p>Assessment week: Summative Assessment - Language Paper 1: Section B - formative assessment - (45mins) - write a description suggested by a given picture OR write the opening of a story that uses the line 'they had almost made it'</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms ● Punctuation: paragraphing ● Grammar: parts of speech, verbs, adjectives, adverbs, tenses, (SHAMPOO) smilies, & sentence lengths for effect, hyperbole, metaphors, personification, onomatopoeia & oxymoron
SUMMER 1	Introduction to Shakespeare

	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Shakespeare present Lady Macbeth in your given extract? 2. Create an informative leaflet for an audience of your peers on an aspect of Jacobean life and/or Shakespeare's plays. Skills Focus: Language Paper 2 Q5 <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude) & AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three)</p> <p>Assessment week: Summative Assessment - Literature Paper 1</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: subject specific vocabulary ● Punctuation: quotation marks ● Grammar: (PAFTA) purpose, audience, form, tone & attitude
SUMMER 2	Novel
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Starting with this extract how does the writer present [insert character and/or theme] - Skills Focus: Literature A01, 2,3 & 4 AND Language Paper 1 Q2 (effect of the writer's use of language) & Q3(effect of the writer's use of structure) 2. Compare the attitude of the writers on a given theme - Skills Focus: Language Paper 2 Q4 3. Write a persuasive news article based on a scene from the novel - Skills Focus: Language Paper 2 Q5 <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude) & SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)</p>

Assessment week: Summative Assessment - Literature Paper 1 AND Language Paper 2

SPAG:

- Spelling: subject specific vocabulary
- Punctuation: quotation marks
- Grammar: (PAFTA) purpose, audience, form, tone & attitude

Year 9 – English Curriculum Plan

AUTUMN 1	Modern Texts - An Inspector Calls
	<p>Class Assessments:</p> <ol style="list-style-type: none"> 1. How does Priestley present the relationship between Sheila and Mr Birling?- Skills Focus: Literature Paper 2 Section A 2. How does Priestley present the importance of responsibility in ‘An Inspector Calls’? - Skills Focus: Literature Paper 2 Section A <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) Assessment week: Summative Assessment - Literature Paper 2</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms, antonyms. prefixes & suffixes ● Punctuation: full-stops, commas & capital letters ● Grammar: parts of speech, verbs, adjectives, adverbs, sentence length effect & paragraphing & conjunctions
AUTUMN 2	19th Century Novel - Jekyll & Hyde AND Language Paper 1 & 2 (Q3 & Q2) ‘How does the writer use language..?’
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Stevenson present Mr Utterson in this extract? Skills Focus: Literature Paper 1 Section B 2. Starting with this extract how does Stevenson present Mr Hyde as a frightening character? Skills Focus: Literature Paper 1 Section B <p>Write about:</p> <ul style="list-style-type: none"> ● how Stevenson presents Mr Hyde in this extract

	<ul style="list-style-type: none"> • how Stevenson presents Mr Hyde as a frightening character in the novel as a whole. <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) Assessment week: Summative Assessment - Literature Paper 1</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: synonyms & plurals • Punctuation: apostrophes & quotation marks • Grammar: (PAFTA) purpose, audience, form, tone & attitude. Parts of speech, verbs, adjectives, adverbs, nouns, pronouns, prepositions & conjunctions
SPRING 1	Poetry: Seen & Unseen
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Seen: Explore how the poet presents their own or the speaker's thoughts/feelings in their poem - Skills Focus: Literature Paper 2 Section B 2. Unseen: Compare how poets present feelings of _____ in _____ and _____. - Skills Focus: Literature Paper 2 Section C <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & : SMILE (structure, meaning, imagery, language & effect) Assessment week: Summative Assessment - Literature Paper 2</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: subject specific vocabulary • Punctuation: colons & semi-colons, quotation marks • Grammar: parts of speech, verbs, adjectives, adverbs, tenses & conjunctions

SPRING 2	Language Paper 1 & 2 - Q5 - Narrative, descriptive, persuasive and argumentative Writing AND Language Paper 1 Q3 'How has the writer structured the text to interest you as a reader?' AND Language Paper 2 Q2 'write a summary'
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Write a summary of your text - Skills Focus: Language Paper 2 Q2 2. How has the writer structured the text to interest you as a reader? - Skills Focus: Language Paper 1 Q3 3. Write a story based on a picture that uses structure and SHAMPOO techniques to interest your reader - Skills Focus: Language Paper 1 Q5 4. 'People waste away their weekends mindlessly in shopping malls when they could be doing much more with their free time'. Write an article for a broadsheet newspaper in which you explain your point of view on this statement. - Skills Focus: Language Paper 2 Q5 <p>Assessment week: Summative Assessment - Language Paper 1: Section B AND Language Paper 2: Section B</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude), AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three) & SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: synonyms • Punctuation: paragraphing • Grammar: parts of speech, verbs, adjectives, adverbs, tenses, (SHAMPOO) similes, & sentence lengths for effect, hyperbole, metaphors, personification, onomatopoeia & oxymoron
SUMMER 1	Shakespeare - Romeo & Juliet AND Language Paper 1 Q4 'To what extent..?'
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Explain how Shakespeare presents Romeo's feelings in the extract Skills Focus: Literature Paper 1 Section A <p>You should write about:</p> <ul style="list-style-type: none"> • Romeo's feelings in the extract • How Shakespeare shows Romeo's feelings by the ways he writes

	<p>2. 'Romeo and Juliet' was intended to warn against the foolishness of young people's love'. To what extent do you agree? Skills Focus: Language Paper 1 Q4</p> <p>You should write about:</p> <ul style="list-style-type: none"> • How Romeo and Juliet's love is seen by their parents and Friar Lawrence • The way that Shakespeare presents love • What love is and how it is understood <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Assessment week: Summative Assessment - Literature Paper 1 AND Language Paper 1 Q4</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>SPAG:</p> <ul style="list-style-type: none"> • Spelling: subject specific vocabulary • Punctuation: quotation marks • Grammar: (PAFTA) purpose, audience, form, tone & attitude
<p>SUMMER 2</p>	<p>Shakespeare: Romeo & Juliet AND Language Paper 2 Q4</p>
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Shakespeare present the feelings of Juliet and the Nurse in the following extract from Act 3 Scene 2? Skills Focus: Literature Paper 1 Section A <p>Write about:</p> <ul style="list-style-type: none"> • The methods Shakespeare uses to present Juliet and the Nurse • How Shakespeare presents Juliet's feelings in another part of the play? <ol style="list-style-type: none"> 2. For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different ideas and perspectives of the events that they describe. Skills Focus: Language Paper 2 Q4

In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

[Assessment week: Summative Assessment - Literature Paper 1 AND Language Paper 2](#)

Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect), PAFTA (purpose, audience, form, tone & attitude) & SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)

SPAG:

- Spelling: subject specific vocabulary
- Punctuation: quotation marks
- Grammar: (PAFTA) purpose, audience, form, tone & attitude

Year 10 English Curriculum Plan

AUTUMN 1	Literature Paper 2: Poetry Seen & Unseen
	<p>Power and Conflict Poetry & Unseen Poetry</p> <p>AND</p> <p>Comparative essay writing skills</p> <p>Techniques: SMILE (structure, meaning, imagery, language & effect), SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p> <p>Class Assessments:</p> <ol style="list-style-type: none"> 1. Comparison essay on any two studied anthology questions thematically linked (45mins) 2. Response to one unseen poem (45mins) <p>All class assessments are formative. However, they must be administered in timed exam conditions with or without resources to help support writing depending on what the teacher feels is best for the progress of their students.</p>
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Literature Paper 2 - 1 question from the anthology and the unseen section
AUTUMN 2	Modern Texts - An Inspector Calls Revision
	<p>Class Assessments:</p> <ol style="list-style-type: none"> 1. How does Priestley present the role of Eva? (45mins) 2. How does Priestley present the importance of class in 'An Inspector Calls'? (45mins) <p>Techniques: SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia) & SEIZE (statement,</p>

	<p>Evidence, Inference, Zoom in on language & effect)</p> <p>All class assessments are formative. However, they must be administered in timed exam conditions with or without resources to help support writing depending on what the teacher feels is best for the progress of their students.</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms, antonyms. prefixes & suffixes ● Punctuation: full-stops, commas & capital letters ● Grammar: parts of speech, verbs, adjectives, adverbs, sentence length effect & paragraphing & conjunctions
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Literature Paper 2
SPRING 1	Language Paper 1
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How has the writer structured the text to interest you as a reader? - Skills Focus: Language Paper 1 Q3 2. Write a story based on a picture that uses structure and SHAMPOO techniques to interest your reader - Skills Focus: Language Paper 1 Q5 <p>All class assessments are formative. However, they must be administered in timed exam conditions with or without resources to help support writing depending on what the teacher feels is best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) & SHAMPOO (similes, & sentence lengths for effect, hyperbole, metaphors, personification, onomatopoeia & oxymoron)</p> <p>SPAG:</p> <ul style="list-style-type: none"> ● Spelling: synonyms ● Punctuation: paragraphing ● Grammar: parts of speech, verbs, adjectives, adverbs, tenses,
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Language Paper 1: Section B AND Language Paper 2: Section B

<p>Spring 2</p>	<p>GCSE English Language - Paper 2</p> <p>Class Assessments:</p> <ol style="list-style-type: none"> 1. Write a summary of your text - Skills Focus: Language Paper 2 Q2 2. How has the writer structured the text to interest you as a reader? - Skills Focus: Language Paper 2 Q3 3. 'teenagers need social skills not social networks' Write an article for a broadsheet newspaper in which you explain your point of view on this statement. - Skills Focus: Language Paper 2 Q5 <p>All class assessments are formative. However, they must be administered in timed exam conditions with or without resources to help support writing depending on what the teacher feels is best for the progress of their students.</p> <p>Techniques: PAFTA (purpose, audience, form, tone & attitude) AFORREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three) & SEIZE (statement, Evidence, Inference, Zoom in on language & effect)</p>
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Language Paper 2
<p>Summer 1</p>	<p>Shakespeare - Romeo & Juliet AND Language Paper 1 Q4 'To what extent..?'</p>
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Explain how Shakespeare presents Juliet's feelings in the extract Skills Focus: Literature Paper 1 Section A <p>You should write about:</p> <ul style="list-style-type: none"> • Juliet's feelings in the extract • How Shakespeare shows Juliet's feelings by the ways he writes <ol style="list-style-type: none"> 2. 'Romeo and Juliet' was intended to warn against the foolishness of young people's love'. To what extent do you agree? Skills Focus: Language Paper 1 Q4 <p>You should write about:</p> <ul style="list-style-type: none"> • How Romeo and Juliet's love is seen by their parents and Friar Lawrence

	<ul style="list-style-type: none"> • The way that Shakespeare presents love • What love is and how it is understood <p>All class assessments are formative and can be administered timed or untimed and either in or out of exam conditions depending on what the teacher feels will be best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) SPAG:</p> <ul style="list-style-type: none"> • Spelling: subject specific vocabulary • Punctuation: quotation marks • Grammar: (PAFTA) purpose, audience, form, tone & attitude
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Literature Paper 1 AND Language Paper 1 Q4
Summer 2	19th Century Novel - Jekyll & Hyde AND Language Paper 1 & 2 (Q3 & Q2) 'How does the writer use language..?'
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. How does Stevenson use setting to create an atmosphere of dread in this extract? <u>Skills Focus: Literature Paper 1 Section B</u> 2. Starting with this extract how does Stevenson present Mr Hyde? <u>Skills Focus: Literature Paper 1 Section B</u> <p>Write about:</p> <ul style="list-style-type: none"> • how Stevenson presents Mr Hyde in this extract • how Stevenson presents Mr Hyde as a frightening character in the novel as a whole. <p>All class assessments are formative. However, they must be administered in timed exam conditions with or without resources to help support writing depending on what the teacher feels is best for the progress of their students.</p> <p>Techniques: SEIZE (statement, Evidence, Inference, Zoom in on language & effect) SPAG:</p> <ul style="list-style-type: none"> • Spelling: synonyms & plurals • Punctuation: apostrophes & quotation marks

	<ul style="list-style-type: none">• Grammar: (PAFTA) purpose, audience, form, tone & attitude. Parts of speech, verbs, adjectives, adverbs, nouns, pronouns, prepositions & conjunctions
	Summative Assessment: <ul style="list-style-type: none">• Literature Paper 1

Year 11 - English Curriculum Plan

<p>AUTUMN 1</p>	<p>GCSE English Language - Speaking and Listening</p> <p>AND</p> <p>GCSE Language - Paper 2</p> <p>AND</p> <p>Writing to argue and persuade, formal and informal letter writing skills, analysing language, summative and comparative writing skills</p> <p>AND</p> <p>GCSE Literature – Paper 2 – Section B: 3 poems – Storm on the Island, The Prelude, London and Ozymandias</p> <p>Techniques: PAFTA (purpose, audience, form, tone & attitude), AFOREST (alliteration, anecdotes, facts, opinions, repetition, rhetorical questions, emotive language, statistics, the rule of three)</p>
	<p>Assessments:</p> <ol style="list-style-type: none"> 1. Language Paper 2 - Glastonbury Festival & Greenwich Fair 2. Compare how poets present attitudes to power and conflict in 'Storm on the Island' and one other poem from 'Power and Conflict'.
<p>AUTUMN 2</p>	<p>GCSE English Language - Paper 1</p> <p>AND</p> <p>Writing to describe, analysing structure and language, writing to argue (revision) & speech writing</p> <p>AND</p> <p>GCSE English Literature - Paper 2 - Unseen Poetry</p> <p>AND</p> <p>GCSE Literature – Paper 2 – Section B: 3 poems – The Charge of the Light Brigade, Exposure, Poppies and Bayonet Charge</p>

	Techniques: SMILE (structure, meaning, imagery, language & effect) & SHAMPOO (simile, hyperbole, alliteration, metaphor, personification, oxymoron & onomatopoeia)
	Assessments: <ul style="list-style-type: none"> 1. Language Paper 1 - Brighton Rock 2. Literature Paper 2 - Unseen Poetry: Section C
SPRING 1	GCSE Literature – Paper 2 – Section A revision: An Inspector Calls AND Language Paper 1 and 2 - speech writing, essay writing & leaflet writing AND GCSE Literature – Paper 2 – Section B: 3 poems – Tissue, War Photographer, Kamikaze and Remains
	Assessments: <ul style="list-style-type: none"> 1. An Inspector Calls essay question 2. Walking/Talking mock - Language Paper 2: Section A assessment 3. Compare how poets present a sense of inner conflict in ‘War Photographer’ and one other poem from ‘Power and Conflict’.
SPRING 2	GCSE Literature – Paper 1 – Section B: 19 th century novel revision – The Strange Case of Dr Jekyll and Mr Hyde AND GCSE Literature - Paper 1 - Section A: Shakespeare revision - Romeo and Juliet AND GCSE Language Paper 1 and 2 AND GCSE Literature – Paper 2 – Section B: 2 poems – Emigree and Checking out me history

Assessments:

1. Walking/Talking mock - Dr Jekyll and Mr Hyde & Romeo & Juliet
2. Walking/Talking mock - Language paper 2
3. Walking/Talking mock - Language paper 1
4. Waking/Talking mock - Literature paper 2 – question could be on any poem from the Power and Conflict cluster.

	Autumn Half Term 1	Autumn Half Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 12 AS Literature (Edexcel) 60% Drama and Poetry	<i>A Streetcar Named Desire</i> Tennessee Williams <i>Context</i> <i>Literary interpretations</i> AO1,2,3,5	<i>A Streetcar Named Desire</i> Tennessee Williams <i>Context</i> <i>Literary interpretations</i> AO1,2,3,5	<i>Poetry</i> 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	<i>Poetry</i> 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	Essay practice and revision AS Exam/ MOCK	Start to study chosen A2 coursework text AO1,2,3,4,5 Begin to plan 2500-3000 word CW Essay
Year 12 AS Literature (Edexcel) 40% Prose	<i>Frankenstein</i> Mary Shelley <i>Context</i> <i>Comparison</i> AO1,2,3,4	<i>Frankenstein</i> Mary Shelley <i>Context</i> <i>Comparison</i> AO1,2,3,4	<i>The Handmaid's Tale</i> , Margaret Atwood <i>Context</i> <i>Comparison</i> AO1,2,3,4	<i>The Handmaid's Tale</i> , Margaret Atwood <i>Context</i> <i>Comparison</i> AO1,2,3,4	Essay practice and revision AS Exam/ MOCK	Start to study <i>second</i> chosen A2 coursework text AO1,2,3,4,5 Begin to plan 2500-3000 word CW Essay
Year 13	Coursework 2500-3000 word Essay	Coursework 2500-3000 word Essay	Coursework 2500-3000 word Essay	Poetry 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	Poetry 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	Exam Revision as directed
Year 13	Shakespeare	Shakespeare	Shakespeare	Poetry 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	Poetry 14 poems to be studied from 'Poems of the Decade' Comparison AO1,2,4	Exam Revision as directed